

Principal Examiner's Report January 2010

GCSE

GCSE Health & Social Care (5323) Unit 1 - Health, Social Care and Early Years Provision

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General Comments

The January 2010 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, totalled to 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 calibre of candidates.

The paper, which covered the unit specification accurately, tested candidate knowledge of all the main life stages.

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 the question stem was 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

The question focused on adulthood and the positive and negative aspects relating to that life stage, particularly the impact this could have on self-concept. Parts (a) and (b) were generally well answered with candidates being able to identify and recall information accurately. A few candidates could not identify the difference between social and emotional factors which meant they lost marks.

Part (c) was generally well answered with many candidates accurately explaining the importance of self-concept on growth and development. Many candidates demonstrated good use of English and vocational terminology. The vast majority of candidates did not fully understand the importance of intellectual development on health and wellbeing in (d) and consequently many students could only achieve 2-3 marks over all. Part (e) was also well attempted with many candidates discussing the importance of lifestyle factors. Many candidates used information from the case study to base their response on, which was appropriate. More able candidate were able to bring in other lifestyle factors and were also able to provide a more balanced critique. Those who achieved 7-8 marks demonstrated good discussion skills.

Question 2

The 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 (d) asked candidates to identify genetic and environmental influences with this question finishing off with an explanation of a difference between the two terms. Many candidates could identify at least one genetic factor but found it difficult to identify two. Likewise, candidates could identify one environmental but not two accurately. Explanations of both terms were accurate with the majority of candidates achieving 2-3 marks. Those that achieved 4 marks did so because they made a good distinction between both terms. Part (e) was well answered with many candidates making links with the case study and explaining how this was positively affecting development.

Question 3

The question focused on adulthood and family life and how it could be affected by stress, social isolation and lifestyle factors. Parts (a), (b) and (c) were well answered by the majority of candidates. Candidates demonstrated good knowledge and understanding in part (d) by being able to identify and explain one source of formal support, with the majority identifying a GP as the main source of support. In part (e), candidates were asked to discuss how lifestyle factors could affect self-image. Weaker candidates found difficulty with this question and the vast majority repeated information from the case study. More able candidates did attempt a discussion and did make creditable links between self-image, body image, social isolation, etc.

Question 4

The question focused on later adulthood and was, on the whole, well attempted. However, part (d) was the weakest with some candidates demonstrating poor and limited knowledge and understanding of what Dementia was. Parts (a) and (b) were generally well answered with good use of vocational language, particularly in (b). Candidates could identify and explain quite clearly factors which could have led to Zia feeling depressed in (c). Many candidates demonstrated good knowledge and understanding. Part (d) asked for a discussion on how self-concept could be affected by Dementia. Many candidates referred to the case study and also used the PIES to base their answer but, in general, there was a lack of discussion.

Statistics

Mark Range and Award of Grades

5323

Grade	Max. Mark	A*	A	B	C	D	E	F	G
Raw boundary mark	90	70	62	54	47	41	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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