

# Principal Moderator's Report Summer 2010

GCE

## GCE Health & Social Care (6947) Unit 10 - Using & Understanding Research

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## General Comments

The assessment evidence for this unit consists of a report on a research project carried out by the learner. Most candidates had chosen appropriate health and social care related topics, and had attempted to address all the assessment requirements of the unit. A range of topics had been chosen that covered all four user-groups/settings. Lifestyle issues that influence the health and well-being of young people were popular, such as smoking, binge drinking, and STDs. The more successful candidates were those who established a clear hypothesis or research question early in their report, together with outlining a clear structure for their work, thus enabling them to stay close to the requirements of the unit.

In AO1, there was sometimes insufficient evidence of consideration of different research methods, and the methods chosen were sometimes stated without explanation or justification. The research methods used by the candidates were largely limited to social surveys, invariably in the form of questionnaires, which were often quite weak. Overall, apart from the strongest portfolios, the candidates did not evaluate a range of suitable, alternative methodologies in any real depth. Candidates should look into a range of research methods and explain how their choice of methods makes sense in relation to characteristics of their research project. This allows them to show knowledge and understanding in their research planning.

In AO2 most candidates included plans of their research, but few modified or revisited them and limited their access to Mark Band 3. Pilot studies were sometimes used, and most candidates who did pilot their research showed how and where their methodology was changed in the light of the pilot, though often this was merely a rewording of questions in their questionnaires. A few students undertook interviews, however often transcripts were missing from appendices, and the interviews were not fully evaluated or linked to the primary or secondary data in the rest of the project in a coherent way.

In AO3 analysis of results was sometimes very good with clear, well labelled, graphs, tables and charts accompanied by lucid explanation. However many candidates had provided only superficial analysis, or had merely stated some of their results with little or no analysis offered. Also, some candidates had used several different research methods but failed to bring the results together coherently. Apart from the strongest candidates, the data was merely descriptive without establishing correlation with secondary data. Candidates are advised to plan their data analysis when they make decisions about the data they intend to collect and the methods to be used, so that the data they collect can be dealt with logically and systematically in the final report.

The evaluation required for AO4 was fairly weak in most reports. Candidates who had good understanding were able to evaluate their work in a balanced way, recognising both strengths and limitations. Most learners identified some weaknesses in their data. Candidates should be encouraged to consider the limitations as well as the strengths of their research to help them develop an evaluation.

## Grade Boundaries

### Internally assessed units

#### 6947: Using and Understanding Research

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	50	45	40	35	30
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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