

Principal Moderator's Feedback

Summer 2015

Pearson Edexcel in GCE Health &
Social Care (6948/01)

Unit 11: Social Issues and Welfare
Needs

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General Comments

There was some good work seen this series, however the same problems we have seen in previous series still occur whereby centres have not taken notice of previous advice.

Most issues are found where learners have chosen poor issues, often looking at a health rather than a social or welfare issue. The most successful issues were those such as childhood poverty and the ageing population. Obesity was seen to have a negative effect on learners as it is a health issue and they could not access all the assessment objectives successfully.

Before centres allow learners to embark on their report it is advisable to ensure that there are appropriate government responses to the issue that the learners can evaluate successfully.

Assessment Objectives

In **AO1** learners used a suitable variety of appropriate sources, however these were often used indiscriminately. These was most apparent in the later assessment objectives where the learners struggled to analyse and evaluate. Most centres are directing the learners to the relevant timescales when they look at the origins, however there is still a significant minority who go into descriptions of public health in Victorian times and earlier which are inappropriate and time consuming for the learner. It is not necessary to predate the inception of the welfare state for this section.

Learners tended to understand the demographic factors as required in **AO2**, however some are still looking at the effect of the issue on the demographic factor rather than vice versa. Where learners had chosen poor topics they often struggled to make the connections, this was especially true of issues such as autism which was used as a mental health issue by some learners.

In **AO3** good descriptions of the contemporary nature of the issue were seen, however this often did not then go on into analysis at a level that would merit marks in Mark Band 3. In some work seen learners had included a lot of volume here, this tended to lose focus making the analysis difficult. Centres need to emphasise that depth is required here, and some thought about the different factors rather than just a description of the information in the many relevant sources found.

In **AO4** learners could produce descriptions of government responses however many struggled to provide any detailed evaluation to allow them to access the higher mark bands. Few learners could draw valid conclusions about the responses and little work was seen in mark band three.

Most issues were found where learners had chosen poor issues, often looking at a health rather than a social or welfare issue. The most successful issues were those such as childhood poverty and the ageing population. Obesity was seen to have a negative effect on learners as it is a health issue and they could not access all the assessment objectives successfully. Some learners had chosen social issues that were so obscure that they could not identify appropriate government responses and they then struggled to access **AO4**.

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>

