

# Principal Examiner's Report Summer 2010

GCSE

## GCSE Health & Social Care (5323) Unit 3 - Understanding Relationships & Personal Development

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## General Comments

The format of the paper remained unchanged and consisted of stimulus response questions with short case studies which accurately reflected the unit specification. Entries for this paper were less than in previous series as many centres have changed over to the new GCSE. All aspects of the specification have been covered.

In general the paper was well received by the majority of candidates and the key strengths were:

- Candidates have been well prepared for the paper, using past papers as a means to prepare and to familiarise themselves
- Basic knowledge and recall accurate
- Definition and ability to describe or explain generally satisfactory
- Knowledge of key terms and concepts tended to be good
- Interpretation of question stem was generally accurate.

However there are still some weaknesses in candidates' work, especially in these areas:

- Technical knowledge, for example, gross and fine motor skills tended to be weak
- Extended writing skills varied
- Tendency to simply provide answers to PIES and write generically without demonstrating in-depth knowledge and understanding
- Developing links between points lacked fluency

## Question 1

This question focused around a young adult living on her own and tested aspects of her physical, social and emotional development. There were four parts to this question and in general all questions were answered relevantly and accurately with some very good responses to part (d) where candidates were asked to discuss the impact of moving out of home. Good insight was demonstrated by candidates in this question, particularly of the impact it may have had on her mental health e.g. increasing levels of depression.

## Question 2

This question focused on a single mother and her personal relationships. There were only three parts to this question however part (b) assessed knowledge and understanding of self image and self esteem. Although many candidates have learnt both definitions accurately, their ability to explain it further and provide examples was poor. Part (c) which required extended writing whereby candidates were asked to discuss how attending college would positively affect development was well answered with many candidates using the PIES to good and relevant effect.

## Question 3

This question focused on a young adult male student called Daniel and his life as a student. There were 5 parts to this question which assessed knowledge of infancy, childhood and adolescence. Candidates performed well on part (d) which asked them to identify and explain why Daniel may have a positive self concept. However, in part (e) whereby candidates were asked to discuss the impact of university on health and wellbeing was poorly answered with many candidates providing repetitive, vague and in some cases irrelevant answers.

**Question 4**

This question focused on a middle aged woman who has experienced both positive and negative life events. There were 5 parts to this question and part (c) whereby candidates were asked to identify two physical symptoms of the menopause remains a problem for many candidates. Part (d) which focused on sources of support was well answered but part (e) was poorly answered with many candidates misinterpreting the question stem and focusing only on the menopause.

**Question 5**

This question focused on later adulthood. There were four parts to this question. Part (b) which asked about physical characteristics of later adulthood was better answered than in previous series but some candidates still present vocational inaccurate terms such as 'going grey'. Candidates ability to differentiate between growth and development varied with some candidates achieving a full 4 marks for excellent explanations and examples. However, the majority of candidates achieved 2 marks for one definition of either term, or, for providing relevant examples only. Part (d) asked candidates to discuss why Ernest might have a positive view of old age. Rather than referring directly to the case study and applying their knowledge many candidates made life difficult for themselves and wrote very long winded generic responses.

## 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	73	67	61	56	50	44	38	32
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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