



External Assessment Report 2015

Subject(s)	Care
Level(s)	Intermediate 1

The statistics used in this report are prior to the outcome of any Post Results Services requests

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

Candidate numbers decreased this year from 247 in 2014 to 59 in 2015, most likely due to the new National 4 Care qualification. There was one new centre presenting Intermediate 1 Care in 2015, with the total number of centres presenting reduced to five (from 16 in 2014).

Overall, the standard of candidate response was good, with candidates achieving marks ranging from 59/60 to 14/60. There appeared to be a good spread of marks with few candidates attaining very low marks. There was an increase in candidates achieving an A grade, which is very encouraging. The number of candidates achieving A–C grade also improved.

Overall candidates seemed to be entered at the correct level and were well prepared. The question paper performed as expected with no note of concern from any centres.

Areas in which candidates performed well

Section A

Q3: *Life events such as marriage, divorce and separation could influence behaviour. Identify **two** other major life events which could influence an older adult.*

Candidates gave stage appropriate responses to this question rather than general responses which is good.

Q5. *(a) Identify **two** strands of Joshua's development which may be affected if he goes into hospital.*

(b) Using the strands of development you have identified, explain how they may be affected if he goes into hospital.

A good number of candidates gave excellent responses to Q5 and as a result achieved high marks.

Section B

Q4. *A casualty has a suspected heart attack. Identify **three** actions a first aider should take.*

A high number of candidates gave some excellent responses to this question.

Section C

Q 3 (a) *Give an example of discrimination that a child of same sex parents may experience?*

A number of candidates gave very good examples of discrimination.

- Q4.** (a) *What is meant by the term dignity?*
(b) *Describe why it is important to treat service users with dignity.*

Many candidates achieved good marks for this question. It is very encouraging that significant numbers clearly were able to contextualise their learning.

Areas which candidates found demanding

Section A

- Q7.** *Identity is part of development at adulthood. Give a definition of the term identity.*

This was not well answered, and few candidates achieved full marks.

Section B

- Q1.** *Describe **one** responsibility of an employee in relation to health and safety.*
Q2. *Describe **one** responsibility of an employer in relation to health and safety.*

Many candidates confused the responses for Q1 & 2, probably due to not reading the question properly or poor attention to detail.

- Q3** (a) *Give an explanation of the term risk.*
(b) *Identify **two** possible hazards within a care setting.*

A high number of candidates lost marks in the above two questions as they are still confusing the terms 'risk' and 'hazard'.

- Q5** *As the first aider, after assessing the situation, what should your next action be and explain why this is important in each of the following scenarios. Scenarios include unconscious, burn, sprained ankle.*

Many candidates responded by saying they would assess the situation. This shows that either many did not read the question correctly or they may have rote learned an all-encompassing response to first aid type questions.

Section C

- Q3** (a) *Give an example of discrimination that a child of same sex parents may experience?*
Q3 (b) *Describe **two** possible effects this may have on the child.*

Candidates often did not describe but stated an effect of the discrimination and as a result lost marks.

- Q5.** *Describe **two** of George's needs from the case study above.*

As in previous years a number of candidates described the problems George had rather than the need.

Statistical information: update on Courses

Number of resulted entries in 2014	247
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Number of resulted entries in 2015	59
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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 - 60				
A	40.7%	40.7%	24	42
B	20.3%	61.0%	12	36
C	15.3%	76.3%	9	30
D	3.4%	79.7%	2	27
No award	20.3%	-	12	-

The Course assessment functioned as intended, therefore no adjustment to grade boundaries was required.

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, SQA therefore 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 Business Manager 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.