

# Moderators' Report/ Principal Moderator Feedback

Summer 2012

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. It is advisable for learners to check that there are appropriate government responses associated with the issue before they start writing up this report. One technique that has proved useful to some centres is to ask learners to research AO4 before they embark on the report, to ensure they can access all the necessary information. Some centres had learners who looked at health issues in this unit, those issues are more appropriate for unit 6 and the learners concerned were seriously disadvantaged.

### **Assessment Objective 1**

Some learners are still including research of the origins of the issue that go too far back in history, there is no need to predate the inception of the welfare state.

### **Assessment Objective 2**

Numerous 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 problem 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. Some learners had tried to describe how the issue in common had affected a demographic factor; this is not required in this unit.

### **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**

Requires 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 merely provide descriptions. The government responses can be from either central government or local government. Some of the best scripts seen had excellent evaluations of local government responses as the learners had a better understanding of the response being discussed.

## **Grade Boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

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