

# Moderators' Report/ Principal Moderator Feedback

June 2011

GCE Health & Social Care (6948)  
Unit 11 – Social Issues & Welfare Needs

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## **General Comments**

Where there have been issues with this unit, they are often due to an inappropriate choice of issue. There is confusion with unit six (Public Health). Where learners have chosen a public health issue rather than a social issue they struggle to achieve higher marks in the different assessment objectives. This is seen particularly in AO2 where some learners had difficulty in identifying appropriate demographic factors, because there are not actually enough factors affecting the issue to allow the learner to access mark band three. It is suggested that centres encourage learners to identify the demographic factors that affect an issue before they start out on the coursework, this would make it much easier for the learner to ensure that they are investigating an appropriate issue. It is also advisable for learners to check that there are appropriate government responses associated with the issue before they start writing up this report.

### **Assessment Objective 1**

Some learners are still including research of the origins of the issue that go too far back in history, although this was seen less than in previous series, there is no need to predate the inception of the welfare state. This was a problem seen particularly with learners who had chosen poverty as an issue and included information on the poor laws, workhouses etc which is not needed.

### **Assessment Objective 2**

Many learners had successfully identified the demographic factors and linked them to the issue under discussion. However some learners had shown a misunderstanding of what demographic factors are, and this fault was often seen to be common to an entire centre. Where teachers and assessors are unsure of a topic, the 'Ask the Expert' service on the Edexcel website is a useful way of checking things out.

### **Assessment Objective 3**

This is the section that is usually done best, but the evidence for it is often included in the work for AO1, and assessors do not always recognise that it is there and therefore do not credit it.

### **Assessment Objective 4**

There should be an evaluation of government responses to the issue being looked at. Too often a description is seen and credited at a high mark but there is little attempt at evaluation. Centres need to be careful to ensure that they encourage learners to evaluate the responses, and not just provide descriptions.



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