

Examiners' Report/  
Principal Examiner Feedback

Summer 2012

GCE Health & Social Care (6941) Paper 01  
Unit 4 - Social Aspects and Lifestyle  
Choices

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk) for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link: [www.edexcel.com/teachingservices](http://www.edexcel.com/teachingservices).

You can also use our online Ask the Expert service at [www.edexcel.com/ask](http://www.edexcel.com/ask). You will need an Edexcel username and password to access this service.

## **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2012

Publications Code US031660

All the material in this publication is copyright

© Pearson Education Ltd 2012

## **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

A holistic summation of the paper is that it was very fair and gave the candidates the opportunity to show what they have learned throughout the course. Using the young career adult as the case study worked well and seemed to be a subject that the candidates could relate to. 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 a decreased number of 'blank' pages (where the candidate did not attempt to answer the question at all), than seen in previous series, a clear indication that the candidates are more aware of the time factor when sitting the exam. There were occasions when candidates did not read the information provided or did not answer the actual question they were asked.

## **Question 1**

This question was based around a 22 year old female trainee accountant, named Solitta. The candidates were asked to draw upon their knowledge of lifestyle choices and life course events. The final parts of this question asked the candidates to make the link between the effects of a lifestyle choice, drinking alcohol and the importance of empowerment on an individual like Solitta.

Part (a), the life course event question proved to be a good start, with the majority of candidates gaining full marks as they understood the difference between predictable and unpredictable events.

Part (b) was extremely well answered by a minority and badly answered by most. Candidates lost marks for providing responses about intellectual, emotional and social aspects of health when the question demanded a description of physical effects

In part (c) all candidates were able to access this question. However responses varied from excellent to basic, mainly due to the fact that a number of candidates did not actually explicitly identify the methods of support. The more able candidates approached it from a formal/informal angle, linking their answer to how Solitta may be helped.

Part (d) was either well answered or the opposite as some very weak responses were seen. The weaker responses focused on the possible effects of alcohol and did not link it to the effects on Solitta's health and well-being.

The term discuss was clearly understood by a number of candidates and their answer reflected this.

Part (e) proved challenging to a number of candidates, although familiar with the term empowerment they were unable to develop their answer sufficiently to assess its importance to an individual. The majority of marks were awarded in level 2.

## **Question 2**

This question consisted of five parts which were mainly related to the stimulus material presented. It required candidates to recall terms and concepts, apply knowledge through explanation and demonstrate understanding through their ability to discuss specific topics such as social factors affecting health and well-being and care professional/service user relationships

Part (a) was answered well by most candidates.

Part (b) proved difficult for some candidates who were unable to distinguish between stereotyping and discrimination. Whilst the two are interlinked the candidates who focused on discrimination did not refer to labels but only treatment and therefore lost marks.

Candidates in the main were able to answer part (c), giving accurate suggestions of ways in which stereotyping may affect an individual's health and well-being. In order to access level 2 and level 3 marks candidates needed to consider more than one aspect of the PIES, which they did.

Part (d) proved challenging with strong candidates interpreting this question incorrectly, making the link between friendship and an individual's emotional well-being.

The focus of part (e) is the importance of positive working relationships on health and well-being and therefore in order to access marks in level 2 and level 3 candidates needed to consider more than one aspect of the PIES and the majority did with some success.

## **Question 3**

This question was not based on a scenario but was a series of questions related to inequalities in the distribution of income and the effects this may have on a person's health and well-being.

The majority of candidates answered part (a) correctly.

Candidates scored highly on part (b), relating their answer to one social group that they had identified.

Part (c) discriminated well between the candidates. The more able candidates made the link between income and social development, explaining the connection between the two through the use of examples.

In part (d), the majority of candidates were awarded marks in level 2 as they were able to discuss how unequal pay may effect a woman's self-concept. It was the link to self-concept that proved to be very challenging to the less able candidates.

The responses seen for part (e) demonstrated the candidates' knowledge of the cycle of poverty. Candidates in the level 2 mark band were able to discuss some of the difficulties people experience when trying to break out of the cycle of poverty from those that the individual had some control over like skills they may or may not have to those they did not have any control over like the present economic recession. Candidates awarded marks in level 3 gave a range of examples and linked them to the difficulties an individual may face.

Overall, the paper challenged the A/S candidates, it gave them an opportunity to gain some good marks if they had had the subject knowledge. Centre staff appear to have done some work on the verb hierarchy of exam questions, in particular **examine** and **discuss**. Another noticeable area of improvement is the decrease in the number of blank pages seen which is a clear indication of candidates being more aware of the time given to answer the examination paper in. However, too many marks are still lost because candidates do not either read the questions properly or digress when writing their response and fail to answer the question asked.

## **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 [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)  
Order Code US031660 Summer 2012

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

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual  




Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

