



## External Assessment Report 2011

Subject	<b>Care</b>
Level	<b>Intermediate 1</b>

The statistics used in this report are pre-appeal.

This report provides information on the performance of candidates which it is hoped will be useful to teachers/lecturers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding. It would be helpful to read this report in conjunction with the published question papers and marking instructions for the Examination.

# Comments on candidate performance

## General comments

Most centres are now experienced in the delivery of the revised Care Intermediate 1 qualification and the majority of candidates appear to be entered at the appropriate level. The general standard of responses was good and the paper performed as expected with no note of concern from any centres.

There was a slight decrease in entries from 390 in 2010 to 388 this year but with a number of new centres presenting for the first time, which is very encouraging. There was an increase in the A–C pass rate this year with increased numbers of candidates achieving 64–74% of the overall mark allocation. This demonstrates that many centres are preparing their candidates very well.

## Areas in which candidates performed well

### Section A — Sociology and Psychology for Care

Question 1: Which of the following statements relate to psychology and which relate to sociology?

Question 2: Identify two life events that could influence behaviour.

Question 6: Explain how this life change will affect one strand of his development. (In relation to the case study.)

These questions were, in general, very well answered. There is good evidence of strong candidates giving very full answers and as a result gaining maximum marks.

### Section B — Health and Safety

Question 6: Select the four correct first aid actions in the treatment of an adult who is choking.

Many candidates gained full marks for this question.

### Section C — Values and Principles

Question 5: Describe what is meant by the term 'need'?

Many candidates once again gained full marks for this question.

## **Areas which candidates found demanding**

### **Section A — Sociology and Psychology**

Question 4: What is meant by the term 'socialisation'?

Many candidates discussed 'socialising' rather than 'socialisation' and as a result lost marks.

Question 5: Identify two strands of his development that may be affected if he were to stay in the unit and explain why. (In relation to the case study.)

Some candidates seemed confused by this question and many answered on the basis of Jacob moving from the unit rather than staying.

### **Section B — Health and Safety**

Question 1: Give a definition of the term 'hazard' and give one example of a hazard from the case study.

A number of candidates did not give an example from the case study and therefore lost marks. Also, many seemed to mix-up the terms 'hazard' and 'risk'.

Question 5 (a): Identify two health and safety precautions that should be followed in relation to Mr Brown. (In relation to the case study.)

Question 5 (b): Explain why one of these precautions is important.

There were a number of poor responses to these questions. Some candidates seemed confused by the word 'precautions' and, as a result, lost all allocated marks.

### **Section C — Values and Principles**

Question 1 — Care workers are guided by the National Care Standards. Describe what is meant by the following principles:

- ◆ Equality and Diversity

There was a mixed response to this question with many candidates once again stating that equality is treating everyone the same, instead of as an individual with specific needs and wants.

Question 6: Describe one physical need that changes for an individual who is recovering from a long-term illness.

Many candidates identified problems rather than a need.

## **Advice to centres for preparation of future candidates**

### **General**

Centres should continue to ensure candidates are entered at the appropriate level. Candidates would also benefit from the use of formative assessment as well as prelim papers that reflect the current format of the external exam. It would also be advantageous to encourage candidates to practise answering case study questions in preparation for their exam.

Centres should stress to candidates the difference between Knowledge and Understanding (KU) and Analysis and Evaluation (AE) / Application (App) type questions. It would also be beneficial for candidates to have a clear understanding of how to match the detail in their answers to the mark allocation given to questions. An example of this would be Question 6 of Section C which was allocated 4 KU and 4 AE marks. Many candidates gave insufficient detail by concentrating on the KU information alone and therefore lost marks.

As in previous reports, candidates would benefit from a sound understanding of key words. Clear and honest feedback from NABs and formative assessment will guide the candidates to focus on specific areas for development in preparation for the external exam.

The following resource is currently being created to help candidates prepare for both the Unit assessments and external exam:

Online/DVD resources — At Care Intermediate 1, 2 and Higher, candidates do not undertake a placement and so over the past few months we have been working to create realistic scenarios which could be used by centres as support materials to help staff and candidates prepare for undertaking NABs and the external examination.

# Statistical information: update on Courses

## Intermediate 1

Number of resulted entries in 2010	390
------------------------------------	-----

Number of resulted entries in 2011	388
------------------------------------	-----

## Statistical information: Performance of candidates

### Distribution of Course awards including grade boundaries

Distribution of Course awards	%	Cum. %	Number of candidates	Lowest mark
Maximum Mark 60				
A	35.1%	35.1%	136	42
B	18.6%	53.6%	72	36
C	18.6%	72.2%	72	30
D	3.1%	75.3%	12	27
No award	24.7%	100.0%	96	-

## **General commentary on grade boundaries**

While SQA aims to set examinations and create marking instructions which will allow a competent candidate to score a minimum of 50% of the available marks (the notional C boundary) and a well prepared, very competent candidate to score at least 70% of the available marks (the notional A boundary), it is very challenging to get the standard on target every year, in every subject at every level.

Each year, therefore, SQA holds a grade boundary meeting for each subject at each level where it brings together all the information available (statistical and judgemental). The Principal Assessor and SQA Qualifications Manager meet with the relevant SQA Head of Service and Statistician to discuss the evidence and make decisions. The meetings are chaired by members of the management team at SQA.

The grade boundaries can be adjusted downwards if there is evidence that the exam is more challenging than usual, allowing the pass rate to be unaffected by this circumstance.

The grade boundaries can be adjusted upwards if there is evidence that the exam is less challenging than usual, allowing the pass rate to be unaffected by this circumstance.

Where standards are comparable to previous years, similar grade boundaries are maintained.

An exam paper at a particular level in a subject in one year tends to have a marginally different set of grade boundaries from exam papers in that subject at that level in other years. This is because the particular questions, and the mix of questions, are different. This is also the case for exams set in centres. If SQA has already altered a boundary in a particular year in say Higher Chemistry this does not mean that centres should necessarily alter boundaries in their prelim exam in Higher Chemistry. The two are not that closely related as they do not contain identical questions.

SQA's main aim is to be fair to candidates across all subjects and all levels and maintain comparable standards across the years, even as Arrangements evolve and change.