



External Assessment Report 2015

Subject(s)	Care
Level(s)	Intermediate 2

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 653 in 2014 to 253 in 2015. There were no new centres. The total number of centres presenting has reduced to six (from 21 in 2014). This is probably due to this being the final year of Intermediate 2 and to the dual running of National 5 Care qualification.

Overall, the standard of candidate response was good, with candidates achieving marks ranging from 78/80 to 9/80. There appeared to be a good spread of marks, with few attaining very low marks.

There was a slight decrease in candidates achieving an A grade. The number of candidates achieving A–C grades was very similar to 2014.

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

Q2 Explain why it is important that a care worker has an understanding of cultural development when looking after children

A high number of candidates gave a very good explanation of the importance of understanding cultural development.

Q5a Identify two features of the Behavioural approach to human behaviour Q5b Explain two reasons why a knowledge of this approach may help care workers in a residential unit for looked after children

Both Q5a and 5b were very well answered with detailed information given by candidates. This demonstrates a very good understanding as well as appropriate application of knowledge.

Section B

Q2 Explain the following sociological concepts: Values, Norms

This question was answered very well; candidates demonstrated a good understanding of these concepts.

Section C

Q2 Describe the difference between formal and informal care

There were some excellent responses given to this question.

Q5a Identify three principles that underpin the National Care Standards

Q5b Explain how Alastair can use these principles to build a positive care relationship with Jasmin

Many candidates achieved full marks for these questions, which is very encouraging.

Areas which candidates found demanding

Section A

Q1 Describe one emotional strand of development an adolescent may experience.

Many candidates gave very brief responses that did not include much detail. Also a number did not give responses appropriate for the stage of development.

Q4a Using Maslow's Hierarchy of Needs describe the way in which Gerry's social and esteem needs are affected by his depression

Many candidates seemed to find this question challenging, and a relatively high number did not refer to Maslow's Hierarchy of Needs in their response.

Q4b Identify a loss that Gerry may experience because of his depression and explain why it is important that his care workers have an understanding of separation and loss

In general terms, candidates did not clearly explain the importance of understanding separation and loss by the care worker.

Section B

Q1a Identify one agent of primary socialisation and one agent of secondary socialisation

A number of candidates wrote parents were the agent of primary socialisation where they should have identified family, and as a result lost marks.

Q4 Explain one way that discrimination could impact on the life chances of: An individual with mental health issues; An individual who has recently been released from prison

A number of candidates did not discuss the impact on life chances.

Q5 Describe the term unconscious discrimination

Many candidates focused their response on the meaning of the word unconscious but did not go on to describe the discrimination part of the question.

Q6 Identify two ways that Janet could promote equality at an organisational level, and explain how this would improve the quality of care

There were a fairly high number of candidates who discussed promoting equality at a personal level rather than an organisation level and as a result lost significant marks.

Section C

Q1 Give one example of an appropriate care provision for each of the following individuals. A middle-aged man recently diagnosed as HIV positive. A teenage girl with alcohol related problems. An older adult with severe depression. A pregnant woman

A number of candidates were not clear on appropriate types of care provision.

Q3 Listed below are two examples of values underpinning care planning. Give a description of each. Social justice. User involvement.

A high number of candidates could not give a correct description of Social justice.

Q4 Explain one emotional and one social need that Jasmin has.

Once again, as in previous years, a significant number of candidates could not explain the needs that Jasmin had. Instead they concentrated on her problems/issues.

Q6a Describe what is meant by the term 'planning' in relation to the care planning process.

A number of candidates had some difficulty in answering this question and did not include any reference to goals, targets or strategies in their response.

Statistical information: update on Courses

Number of resulted entries in 2014	653
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Number of resulted entries in 2015	253
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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	34.0%	34.0%	86	56
B	26.1%	60.1%	66	48
C	17.0%	77.1%	43	40
D	5.1%	82.2%	13	36
No award	17.8%	-	45	-

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.