

Moderators' Report/  
Principal Moderator Feedback

Summer 2013

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

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## **General Comments**

The issues seen this series were generally due to an inappropriate choice of health issue. Some centres are still advising student's to look at health issues that are not appropriate for this unit and make it difficult for students to access the mark bands. An example of this is obesity, which was attempted as a social issue by some students.

It is advisable for students 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 students to research Assessment Objective 4 before they embark on the report, to ensure they can access all the necessary information.

## **Assessment Objective 1**

In Assessment Objective 1 some students 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. Some students had included information from the 16<sup>th</sup> to the 19<sup>th</sup> century, this is not required and disadvantages students as they lose focus.

## **Assessment Objective 2**

In Assessment Objective 2 many students had successfully identified the demographic factors and linked them to the issue under discussion. Some students had done this section very generically, they need to be reminded that the factors must be linked to the issue that they are looking at.

## **Assessment Objective 3**

Assessment Objective 3 is the section that is usually done best, but the evidence for it is often included in the work for Assessment Objective 1. Assessor's need to make sure they recognise work that can be credited in this section although students have put it elsewhere. The stronger students had used a range of relevant sources of different types, including charities etc. For example MIND for mental health, Help the Aged for ageing population.

## **Assessment Objective 4**

In 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 students to evaluate the responses, and not just 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 mentioned previously, it is often worthwhile researching this section before embarking on the rest of the unit.

Some centres had adopted a very directed, formulaic approach to this unit which disadvantages the better students as it limits the opportunity for an individual approach to doing the unit.

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