

GCSE

Edexcel GCSE

Health & Social Care (Double
Award) 5323

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Examiner's Report

Edexcel GCSE
Health & Social Care (Double Award)



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Chief Examiners' Report

The content of the paper provided candidates with the opportunity to demonstrate their knowledge and understanding of the unit content which covered the following areas:

- Human Growth and development
- Factors Affecting Human Growth and Development
- Effects of Relationships on Personal Development
- Effects of Life Events on Personal Development

The paper of 1 hour 30 minutes covered the entire specification and consisted of 5 questions. Each set of questions were broken down into sub-sets and tiered to allow access for all candidates.

In general the responses given by candidates did reflect an accurate level of knowledge and understanding and thus the performance by candidates was good.

The content of the paper provided students with an opportunity to demonstrate their ability to recognise, recall, describe and explain and also more complex cognitive skills such as discuss. This structure allowed all candidates access and from this perspective the paper was both positive and supportive to all candidates who completed the paper.

- The majority of candidates demonstrated a sound and accurate knowledge and understanding of the specification. This was reflected in the fact that no major gaps of knowledge have appeared in candidates work.
- It was apparent that the unit specification had been comprehensively covered by centres.
- It was also apparent that some centres had taken time to carefully prepare their candidates using sample assessment material, developing examinations techniques such as reading questions carefully and accurately tailoring their knowledge to the requirements of the question/case study.
- It was also noticeable that many candidates used the vocational language associated with the unit relevantly and appropriately.
- It was encouraging to observe that many candidates were attempting to develop their answers more fully, and when given the opportunity for extended writing were using it.
- Finally, it was also pleasing to see that more candidates were developing a clearer understanding of what is required to achieve 'A' and 'B' grades and were attempting this level of questioning.

Despite the positive performance demonstrated by many candidates some weaknesses were noted:

- Some candidates lost valuable marks due to misinterpretation or inaccurately reading of the question.
- Some candidate's work lacked understanding and inappropriate use of vocational terms and concepts such as 'growth', 'development' and has led to not only inaccurate answers but also misleading and confusing answers. This needs to be addressed by centres if candidates are to progress onto higher level awards.

- Ability to accurately apply theory to practice is difficult for many candidates to grasp but is an important aspect of the award and is an area which requires further development by centres.
- Lack of understanding of what is required of the verb hierarchy is a problematic area for some candidates and unfortunately this has meant that some very capable candidates failed to maximise both their marks and potential by only being able to provide lower level responses that are weak and descriptive in content.

Centres could improve candidates performance by:

- Fully integrating candidate knowledge and understanding through the use of simulations, role plays, case studies and past papers.
- Using specialist teachers, guest speakers, educational visits and work experience to help candidates relate theory to practice and understand the roles of professionals in those occupations.
- Encouraging the development of independent research and study skills so that overall candidate self-expression, use of language and ability to use the verb hierarchy can develop and improve. Not only will this benefit candidates in this award but also help them cope with the demands of higher level awards.
- Centres could also develop candidate skills in extending writing. This paper offered students the opportunity to express themselves more fully than in previous series and although the majority of students did take the opportunity to attempt this type of question, many either gave bullet pointed lists or recalled the PIES. Although this is not inaccurate it does not reflect synthesis as candidates should be able to read, interpret and express themselves in a more structured and fluent manner.

Unit 3: Understanding Personal Development and Relationships Principal Examiners' Report

Question 1 This question consisted of six parts and was generally well answered by candidates. Centres should emphasise to candidates that puberty is not a physical characteristic of adolescence and also concentrate on developing more precise knowledge and understanding of definitions such as growth and development.

Q2 This question was broken into sections of questions and was generally well answered. Some candidates gave vague, general answers to part (a)(ii) which were not accepted and had difficulty with providing a precise and accurate answer to 'norm for age' using the term 'normal' to explain their answer which was not accepted.

Q3 This was a relatively straightforward question which was well answered and generated a high level of variation in response from candidates. Candidates could easily differentiate between expected and unexpected life events and could identify relevant sources of support. Centres need, however, to develop this further by developing knowledge of how sources of support provide practical help and benefit a potential client or service user as many answers provided by candidates were weak and vague and non-specific.

Q4 This question focused on social and emotional development of an adolescent and it was pleasing to see that many candidates had developed a solid understanding of this area and could identify and explain the importance of the peer group over the family during this period of development. In addition many candidates provided accurate definitions of the terms self-image and self esteem and could describe ways in which a positive self-concept was important to development.

Q5 This appeared to a difficult question for many candidates as responses tended to be weak and confusing. Part (a) was relatively straightforward but many candidates lost marks by not reading the question accurately and giving answers relating to Anna and Becky instead of Nadia. Subsequent parts of the question required extended writing by candidates and this allowed for differentiation between candidates. Those candidates able to undertake such a task provided good answers with some being able to demonstrate an ability to discuss the impact of such factors on development. Other candidates were awarded 1-2 marks for explaining factors but not being able to discuss.

Q6 This question consisted of simple recall questions, tick box questions and finished with a question which required a more measured response whereby the candidate had to interpret and discuss the effects of giving up certain habits on health and well-being. It was made slightly more difficult as the candidate had to focus on the negative effects. Generally the question was well answered by all candidates with the majority getting over half of the total marks for the question.

In conclusion the paper has performed well and the responses presented by candidates have been pleasing. Centres should take much encouragement from the knowledge and understanding demonstrated by candidates and build on this for the future.

Grade Boundaries for Unit 3 - 5323

Subject Number and Title		Max Raw Mark	Grade Boundaries								
			A*	A	B	C	D	E	F	G	U
5323	Understanding Personal Development	90	83	74	65	57	49	41	33	25	0
		Cum%	0.4	8.0	32.1	58.3	77.9	90.3	96.1	98.4	100.0

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