

# Examiners' Report January 2008

GCE

## GCSE Health & Social Care (Double Award) 5323

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## UNIT 5323: PERSONAL DEVELOPMENT AND RELATIONSHIPS

### General comments

The January 2008 paper format was similar to previous papers in that it 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 4 questions, totalling 90 marks. Each set of questions was broken down into sub-sets and tiered to allow access for all calibre of candidates and covered the entire specification. The paper was designed to test candidate knowledge of the following life stages:

- Childhood
- Adulthood
- Later adulthood

Overall candidate performance was not as good as in previous comparable series; however, positive aspects of performance included:

- Candidates' ability to recall life stages, recognise characteristics of key life stages and give definitions of key terms such as self esteem was generally accurate and good.
- Candidates' ability to extract accurate information from the case scenario, interpret it and apply their knowledge to the question stem was accurate in the majority of cases.
- Application of knowledge was good - candidates tended to be relevant and accurate in their answers.
- Ability to read and accurately interpret question stem is good.
- Ability to describe or explain key factors or the effects of influences on health and well-being was good and has developed considerably.
- Ability to discuss and provide a structured fluent and coherent response has developed considerably, although many candidates still tend to give a one-sided response

### Question 1

This question focused on later adulthood and the positive and negative aspects relating to that life stage. Parts (a) and (b) were generally well answered with candidates being able to identify and recall information accurately. A few candidates - especially the weaker ones - are still using inappropriate terminology in (b). Part (c) was generally well answered with many candidates accurately appreciating how an individual may be affected by a life event such as a stroke. Many candidates demonstrated good use both of English and vocational terminology. In (d), the vast majority of candidates accurately identified 'family' or a family member as the correct source of support. However, their explanations tended to be much more generic e.g. practical support. Part (e) was also well attempted, with many candidates stating a counsellor as a source of professional support who would help the individual develop new ways of dealing or coping with life events. Finally, (f) tended to be generically answered. Consequently, candidates did not get out of mark band 2 - their level of discussion being the biggest problem.

### **Question 2**

This question focused on the growth and development of an individual with a learning disability. Early parts of this question were relatively well answered. It was pleasing to see that many candidates could differentiate between growth and development and give accurate examples. Part (c) asked candidates to explain how Stuart's social development would be affected by having a job. This was well answered with many candidates referring to how it would affect his self-esteem and self-confidence. Part (d) was generally well answered with candidates citing how a healthy lifestyle would affect physical health, self-confidence and offset disease and illness. Part (e) was weak in terms of content and the fact that many candidates did not achieve more than mark band 2 - discussion again being limited.

### **Question 3**

This question focused on adulthood and family life and how it could be affected by unemployment and was generally well answered, especially in parts (a) and (b). Definitions of self-esteem and self-image were accurate. In (d), candidates demonstrated good knowledge and understanding of how unemployment would affect an individual. In (e), the majority of candidates referred to the length of their relationships being a key factor in helping Rodney cope and that Magda would help him look for a new job. Finally, in (f), the factors identified consisted mainly of low income, stress and increased arguments. Explanations tended to be generic and, in some cases, weak bearing no relation to the identification.

### **Question 4**

This last question focused on childhood. It was well attempted, but (d) was the weakest with some candidates demonstrating poor and limited knowledge and understanding of how school could affect social development. Parts (a) and (b) were generally well answered with good use of vocational language. In (c), candidates identified family correctly and referred to the ideas of bonding, attachment, reliance and dependency in their explanation.

# Statistics

## Mark Ranges and Award of Grades

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Grade	Max. Mark	A*	A	B	C	D	E	F	G
Raw boundary mark	90	79	69	59	49	42	35	29	23
Uniform boundary mark	100	90	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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