

Examiners' Report/
Principal Examiner Feedback

January 2013

Principal Learning
Society, Health and Development
(SH302) Paper 01
Principles and Values in Practice

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Introduction

Learners continue to apply their knowledge in the range of situations presented to them in the examination questions.

In questions which test the higher level skills, there were some very well-argued points of view which were often supported with interesting and original examples.

The Principal Examiner would like to draw attention to strategies which will enable learners to gain marks:

- Claims, especially those which are contentious, should be supported with evidence, preferably with references to statistics or reports.
- More learners contextualised answers in terms of their work placements, especially when questions focus on organisational policies or codes of practice. This is most encouraging.
- The study of principles and values should be approached objectively.
- Questions can be answered using several different approaches and the mark scheme indicates what some of these could be.
- The mark scheme is also intended to support teaching and learning.

The attention of learners and Course Tutors is drawn to the legislation referred to in Learning Outcome 7. As stated in this Learning Outcome, learners will need to know more recent legislation as and when developed. Centres will be aware that some of the legislation in Learning Outcome 7 is no longer current and has now been superseded. Learners and Course Tutors should be aware that they may be asked about legislation relevant to the four sectors which is not in the current specification, but which may be introduced at a future date.

The Principal Examiner hopes that the recommendations included at the end of the Report will prove useful for Course Tutors.

Level 3 Unit 2: Principles and Values in Practice

Q1ai

This question was linked to Learning Outcome 5. Nearly all answers indicated appropriate knowledge of the concept and application of confidentiality. The examiners once again point out that information that is confidential is not always private and nor does it mean that information cannot be disclosed or shared.

Q1aii

This question was linked to Learning Outcome 5. Whilst there was some overlap in material from Q1ai, most answers gained marks. The examiners were pleased to see some answers refer to the 2012 investigation into the Winterbourne Care Home as the chosen example from the social care sector.

Q1b

This question was linked to Learning Outcome 5. There were some excellent answers which focussed on children who care for other family members and the implications of informal or non-professional care. Such responses were highly rewarded. The content of Learning Outcome 5 indicates what was expected here.

Q1c

This question was linked to Learning Outcome 5. There was some confusion here in some responses but most answers provided relevant material. The Human Rights Act 1998 sets out the right to privacy and some successful answers showed knowledge of this.

A simple response which would have gained marks was that it is in the best interests of those who need care to share information with their carer as this is most likely to improve the care that they get.

Q1d

This question was linked to Learning Outcome 3. Again, most answers were able to gain marks. It should be noted that being partially-sighted, being old or having a physical disability does not necessarily prevent an individual from giving their consent to anything.

Q2a

This question was linked to Learning Outcome 6. There was a lack of awareness on the part of learners about codes of practice in the community justice sector. Many answers referred to either counselling or 'social groups'. The mark scheme gives concrete and actual examples of codes of practice in this sector.

Q2b

This question was linked to Learning Outcome 6. Most answers referred to advocacy and were rewarded accordingly. The examiners suggest that learners need to be clearer about what advocacy entails.

Q3ai

This question was linked to Learning Outcome 2. Learners were familiar with this aspect of the work of the four sectors and most were able to write knowledgeably about the relevant strategies, with many suggesting early intervention. Other strategies are identified in the mark scheme. Being hospitalised is not usually the first action taken.

Q3aii

This question related to Learning Outcome 1. There was some misunderstanding on the part of learners who thought this question referred to tolerance of the individuals themselves. It actually asks them to consider how tolerance could be improved.

The best answers suggested that most adults, at some point in their lives, will experience depression, anxiety or stress. Others suggested that we should all be 'taught' that such experiences are a normal part of life. There was very clear application of knowledge in such answers and learners are commended for this.

Q3b

This question was linked to Learning Outcome 2. Answers demonstrated limited knowledge of the Mental Capacity Act 2005 and the services provided for children and young people who suffer from depression, anxiety or stress. The mark scheme provides extensive support for this question.

Q4a

This question was based on Learning Outcome 3. There were some very perceptive and thoughtful answers and most were rewarded.

Q4b

This question was based on Learning Outcome 4. The specification requires learners to have knowledge of the work of the Care Quality Commission [CQC]. Those answers that claimed that the CQC inspects schools did not have the required information.

Q4c

This question was based on Learning Outcome 1 and Learning Outcome 7. The best answers showed why learners thought it was important to ensure high quality services. They articulated their views in a way which reflected the requirement to do so, outlined in Learning Outcome 1. Others found it

difficult to do this. The examiners note that, whilst good answers were able to justify their reasons, there was little reference to actual service provision in the sectors and no reference to any statistical evidence whatsoever. It is reasonable to expect this at Level 3.

Q5a

This question was based on Learning Outcome 4. The requirement to consider why discrimination on the grounds of age was made illegal rather than how this was achieved proved elusive for some learners. Better knowledge of the legislation would have benefitted them. In some cases, the answer was little more than a rant against discrimination in general. Learners are required to show some degree of objectivity.

Q5b

This question was based on Learning Outcomes 4, 6 and 7. Some answers unintentionally reinforce the very prejudice and discrimination they are asked to refute. For example not all elderly people are frail and nor do they all need lifts and not all of them play bowls.

Most answers focussed on discrimination rather than equality of opportunity. Some answers considered the young rather than the old and these were often more successful. The mark scheme provides extensive support for this question.

General Recommendations:

- Practice exam technique using past papers, mark schemes and examiners' reports available at www.edexcel.com.
- Ensure all the content of the specification is fully covered and understood
- Encourage learners to read all the questions carefully before they begin answering.
- Careful note should be made of the number of marks for each question as this gives an indication of the level of detail required in the response.
- Although the examination techniques demonstrated by the learners has clearly improved, Course Tutors are advised that further support is needed for less-able learners to progress.
- It is important that learners understand the level of responses required by the different command verbs which included explain, discuss, analyse and evaluate. It is suggested that Course Tutors may wish to plan to give learners practice writing responses to these different levels when reviewing past papers.
- Learners need to read their answer script through carefully before the end of the examination.
- Learners should support their responses with evidence as far as possible.

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<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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