

Examiners' Report/  
Principal Examiner Feedback

Summer 2013

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

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## Introduction

Students continue to make pleasing progress in their understanding of the specification and their ability to apply their knowledge to the examination questions. Questions which tested the higher level skills generated some thoughtful responses which were supported with well-chosen and original examples.

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

- claims, especially those which are contentious, should be supported with evidence
- references to relevant statistics or reports will be rewarded
- anecdotal evidence is most effective when contextualised in terms of work placements
- all abbreviations must be explained
- questions can be answered using several different approaches
- the mark scheme supports teaching and learning

The Principal Examiner draws attention to some of the issues which continue to occur and which prevent students from gaining marks.

- SH302 is about principles and values. In answers to some questions, it was very clear that some students were not aware of this. There were some inappropriate terms and claims made and these are indicated in more detail below. Students are reminded that one of the basic principles which applies across the four sectors is the need to treat people with dignity. Some answers seen by the examiners certainly did not and this displays a basic disregard for the subject matter of the unit.
- some students are familiar with a very limited range of legislation and often make inaccurate references to it. Once again, the Principal Examiner reminds students and Course Tutors that there is no Discrimination Act nor is there an Equal Rights Act. No marks will be awarded for reference to these. This was particularly problematic in question 4 where the Disability Discrimination Act 2005 and the Equality Act 2010 were referred to in the stem.
- some students continue to use language in their responses which is not used in the four sectors and this indicates a lack of familiarity with the basic principles and values which underpin the services provided in those sectors. In some answers to questions relating to disability, the use of inappropriate terminology was apparent. Students need to be very clear that the expression 'fake leg' (and there were others) is not acceptable and they must learn and apply the correct terminology.
- students should avoid the terms 'good' and 'bad' in their evaluations. The examiners need to know, for example, whether service provision is effective or well-used (and what evidence supports such claims) rather than the student's personal opinion.
- students should avoid the use of trivial examples.
- handwriting in some cases was very difficult to read. Whilst there are no marks for quality of writing, the examiners note that in some scripts, spelling, punctuation and grammar are very weak.

**Reminder**

The attention of students and Course Tutors is drawn to the legislation referred to in Learning Outcome 7. As stated in this Learning Outcome, students 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. Students 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.

### **Q01**

Question 1a was based on Learning Outcome 3. There were some very thoughtful suggestions about the ways which people could be empowered including for example, providing people who are physically disabled with motor scooters where appropriate. The weakest answers simply re-wrote the question or stated it was important for people to be happy. Few responses were tied to the content of Learning Outcome.

Question 1bi was based on Learning Outcome 5. The Freedom of Information Act 2000 relates to public services and is therefore not relevant to this question.

Question 1bii was based on Learning Outcome 5. Not all answers were relevant to the four sectors. Despite this, answers which referred to bank details and financial information were rewarded.

### **Q02a**

This question was based on Learning Outcome 3. Most students understood how the issue of sexual orientation might affect individuals in the children and young people's sector. However, the question was not intended as an outlet for students to vent their own prejudice and, as referred to in the introduction. This was one of the questions where some answers showed little or no understanding of the basic principles and values which apply across the four sectors.

Students should be aware that being straight affects an individual's attitude towards people with different sexual orientations and vice versa. This is a basic starting point. This however, did not prevent students suggesting that 'gay male children might wish to participate in "female activities"', whatever these might be. There was much confusion here. Sexual orientation is not a choice. Participation in sexual activity is. Students were not aware of the difference and this was clear in their answers.

Where students claimed that professionals working in the four sectors might discriminate against people with different sexual orientations they were awarded one mark. They often did not gain further marks because no evidence was offered in support of their claim.

Finally, the Sex Discrimination Act 1975 related to the issue of equality for women in the workplace. It had nothing to do with sexual orientation.

### **Q02b**

This question was based on Learning Outcome 4. Generalised responses about discrimination were awarded low marks. Very few answers referred to the issue of same-sex marriage which was a headline news event at the time of the examination.

### **Q03a**

This question was based on Learning Outcome 7. Most answers gained marks for knowledge of the care Standards Act 2000. Some students were aware that OFSTED inspect children's homes.

### **Q03b and Q03c**

These questions were based on Learning Outcome 7. Not all students distinguished between an organisational policy and a code of practice. The Mark Scheme indicates what the examiners were expecting. There were some effective answers, especially those which referred, for example, to whistle blowing.

### **Q04a**

This question was based on Learning Outcome 6. Most students gained marks for explaining one way that people with physical disabilities are protected by legislation. Whilst a very limited number of students referred to Stephen Hawking (who has motor neurone disease), none pointed out that his physical disability was no limitation to his intellectual development.

### **Q04b**

This question was based on Learning Outcome 6. Students understand the issue of learning disability less and the Principal Examiner recommends that they need more support in this area. The weakest answers reproduced information they had included in question 4a and simply stated that all people should be treated equally. They did not gain marks. Students should be aware that students who find subjects difficult do not necessarily have a learning disability.

### **Q04c**

This question was based on Learning Outcome 3. There were a range of answers at both ends of the mark allocation. The weakest answers stated that the allowances enabled people with disabilities to be happy, get the best out of life or to socialise. Few marks were available for such responses. Better answers referred to the ways that allowances enable people to live independently, enable carers to have respite or to access relevant services.

It needs to be made clear to students that people with disabilities do work. The Principal Examiner recommends information which appears in, for example, the Guardian. On 13 July 2013 an excellent supplement on Disability and Work provided a wide range of very accessible and relevant information including the statistics that 40000 disabled people graduate from UK universities every year and that according to the Labour Force Survey, nearly half of disabled people of working age are in a job.

Not that it was required, but no student mentioned that the Disability Living Allowance and the Carer's Allowance were replaced from April 2013 with a Personal Independence Payment (PIP). There was a significant amount of information about this which was also easily accessible and which could have been used to gain marks in this question.

**Q04d**

This question was based on Learning Outcome 5. Most students were well-versed in this aspect of the specification. Weaker answers were not specific to disability.

**Q05**

This question was based on Learning Outcomes 2 and 5. This question enabled more-able students to apply their knowledge effectively. Weaker answers consisted mainly of accounts of personal experience.

**Q06**

This question was based on Learning Outcomes 2 and 4. Students have less secure knowledge of the community justice system than of the other sectors and the Principal Examiner recommends that they need more support with this aspect of the specification. The mark scheme offers an indication of ways to answer this question.

**Q07ai**

This question was based on Learning Outcome 2. Answers which did not refer specifically to the ways to treat people with obesity with dignity did not gain marks. Those responses which stated 'draw curtains' are amongst those which fall into this category because this is a courtesy extended to all patients.

The weakest answers re-stated the question: treat them with dignity and respect.

Those students who were least familiar with the basic principles and values made some inappropriate comments including 'not laughing at obese people'. If such students were in any way familiar with either codes of practice or the dignity agenda, they might realise that this is a crass statement to make and undermines the excellent work carried out by those professionals who support and treat people with illnesses.

**Q07aii**

This question was based on Learning Outcome 2. Students are asked not to make value judgements in any of their answers.

**Q07b**

This question was based on Learning Outcomes 1 and 6. There was some misunderstanding here. The Principal Examiner notes that students are often very well-informed about rights but are less secure in their knowledge of responsibilities. The question was clear: service users have responsibilities when using services in the four sectors.

One very thoughtful answer suggested that there should be a code of practice for service users. These exist albeit in different forms, eg notices in Health Centres about not abusing staff.

The mark scheme offers further information and examples from each sector.

## **Recommendations:**

- practice exam technique using past papers, mark schemes and examiners' reports available at [www.edexcel.com](http://www.edexcel.com).
- ensure all the content of the specification is fully covered and understood.
- encourage students 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.
- it is important that students 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 students practice writing responses to these different levels when reviewing past papers.
- students need to read their answer script through carefully before the end of the examination.
- students should support their responses with evidence as far as possible.

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