

# Examiners' Report January 2007

GCSE

GCSE Health & Social Care  
(Double Award) 5323

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## Chief Examiner's Report

The content of the January 2007 GCSE in Health and Social Care 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 consisted of 5 questions, totalling 90 marks and lasted 1 hour 30 minutes. Each set of questions was broken down into sub-sets and tiered to allow access for all calibres of candidates, covering the entire specification.

In general the responses given by candidates reflected an accurate level of knowledge and understanding and thus the performance by candidates was once again good.

The content of the paper provided students with an opportunity to demonstrate their ability to recognise, recall, describe and explain; as well as to exhibit more complex cognitive skills such as discuss. This structure allowed all candidates access, so 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 appeared in candidates work.
- It was apparent that the unit specification had been comprehensively covered by centres and that 'good' teaching was achieved in many centres - evidenced by the fact that very few centre specific issues have been identified.
- It was also apparent that some centres had taken time to prepare their candidates carefully, using past exam papers as revision tools, and have developed good examinations techniques e.g. reading questions carefully and accurately tailoring their knowledge to the requirements of the question/case scenario.
- 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 at the A and B grades and were attempting this level of questioning.

Despite the strengths some weaknesses were evident.

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

- In addition it was disappointing to see that many candidates view certain life changes negatively and can not discuss possible positive aspects of such life changes.
- Ability to apply theory to practice accurately 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 fail to maximise both their marks and potential by only being able to provide lower level responses that are weak and descriptive in content.

In conclusion I was encouraged by the continued 'positive' performance demonstrated by many candidates and would encourage centres to:

- Fully integrate candidate knowledge and understanding through the use of simulations, role plays, case studies and past papers.
- Use 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.
- Develop a more holistic approach to the award and where possible make links between units whether examined units or moderated units so that candidates can see how they relate to each other.
- Finally, encourage 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.

## 5323/01 - Understanding Personal Development & Relationships

### Question 1

This question focused on early adulthood and a young couple Philip and Mandy. In general, candidates found this question accessible in that they were able to recall accurately the life stages and physical characteristics associated with adolescence and the features of relationships. The final question, which required extended writing, was also well presented with many candidates presenting structured and fluent answers, the content of which reflected good use of vocational terms and concepts.

### Question 2

This question focused on a mother and her daughter and once again many candidates demonstrated good recall and understanding of the unit specification. Part (d) was perhaps poorly answered in that some candidates could not identify a relevant form of support or explanation their function. Part (f), which required extended writing, was well presented and candidates demonstrated accurate reading of the question stem.

### Question 3

This question focused on later adulthood and although parts (a), (b) and (c) were well answered some candidates found (d) difficult which asked candidates to identify and explain the effects of life events. Part (e) was well answered.

### Question 4

This question focused on a Spanish family who had moved to UK and examined the various issues facing them. Although most parts of this question were well answered the main weaknesses were identified in part (c) on social development, which many candidates got confused with socialisation; and part (d) on socio-economic factors.

### Question 5

This question focused on adulthood and was in the main well answered. However, the main weakness in candidates' work was their understanding of how emotional development could affect their wellbeing. Candidates tended to take a very generic approach and gave responses such as 'her relationship with Robbie would break down' rather than a more accurate answer such as it could create inner happiness or unhappiness.

# Statistics

## Mark Ranges and Award of Grades

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Grade	Max. Mark	A	B	C	D	E	F	G
Raw boundary mark	90	72	63	55	48	41	35	29
Uniform boundary mark	100	80	70	60	50	40	30	20

### Notes

**Maximum Mark (Raw):** the mark corresponding to the sum total of the marks shown on the mark scheme.

**Boundary mark:** the minimum mark required by a candidate to qualify for a given grade.

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