



## External Assessment Report 2011

Subject	<b>Care</b>
Level	<b>Intermediate 2</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

Many centres are now experienced in the delivery of the revised Care Intermediate 2 Course. Once again, it is encouraging that there is evidence that centres are acting on advice from previous reports in terms of the candidates being presented at the most appropriate level. There was a slight decrease in the number of candidates presented from 726 in 2010 to 664 this year.

The general standard of response was good with a fair spread of marks. The feedback from Markers was that many candidates were well prepared for the exam with an improvement in areas such as spelling and grammar. Once again, more mature candidates tended to achieve higher grades, possibly due to greater life/care experience.

## Areas in which candidates performed well

### Section A — Psychology for Care

In general, this section was answered very well with stronger candidates achieving very good marks.

Question 1: Infancy and adulthood are two stages of human development. Describe one emotional feature of each.

Question 2: Give an example of the role of nature in human development.

Question 3: Describe two key features of the behavioural approach to human behaviour.

The above questions were well answered by many candidates giving full and well structured responses.

### Section B — Sociology for Care

Question 1: Describe in what ways sociological explanations differ from common sense explanations.

There were some very good responses from candidates with many achieving maximum marks.

## **Areas which candidates found demanding**

### **Section A — Psychology for Care**

Question 6: Describe one key feature of separation and loss and explain how this loss has affected Peter's behaviour. (Case study)

This question in general was answered poorly. Many candidates could not describe any key feature of separation and loss and as a result lost marks.

### **Section B — Sociology for Care**

Question 5: Describe two possible ways that discrimination could impact on looked-after children and young people.

Many candidates gave examples of discrimination for this question rather than the impact, and lost 4 marks.

Question 6: Give a definition of the term 'equality' and describe three ways that equality can be promoted at an organisational level.

Many candidates stated that equality means treating everyone the same rather than being treated as an individual with specific needs and wants.

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

Question 3: Explain one emotional and one physical need that Heena has.

A number of candidates had difficulty in identifying needs and tended to identify the problem instead.

Question 4 (a): Identify two features of formal care and give one example that would be suitable for Heena.

A number of candidates could not identify the features of formal care and many gave two examples of formal care instead.

Question 7 (a): Why would it be important for a care worker to have an understanding of cultural needs when working with Heena?

The above question relating to culture was, on the whole, poorly answered. Many candidates thought that culture only consisted of religion and did not give a full and appropriate answer. Consequently, they lost marks.

Question 7 (b): Explain how equality could be promoted by a care worker when working with a service user like Heena.

Once again a number of candidates seemed to find this question very challenging. Many did not link their response with promoting equality at a personal level with Heena.

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

### **General**

As in previous reports, 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.

It should also be stressed that centres must relate the content of teaching to the Arrangements document and not be over-reliant on teaching packs alone.

Centres should stress to candidates the difference between Knowledge and Understanding (KU) and Analysis, Evaluation and Application (AE/app) type questions. It would also be beneficial for candidates to have a clear understanding of how to match the amount of detail to the mark allocation given to questions. 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 resources are currently being created to help candidates prepare for both the Unit assessments and external exam:

Online web-based support materials are soon to be released to support learners undertaking the three Units within the Care Intermediate 2 Course.

These materials will be in the format of dynamically generated e-assessments, containing questions relating to the statement of standards in the Unit specifications. They will be summative assessments but contain the added value of formative feedback, providing the learner with supporting information on how to answer the questions correctly. They will be accessible from SQA's secure site and suitable for practice and revision.

Online/DVD resources — At Care Intermediate 1, 2 and Higher, candidates do not undertake a placement and so over the past few months SQA has 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 2

Number of resulted entries in 2010	726
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Number of resulted entries in 2011	664
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## Statistical information: performance of candidates

### Distribution of Course awards including grade boundaries

Distribution of Course awards	%	Cum. %	Number of candidates	Lowest mark
Maximum Mark 80				
A	26.5%	26.5%	176	56
B	21.1%	47.6%	140	48
C	20.8%	68.4%	138	40
D	4.5%	72.9%	30	36
No award	27.1%	100.0%	180	-

## **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.