

Examiners' Report/
Principal Examiner Feedback

Summer 2014

Pearson Edexcel in GCE Health &
Social Care (6947)

Unit 10-Using and Understanding
Research

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. 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 or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. 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

Summer 2014

Publications Code UA038019

All the material in this publication is copyright

© Pearson Education Ltd 2014

Grade Boundaries

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

The assessment evidence for this unit consists of a report on a research project carried out by the learner. A small number of centres sent work for moderation this examination season. Most learners had chosen appropriate health and social care related topics, and had attempted to address all the assessment requirements of the unit. A range of topics had been chosen, and lifestyle issues that influence the health and well-being of young people were popular, such as smoking, binge drinking, and STDs.

In AO1 there was often only a brief consideration of different research methods, and the those chosen were sometimes stated without explanation or justification. Learners should look into a range of research methods and explain how their choice of methods makes sense in relation to characteristics of their research project. Most learners had opted for some form of questionnaire. Learners who had apparently been directed by teachers to use a particular set of research methods often showed limited understanding of the advantages, disadvantages and overall rationale for each method they employed.

In AO2 learners are expected to develop a research plan, and appropriate research tools, and to use these to collect data that is appropriate and relevant. Most learners included plans of their research. Often the methods used were questionnaires and structured interviews. Pilot studies were sometimes used, and most learners who did pilot their research showed how and where their methodology was changed in the light of the pilot. Often though this was merely a slight rewording of questions in their questionnaires. One common weaknesses was that sampling methods were not well understood or described. Learners had often used opportunity sampling without showing that they had an understanding of the rational for, and the limitations of, this method.

In AO3 analysis of results was sometimes very good with clear well labelled graphs, tables and charts accompanied by clear explanation. However many learners had provided only superficial analysis, or had merely stated some of their results with little or no analysis offered. In some reports the findings from individual questions had been displayed, but links and relationships between responses to different questions were not looked at. Learners are advised to plan their data analysis when they make decisions about the data they intend to collect and the methods to be used, so that the data they collect can be dealt with effectively in the final report.

In AO4 evaluations were fairly weak in most reports. Learners who had good understanding were able to evaluate their work in a balanced way, recognising both strengths and limitations, and most learners had at least identified some weaknesses in their data. Learners should be encouraged to consider the limitations as well as the strengths of their research to help them develop an evaluation.

