

Principal Moderator's Report Summer 2010

GCE

GCE Health & Social Care (6941) Unit 4 - Social Aspects & Lifestyle Choices

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General Comments

The format and style of the paper was similar to that in the previous series. There were three full questions in total, each marked out of 30, giving an overall total for the paper of 90 marks. The scenarios enabled candidates to demonstrate their knowledge across the full breadth of the specification.

The external assessment paper covered the unit specification, which includes:

- Lifestyle choices and life course events
- Social factors affecting health and well-being
- Care professional/service user relationships

The examiners felt that the paper discriminated well, with a wide range of marks being seen in each question. They noted that when marking candidates responses, there were an increased number of 'blank' pages (where the candidates did not attempt to answer the question at all), than seen in previous series. The examiners saw a marked increase in the cancelling out of words, phrases and sentences with a great deal of repetition in longer answers. There were occasions when candidates did not read the information provided or did not answer the actual question they were asked, even though there was a noticeable increase in the number of candidates underlining key words in the questions. Evaluations within answers were usually poor or non-existent. The use of bullet points in discussion questions limits the marks a learner is able to achieve.

Question 1

This question was based around a couple in their late 40s who both originate from the Caribbean. The male, Bert had recently been made redundant after 24 years service as a store man at the local NHS hospital. Florence his wife still worked there as a part-time health care assistant.

Part 1(a) was a familiar question on social class, with most candidates knowing at least one system of classifying people.

Part 1(b) was a relatively straightforward question with candidates being required to draw upon their knowledge of the effects of redundancy on Bert's emotional development. The most frequent answers seen either identified the redundancy as being either a benefit or a disadvantage for being at home. However very few candidates were awarded marks in level three as there was very little discussion seen.

Part 1(c) required candidates to describe two advantages of the redundancy on the couple's relationship. Responses tended to be vague and not particularly relevant to Florence and Bert spending more time together in a positive way. Candidates who described the disadvantages of Bert's redundancy did not score any points. In addition if they discussed the effect of his redundancy on his relationship with his children rather than on Florence his wife, they did not score any points.

The penultimate part of question 1(d) required candidates to examine the reasons why minority ethnic groups are likely to live in low-income households. A number of candidates did not understand the term 'household', their answers reflecting this as they discussed people's houses. Only a very small number of candidates were able to write to the depth of knowledge and shown their understanding for a level 3 answer. They included an evaluation and drew a conclusion, making links between poor

language skills and the assumption that they will not understand what is being said so they cannot therefore be trained for a better job.

The final part to question 1(e) required candidates to discuss how belonging to a particular social class may make it difficult for an individual to lead a healthy lifestyle. Those candidates at the E grade were able to discuss either an individual's social class or leading a healthy lifestyle, there was no link between the two. Candidates who wrote a level 3 answer provided an evaluation and a conclusion with a sound discussion as to how belonging to a particular social class may make it difficult for an individual to lead a healthy lifestyle. They were able to refer to the Black and Acheson report, linking their findings to social class.

Question 2

This question consisted of five parts which were mainly related to the stimulus material presented. It required candidates to recall terms and concepts, apply knowledge through explanation and demonstrate understanding through their ability to discuss specific topics such as social and emotional factors affecting health and well-being, including negative stereotyping and care professional/service user relationships

Very few correct 2 mark answers were seen to part 2(a). Candidates either knew the answer was a person-centred approach or were at least able to describe the type of approach to care used, but not both.

In part 2(b), the majority of candidates were able to identify the care values, however many were then unable to describe how the centre is implementing them or it may be the other way around.

In part 2(c), most candidates were able to use the information provided in the case study and the stem of the question to briefly describe how the staff at the Seven Seasons help to build supportive relationships.

In part 2(d), most candidates were able to discuss the effects of living in the care home on the service users' but were unable to develop their answer sufficiently regarding the affect it may have on their social and emotional development. Level 3 responses included both positive and negative effects on an older person's social and emotional development.

Part 2(e) proved more challenging to many candidates, with them seeming to confuse the consequences of negative stereotyping. The majority of answers seen focussed on the negative views of an older person, describing how they are stereotyped rather than the effects on them of negative stereotyping. Candidates with a sound knowledge of negative stereotyping were able to relate this to effects on the development of an individual across all PIES.

Question 3

This question was not based on a scenario but was a series of questions related to drugs and the effects this may have on a person's health and well-being. The majority of candidates answered part 3(a) correctly as it was a case of taking the information from the table given.

All candidates could access part 3(b) although yet again many responses lacked sufficient depth of knowledge. They were able to explain how peer pressure is being part of group and fitting in but were unable to describe how it may influence 16 - 24 year olds to try cannabis.

In part 3(c) a number of candidates focussed on health promotions as a method of support for which they were awarded no marks. However, the majority of candidates were able to identify different methods of support but were unable to discuss how these may help the service user recover from a drug addiction.

Part 3(d) was answered well by candidates, in that they were able to identify the effects of continued drug misuse on the long-term health and well-being of a person. Many candidates will have benefited from seeing the health promotion television advert for cannabis which highlights the effects on the health and well-being of an individual.

Part 3(e) proved to be the most challenging for candidates. E grade candidates were able to express their opinion that they disagreed with Brian Appleyard but they experienced difficulties in explaining as to why. This is seen by the fact that many of them only wrote half a page for the answer. Some strong opinions were voiced in the answers to this question by level 3 candidates, who were able to explore both sides of the argument.

Grade Boundaries

6941: Social Aspects and Lifestyle Choices

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	90	65	58	51	44	38
Uniform boundary mark	100	80	70	60	50	40

Notes

Maximum Mark (Raw): the mark corresponding to the sum total of the marks shown on the mark scheme.

Boundary mark: the minimum mark required by a candidate to qualify for a given grade.

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