

Examiners' Report/
Principal Examiner Feedback

January 2013

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. They noted that the learners' repeated previous mistakes in that they did not read the question stem correctly, confusing words in them and often repeating themselves. Many learners paraphrase 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 sometimes badly completed and bullet points were frequently seen which limits the number of marks that a candidate can be awarded. The examiners felt that the scenario for the paper was interesting and accessible for the candidates.

Question 1

This question was based around a 15 year old male living in social housing on a large estate in a deprived area of London. He lives in a lone parent family and is a member of a gang. The learners were asked to draw upon their knowledge of primary and secondary socialisation and the effects belonging to a gang has on Darren's health and well-being.

Overall part (a) was not answered well. Learners were unable to identify two social groups which influence Darren's secondary socialisation.

The focus of part (b) is primary socialisation and many learners gave examples of secondary socialisation.

Part (c) was answered reasonably well, with the majority of learners providing good explanations of how the taking of drugs may affect an individual's relationship with their family. Learners are advised to use more vocational language as this will help them to gain top marks. Less able learners concentrated on the effects of drug taking rather than the effect on the family relationship.

Most students were able to gain marks in the middle mark band for part (d) but too few in the top. The question asked for a discussion and encouraged the learner to answer the question using PIES as it asked how the conflict could affect Darren's health and well-being.

Some good links were made by the learners on part (e) with a number of them making the links between going back to school to qualifications to better employment prospects to a better lifestyle. A small number of learners lost their way a little, they needed to clearly focus on returning to

school and sadly there were not enough students gaining marks in the top band. A great deal of repetition was seen.

Question 2

This question focussed on the topics stereotyping, care values, care professionals and service user relationships.

Teaching staff need to be aware that to gain marks for part (a) serious illness and major accidents were needed. Many marks were lost because learners simply wrote accident or illness which did not gain a mark.

In part (b) some good work has been carried out in centres on stereotyping with the learners clearly understanding what it meant. However, too many marks were lost because they did not describe the forms the stereotyping would take.

Part (c) saw a good number of learners who gained 3 or 4 marks but unable to get 5 or 6 as they did not develop their answer sufficiently.

Many learners demonstrated their clear understanding of the CVB and its application in part (d). Unfortunately again that excellent level of discussion was missing.

While learners did appear to be aware of the effects of empowerment on the self-concept, only a few were able to give sufficient detail to be awarded marks in the higher mark band in part (e).

Question 3

This question focussed on the influences of social class and lifestyle choices on the health and well-being of individuals.

In part (a) learners demonstrated a good understanding of social class and were able to identify two of the criteria used to determine it.

Part (b) was generally well answered although quite a few learners gave two types of similar financial benefits.

The learners answered part (c) reasonably well, having a good understanding of the inverse care law and knowledge of the different reports (Black and Acheson) that have been written. However some were unable to gain marks in the top band because they focussed on the inverse care law only and did not mention positively or negatively other factors.

Overall part (d) was answered well.

In part (e) learners seemed to have a good deal of knowledge regarding this topic but discussion skills were often weak. They began by writing about PIES rather than reading the question carefully and they did not make enough use of the background information. Candidates saw lifestyle choices and started to write everything they knew about smoking or drinking. To gain the higher level marks they needed to make reference to the scenario.

Overall, the paper provided a good opportunity for the learners to gain some good marks and show what they had learned. Learners need to make more links generally in their explanations and discussions to gain marks in the top mark band.

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