

Moderators' Report/
Principal Moderator Feedback

Summer 2016

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

Unit 11: Social Issues and Welfare
Needs

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General comments

The same issues we have seen in previous series are still being found.

Most problems 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 is often seen and learners who had chosen this often concentrated on the associated health problems, they then 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.

Assessment Objective 1

In AO1 most learners used a variety of appropriate sources, however these were often used indiscriminately.

Most centres are directing the learners look at 1946 to the present when they look at the origins of their issue. However, there is still a significant minority of centres who direct learners to historical descriptions of public health which are inappropriate and time consuming for the learner, without adding to the quality of the work. It is not necessary to predate the inception of the welfare state for this section.

Assessment Objective 2.

Learners generally understand the demographic factors as required in AO2. However, there are still some centres where learners look at the effect of the issue on the demographic factor rather than vice versa. As this is often a fault with all the work seen from a centre, it suggests the learners are being misdirected, and teachers are advised to study these reports carefully to ensure they deliver accurate advice to learners. Centres need to guide learners on the use of up to date sources of information and also not just to include copied and pasted graphs but link them to the issue.

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. They would have been better advised to look at mental health in its entirety, as there are then government responses to use in AO4 as well.

Assessment Objective 3

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.

Assessment Objective 4

Where centres had guided all learners to look at the same issue it was done in similar format and learners struggled to show the independence and initiative required to access mark band 3 in AO4.

Also in AO 4 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.

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