

Examiners' Report/
Principal Examiner Feedback

Summer 2012

Principal Learning
Society, Health and Development
(SH301) Paper 01
The Sectors in Context

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Introduction

In general, most learners provided substantial responses to each question, demonstrating some knowledge of each learning outcome. However, there are still areas of the Specification where learners would benefit from further familiarisation. For example in Learning Outcome 3, the interaction of different types of service provision in and across the sectors is not well understood, thereby preventing learners from accessing marks across this learning outcome.

Centres will be aware that some of the legislation in Learning Outcome 4 is no longer current and has now been superseded and that policies such as Every Child Matters as stated within Learning Outcome 5 no longer have prominence due to changes in policy by the current Government. Subsequently, the policies and legislation referred to within SH301 will reflect the law and government policy aims as they exist at the time. Centres should therefore ensure that learners are aware of up-to-date key legislation and policy. This however, will only cover the replacement legislation and policy areas which are at present stated within Learning Outcome 4 and Learning Outcome 5.

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

Course Tutors are also recommended to attend Edexcel's 'feedback' training events on this examination series. The events will take place in Autumn 2012 and details can be found at the following link:

<http://www.edexcel.com/quals/diploma/Pages/training.aspx>

Level 3 Unit 1: The Sectors in Context

Centres may wish to take note of the following feedback with regard to each question and seek to apply the comments within the delivery of the unit.

Question 1

The question was designed to test knowledge of Learning Outcomes 1, 2 and 3 by using a brief case study.

Q1 (a)

Many learners are now responding to questions regarding service provision with some sensitivity to the needs of the client group. There were many responses which demonstrated good understanding of the types of support that a voluntary organisation which specifically assisted people with learning difficulties could provide to meet specific needs. Many of these addressed educational need although some learners did provide responses relating to enabling the client group to be part of the local community or support them to find work. There were also a substantial number of learners who provided responses stating that the organisation would provide support and care. Such answers are deemed to be vague and do not warrant the award of marks. It is particularly important that learners read the short case study fully to ensure they provide a response relating to the appropriate subject of the question.

Q1 (b)

Most learners were able to understand the issues that a young carer had to face and were able to provide responses which were highly appropriate to the situation. These tended to be focussed around providing respite care for the carer. It is pleasing to see that many learners can now apply their knowledge to individual situations.

Q1 (c)

As with many questions which address statutory and non-statutory provision of services, as required by Learning Outcome 1, many of the responses tended to be weak. There were some indications that a minority of learners still did not know the difference between statutory and non-statutory provision. This knowledge is fundamental to an understanding of the services provided across the four sectors and greater emphasis needs to be placed upon it. Those learners that did provide responses to engage Mark Band 2 tended to do so because they understood funding methods of both statutory and non-statutory organisations. There were some learners who were aware of the differences between statutory and non-statutory organisations who were then able to develop their responses to make further comparisons and refer to similarities to access the higher marks in Mark Band 3.

Q1 (d)

Most learners provided two appropriate responses which were both local and which were appropriate to meet the requirements of the particular case study. Please note that learners should not classify NHS as a local service but can refer to the primary care trust or hospital as local.

Q1 (e)

This question was designed to enable learners to provide evidence of knowledge and understanding of the personal skills, attributes and qualities that are required for employment within and across the sectors. On this particular occasion, the job role of the key worker was chosen. The job roles which are chosen are those with which learners should be familiar. Whilst many learners provided responses which included communication skills, more able learners demonstrated knowledge of why communication is important within the job role. Similarly responses such as kind and caring were also noted, however these could not be credited as they were far too generic and lacked development. Good answers occurred where learners had applied their knowledge of skills, attributes and qualities to the specific job role and this enabled them to provide a good response which not only identified a number of factors but which also enabled them to demonstrate how they could be applied to the specific role. It was pleasing to note that more learners are now attempting to apply their knowledge to the role as opposed to merely stating personal skills, qualities and attributes without further development.

Q 2 (a)

This question was designed to cover the national services included within Learning Outcome 2. A few learners understood the role of the National Blood Transfusion Service [NTBS] and many scored full marks, however there were some learners who also included the role of the blood donor and thought that the NBTS administered blood transfusions.

Q 2 (b) (i)

Centres are to be highly commended for ensuring that their learners are fully aware of how Government decisions evolve and become legislation. An overwhelming number of learners were aware of each stage and could provide knowledgeable descriptions of the entire process.

Q 2 (b) (ii)

Encouragingly, approximately half of the responses were aware of some of the key points of the Mental Capacity Act 2005, whilst others clearly did not have any knowledge of the requirements of the Act. It is important that learners should be aware of the key points of legislation as such knowledge almost always tends to enable learners to gain quite a number of marks. Centres are advised that learners should be aware of current legislation which is stated within the Specification and which remains in force.

Q 2 (c)

The question required evaluation of rehabilitation policies for young offenders. Most learners provided some accurate responses which were developed and this clearly indicated that they understood the aims of such policies. The question covered Learning Outcome 5 which includes policies on reform and revision. Centres should encourage learners to investigate the policies named and subsequent Government updates in relation to current policy within those areas.

Q 3(a)

It is very pleasing to know that learners are aware of the function of the Common Assessment Framework and that a good number were able to develop their responses to provide an explanation to access the full four marks.

Q 3(b) (i)

To access marks, learners had to name a statutory service and then apply it to the case study. Appropriate statutory services included children's social services and schools. If learners did not name a statutory service then they did not achieve any marks. Quite a number of learners are attempting to provide responses to such questions with job roles for example, counsellors. Such responses will not be credited unless they are connected to a named service. It is still a major concern that a substantial number of learners really cannot differentiate between statutory and non-statutory services and this should be addressed to ensure they have full access to the paper.

Q 3(b) (ii)

This question has similar requirements to the previous one but requires different criteria in relation to the statutory service. In this particular question many learners were providing appropriate examples of relevant statutory services and developing them. Quite a number of other learners were providing named services which although appropriate to meet the needs of the specific service user and well thought through, were not statutory services, such examples were Victim Aid and as a consequence, unfortunately, no credit could be given.

Q 3(b) (iii)

The question was responded to quite well with many learners providing valid reasons for monitoring to take place. Some responses pleasingly demonstrated the ability of the more able learner to apply their understanding to specific circumstances.

Q 3(c)

Many centres are now ensuring that their learners have a good awareness of the interaction of different types of service provision in and across the sectors and this was reflected in some of the high scoring responses to this particular question concerning partnership working.

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
- 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 answers 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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