

# Principal Examiner's Report January 2010

GCE

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

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at [www.edexcel.com](http://www.edexcel.com).

If you have any subject specific questions about the content of this Examiners' Report that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

January 2010

Publications Code UA022589

All the material in this publication is copyright

© Edexcel Ltd 2010

## 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 the 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 the candidates' responses, there were an increased number of 'blank' pages (where the candidate 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 candidate is able to achieve.

## Question 1

This question was based around a 17 years old, black-Caribbean youth who was recently mugged. The candidates were asked to draw upon their knowledge of the care value base and the support that would be offered to Tyrone during his recovery. The final part of this question asked the candidates to make the link between the effects of lifestyle choices and life events on an individual's health and well-being.

Part (a) was a familiar question on unpredictable life events, with most candidates scoring full marks.

Part (b) was a relatively straightforward question with learners being required to describe how Tyrone's named nurse could promote his independence. Candidates were able to access this question, however, in the main responses were not sufficiently informative to award full marks.

Mixed responses were seen to (c) with the question ranging from being well answered to seeing some very weak responses. The majority of responses didn't focus on **how** support might help Tyrone recover. The term **discuss** was rarely applied. A number of candidates missed out on identifying sources giving a generic response instead. Some responses were very vague.

Responses to (d) ranged from very good to very poor with little in between. In many instances, responses were very vague with little or no focus on key words in question.

Responses to (e) lacked focus on **discussion** of **effects**. Some candidates misinterpreted the question completely with some giving a generic answer and there were a few 'off the wall' responses.

## Question 2

The question focussed on the effects of relative poverty and stereotyping on the health and well-being of an individual from Eastern Europe.

In the main, candidates were able to answer (a) at least in part, they were able to identify the ways in which Daria may be stereotyped at work. However, many failed to give full enough responses to sufficiently demonstrate understanding for full marks. Some candidates got side tracked on discrimination when the focus of the question was stereotyping.

Part (b) proved more challenging to many of the candidates, with them seeming to confuse the consequences of negative stereotyping.

In the main, (c) was well answered with the majority of candidates gaining full marks. However, it is disappointing to see some students getting 0 or 1 mark when this question appears on so many papers.

Part (d) differentiated the candidates from those that had a good understanding of deprivation and those that did not and therefore 'waffled'. Only a few candidates were awarded marks in level 3.

A challenging question was (e) with very few candidates interpreting this question correctly. They were unable to relate friendship to integration into the wider community.

## Question 3

The question was not based on a scenario but was a series of questions related to binge drinking and the effects this may have on a person's health and well-being.

The majority of candidates answered (a) correctly.

All candidates could access (b) although, yet again, many responses lacked sufficient depth of knowledge of how the NHS may be affected to score full marks.

In the main, candidates were able to discuss in (c) how young people could resist peer pressure, with the majority gaining marks into the top of level 2 and some into level 3.

Part (d) was generally well answered, although a number of candidates failed to note that the focus of the question was early adulthood and not adolescents.

A range of responses were seen in (e), in the main it was well answered with many candidates accessing marks in level 2 and some level 3.

Overall, the paper challenged the AS candidates, it gave them an opportunity to gain some good marks if they had the subject knowledge. However, it appeared that a number of candidates did not seem to understand what was being asked of them which was perhaps due in some way to the paper being completed in January by young students. Centre staff appear to have done some work on the verb hierarchy of exam questions, in particular **examine** and **discuss** and generally overall the answering of exam questions which is refreshing, but too many marks were lost because candidates did not read the questions properly.

## Grade Boundaries

### 6941: Social Aspects and Lifestyle Choices

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	90	64	57	50	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.

Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467  
Fax 01623 450481

Email [publications@linneydirect.com](mailto:publications@linneydirect.com)

Order Code January 2010 UA022589

For more information on Edexcel qualifications, please visit [www.edexcel.com/quals](http://www.edexcel.com/quals)

Edexcel Limited. Registered in England and Wales no.4496750  
Registered Office: One90 High Holborn, London, WC1V 7BH