

Examiners' Report/ Principal Examiner Feedback January 2011

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.

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 2011

Publications Code UA026075

All the material in this publication is copyright
© Edexcel Ltd 2011

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 paper discriminated well, with a wide range of marks being seen in each question. Learners' repeated previous mistakes in that they failed to read the question stem correctly, confusing words in them and often repeating themselves. 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 poor and bullet points were frequently seen which limits the number of marks that a candidate can be awarded. A number of learners appeared to become so engrossed with the scenario of the question that they were unable to look beyond it.

Question 1

Part (a) was a data response question on the new episodes of genital Chlamydia in the UK, with most learners scoring full marks.

Part (b) was not well answered. Candidates appeared to focus on the fertility of the student and this seemed to lead them to digress from the question in hand. However, learners generally have a good grasp of self concept, this may be partly due to it appearing on the specification for 6938.

In part (c) numerous candidates were able to identify professional support and accurately explain how they would be able to help Jenna to come to terms with her diagnosis and treatment, thereby accessing marks in Level 2 with some in Level 3. However, it was surprising to see the number of learners who thought formal support equalled family.

Part (d) saw a mixed response with many candidates failing to note the key words "Discuss and early adulthood". Some learners concentrated on children. The more able learners demonstrated a very good understanding of peer pressure and its effects on an individual's health and well-being.

In the main responses for part (e) were good. However quite a number of learners failed to note the relevance of "Discuss".

Question 2

This question focussed on the influences of social class and ethnicity on the health and well-being of individuals with particular emphasis on educational achievement.

The majority of candidates answered parts (a) and (b) correctly.

In part (c) there were some good responses seen here. However in the main, responses were brief and in some instances vague with very few accessing Level 3. A large number of candidates mentioned how poor state schools were compared in their opinion to the excellence of the private sector.

In part (d) quite a number of candidates confused morbidity with mortality. Again the higher level marks for the link were lacking.

In part (e) the ethnicity question was challenging for candidates. The majority of them were able to write something although their responses were often very brief and there was a lack of discussion.

Question 3

Part (a) saw the majority of candidates answering this question correctly.

In part (b) candidates appeared to have a problem with firstly identifying aspects of a close relationship and then stating how it affected emotional development. Many of them focussed on the negative aspect of a close relationship, relating it back to the scenario and Lizzie losing her husband.

Responses to part (c) were very vague in the main. Candidates had little or no insight into how another person might help somebody to improve their self concept.

Responses to part (d) saw a large number of responses linked to the CVB but yet again the majority of learners failed to "Discuss". There are still a small number that do not know the CVB. For many of the candidates who attempted the question they found it difficult to make the link in their answer to the health and well-being of older people with mental health problems.

In part (e) as with the previous question many learners had mis-read it and just answered the question through the CVB model and the carers.

Overall, the paper challenged the A/S learners, it gave them an opportunity to gain some good marks if they had 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 completed some work on the verb hierarchy of exam questions, 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

Grade boundaries for this, and all other papers, can be found on the website on this link:
<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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

Order Code January 2011 UA026075

For more information on Edexcel qualifications, please visit www.edexcel.com/quals

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