

Examiners' Report January 2009

GCE

GCSE Health & Social Care (Double Award) 5323

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UNIT 5323: PERSONAL DEVELOPMENT AND RELATIONSHIPS

General Comments

The GCSE Health and Social Care paper is now a well established paper and centres are now familiar with both the content and structure of it. The paper consisted of five questions which have been designed to meet the needs of all candidates, irrespective of the calibre. Each question commenced with simple recall questions and developed onto higher tiered questions which require the candidate to discuss various aspects of the specification. The content of the paper accurately reflects the unit specification. The paper has been marked out of 90.

The following commentary on candidate performance is a summary of the conclusions which both I and my examiners have come to following the marking of candidates' scripts.

Question 1

This question focused on a woman in adulthood and examined the various developmental and relationship issues facing her and her family. Parts (a) and (b) were simple recall questions which the vast majority of candidates had little problem with. However, (c) - which asked for two physical symptoms of the menopause - was disappointingly answered, with many candidates misinterpreting the question or failing to give a physical symptom. Often, 'mood changes' were incorrectly given as a physical symptom. Part (d) was well answered and the explanations given were accurate and relevant. Part (e) was also well answered with many focusing on the negative side of the divorce and the consequences for the family e.g. reduction in income.

Question 2

This question focused on the life of a young adult who is currently unemployed and has relationship difficulties. Once again, (a) and (b) were accurately answered. The remaining sections of the paper, which focused on getting a job, were reasonably well answered. However, on the final question, many students misread the question's stem and examined the effects **unemployment** would have rather than **employment**. Several examiners felt that many of the responses to the longer questions were poorly structured, basic in terms of content and lacked an understanding of the effects of employment / unemployment on personal development

Question 3

This question focused on the relationships and personal development of an adolescent. Parts (a) and (b) were accurately answered by the majority of candidates. With regard to (c), many good candidates were confused in their definition of self-esteem and self-image and consequently lost marks through a poor understanding of these terms. In addition, on the long question which examined the role of the peer group during adolescence, it was disappointing to see that many candidates could only give a negative response commonly based around behavioural issues e.g. alcohol and drugs and could not see the positive side of the peer group e.g. friendships, trust.

Question 4

This question focused on childhood and the importance of relationships during this life stage. Parts (a), (b) and (c) were well answered with the majority of candidates accurately identifying and explaining which relationship was important before going to school and in her present life stage. Candidates' weakness showed more in (d) and (e). Whilst many candidates could accurately identify one factor which demonstrated how Zoe was developing socially and intellectually, the weakness was in the longer responses. These were often lacking in detail, repetitive and - in some cases - irrelevant to the question stem. In (e), many candidates focused on Zoe rather than giving a more generic answer examining the importance of emotional development in childhood. This meant that candidates' responses were limited in content and quality. Had they presented a more generic answer on emotional development they would have scored much better.

Question 5

This question focused on later adulthood. It is still very disappointing to see candidates failing on basic questions such as (b) which asked for physical characteristics associated with later adulthood. Part (c) was well answered by the majority of candidates, as was (d).

In conclusion myself and my examiners continue to be pleased with the overall performance of candidates on this paper. There is a good demonstration of basic knowledge and understanding shown, with many candidates using terms and concepts appropriately and accurately. Vocational language is used relevantly and in the correct context.

However, the main weaknesses still surround candidate interpretation of the question stem, their understanding of the command verb at the commencement of each question and their level of explanation/discussion.

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	75	66	57	49	43	37	31	25
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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