

Examiners' Report/ Principal Examiner Feedback

June 2011

GCE Health & Social Care (6941) Paper 01
Unit 4 - Social Aspects and 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 the learners 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. The paper gave learners every opportunity to use the information they had learnt and to apply it in order to gain a good final grade. Unfortunately, the most important piece of advice that all teachers give to learners appeared to be in some cases ignored. Numerous learners had not read the questions carefully and therefore lost a large number of marks. Many learners paraphrased the question at the beginning of their response, thereby failing to gain any credit for their answer until half way down the page. The Quality of Written Communication was often badly done and bullet points were frequently seen which limits the number of marks that a candidate may be awarded.

Question 1

The first question was based around Helen who had developed skin cancer. She was required to undergo treatment and the scenario focussed on the support that may help her to recover and her emotional well-being as a result of the cancer. Helen was described as a sun-worshipper and therefore a question on life-style choices was included.

The majority of learners got part (a) correct as it was a case of taking the information from the diagram given.

In part (b) maximum marks were achieved by the majority of learners as this was a question which appears regularly on GCSE and GCE papers.

All learners were able to access part (c). However responses varied from excellent to basic, mainly due to the fact that a number of learners did not actually explicitly identify the methods of support. The more able learners approached it from a formal/informal angle, linking their answer to how Helen could change her lifestyle.

In the main part (d) was answered poorly with many learners not understanding empowerment and some failing to focus on emotional development. As ever the more able learners scored the top of Level 2 with some achieving Level 3.

In part (e) the majority of learners did not make reference to "Using the information given" in the question and went off on a tangent. Learners who

read the question properly were able to access the top of mark band 2 and mark band 3 because they were able to link lifestyle choices to health and well-being.

Question 2

Learners had a good understanding of the complexities of autism and had generally been able to relate it to the CVB. The GCSE is definitely helping with the understanding of the CVB. Learners demonstrated a very good understanding of Primary and Secondary socialisation. In general a good understanding of the care value base was demonstrated by learners as well as an understanding of effective care practice but the quality of written communication was on the whole of a low standard.

Part (a) saw the majority of candidates scoring full marks and being able to describe what is meant by the care value base.

In the main part (b) was answered well, learners clearly identifying two principles of the care value base, a minority had difficulty describing them effectively e.g Confidentiality – keeping things secret.

In part (c) some learners had a problem reading the question; they did not recognise the need to link the response to “the pupils”. Some learners went off on a tangent missing the aspect of self-esteem.

In part (d) it was pleasing to see some really good responses to this question, however the majority did not demonstrate their understanding with regards to individuals with learning difficulties.

Part (e) really did separate the learners. The majority could not quite manage to link care practice and self esteem, most could identify with care practice by identifying aspects of the care value base.

Question 3

This question was based on the number of working-age people in workless households in April – June 2009 and the effects this had on them.

Surprisingly some learners had difficulty with part (a) as they tried to add figures given in the question together.

In part (b) the majority of learners scored high on this question, the difference between relative and absolute poverty. However, a few did get them the wrong way round.

Again a mixed response to part (c) with quite a few commenting on the inability to afford gym fees for their children. Many talked about physical skills i.e. gross or fine motor skills rather than physical development. This question highlighted the difficulty some learners experience of not being able to apply knowledge effectively.

Some learners made a very good job of part (d), particularly those that noted the word “intellectual” in the stem of the question and wrote their answer accordingly.

Part (e) discriminated well as a number of them did not appear to understand the term "uneven distribution". If they discussed links to society then they were placed at the top of level 2 or in level 3. Quite a few did actually manage to access it giving detailed responses

It is evident most centres use past papers to prepare learners which certainly is supporting them.

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