



# Examiners' Report January 2012

## GCSE Health and Social Care 5HS01 01





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January 2012

Publications Code UG030569

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## Introduction

This is the third series for 5HS01 *Understanding Personal Development and Relationships*. The paper format has not changed from its introduction in 2011 and consists of 15 multiple choice questions and two sets of stimulus response questions, which are based around a case study scenario setting.

The paper assesses candidates' ability to apply their knowledge and understanding of the unit specification. It allows candidates to apply that knowledge to more cognitively demanding questions, which require candidates to use extended writing. Where such questions are concerned, the quality of written communication is also assessed, in particular, spelling, punctuation and grammar.

At all times, candidates are expected to be able to apply vocational terms accurately and relevantly, and to apply their knowledge and understanding of the other units within the qualification, where appropriate.

#### Question 16 (a)

This question focused on the case study of a day centre for older people and looked at the benefits of attending the day centre on the service users. Question 16 focused on areas of the specification such as physical aspects of health and well-being, distinction between growth and development, social benefits of attending the day centre and the impact of studying on intellectual development.

16a - most examiners felt this was well-answered by candidates, with many candidates focusing on the physical benefits such as exercise, diet etc. Few digressed into areas such as stating the PIES, which should be discouraged, and focused on social benefits such as chatting and making friends, which was irrelevant.

Identify and describe one way the day centre is promoting and maintaining service user physical development

**16** Read the following Case Study and answer all the questions that follow.

Sean works in a day centre for older people. He enjoys working with the service users in the arts, crafts and sensory rooms. In the crafts room they sew, knit and paint. The day centre provides a range of services including 'brunch and lunch' for its service users.

Sean enjoys interacting with and talking to the service users, particularly Noel and Eddie who are both 87 years of age. Both men fought in the Second World War and Sean enjoys listening to their stories, particularly as they get more adventurous each time they are told. Sean is studying for his Level 3 NVQ in Care Practice. His career ambition is to become a community mental health nurse.

(a) Identify and describe **one** way the day centre is promoting and maintaining service users' physical development.

(4)promoting and The day centre is Manta DNUSICAL looment, Malina DOUNDING U 150 MOCE control UM DELACO **Examiner Comments** 

Good response and accurately identifies relevant points such as painting, sewing and knitting and also the lunch and brunch being provided. Candidate chose relevant points from the case study and could explain how it would impact on the users' physical development 16 Read the following Case Study and answer all the questions that follow.

Sean works in a day centre for older people. He enjoys working with the service users in the arts, crafts and sensory rooms. In the crafts room they sew, knit and paint. The day centre provides a range of services including 'brunch and lunch' for its service users.

Sean enjoys interacting with and talking to the service users, particularly Noel and Eddie who are both 87 years of age. Both men fought in the Second World War and Sean enjoys listening to their stories, particularly as they get more adventurous each time they are told. Sean is studying for his Level 3 NVQ in Care Practice. His career ambition is to become a community mental health nurse.

(a) Identify and describe **one** way the day centre is promoting-and maintaining service users' physical development.

The day center is promoting and maintaining their physical development as they do physical activities such as seving knitting and painting. This helps to maintain their fine motor skills. Also going to the day center you take part fferent activities and do thing which generally involve movement. This can be a of exercise and help prom hysical development.



(4)

#### Question 16 (b)

This is a familiar question to many candidates. It is not straightforward in asking for two definitions but rather, asks candidates to distinguish between the two and outline the difference between growth and development.

(b) Explain the difference between growth and development. (4)difference between growth and development change in avouth. wize and nent is the ability to take on new capabilities



This is a very concise definition given by a candidate who can express themselves fluently and succinctly. An excellent explanation.

(b) Explain the difference between growth and development. (4)Physically Growth - were you are 10HOLSRCOOH BY such as heighter and weigh jelopment-were you are devel DNI age increases SUCH arly vog O **Results Plus Examiner Tip Examiner Comments** This is a good example of a candidate This is a typical response - two definitions having accurate knowledge of the terms presented but no differentiation. but being unable to differentiate between

them - typical of many candidates.

### Question 16 (c)

16c asked candidates to explain the benefits of attending the day centre. In general, this was well-received and many candidates identified and explained relevant points, such as making new friends etc.

(c) Noel and Eddie enjoy their time at the day centre. Explain the benefits that attending the day centre may have on their development. (6)While Model and Eddie recall their storges it helps remember the past which would intellectually develop their brains work harder. By attending the contre it can gain new privends and intrests. It provides company 101 Jonely adults who may be in beforevenert. lalking others with the kind of problems Similar dde and emphonally and socially concorting. N 20el 62 or like they belong in the May Feel wanted Can have Means you MORE HIME FOR Lenne yoursel attended -

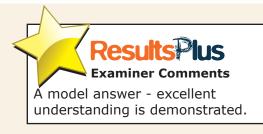


Éxaminers read the response, identify the relevant band on the mark scheme and apply marks - this is a level 2 response. It demonstrates knowledge of the question stem, some relevant points are identified and a basic explanation provided. This response is typical of many candidates. (c) Noel and Eddie enjoy their time at the day centre.

Explain the <u>benefits</u> that attending the day centre may have on their <u>development</u>.

The benefits would be that they might walk re so the the TTINC 10 œ OUT and  $(\Pi)$ 010 DI 301 ZANING A NOC 1010100 ne are INCRE linting sewing ... RI thir their S the SC aau  $(\in$ enic 1 W do activities. the be there an appu to C CV Noel and tadle are RODIE meeti at newr are Socialisino day CENTR the more and this they are increasing WE aoma their Self they will be more confident concept C b will have a 30 they and meeting In Learning esteem Self good

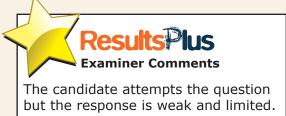
(6)



#### Question 16 (d)

16d was answered poorly, with many candidates failing to understand the question stem. It focused on the importance of studying on intellectual development. Responses should have focused on stretching ability, being able to use new knowledge in a job role, challenging the intellect etc. Instead, candidates presented limited responses, which focused on not being able to see friends, being physically tired etc.

\*(d) Sean is progressing well with his NVQ, however he finds it both challenging and stressful. Discuss the impact studying may have on Sean's intellectual development. (10)Sean may have prished his compulsary education navever may have wanted to intellectually develop more, thorefore he may have went portnur and Andred NVQ. Havever is spondo all his time studying he may and it difficult to remember other things the may also get behind with his center Dean may prod that he is too busy in the WORK nower developing and he has no time to go out , stelle ctually talk with friends or he many struggle with his and physicall development, by not taking enough time for wa OUL deet and excersive By further education, Seen get a well help to could easter paid ics that will provide him the future . Hudering will intellectualy and it's will be better in the future



\*(d) Sean is progressing well with his NVQ, however he finds it both challenging and stressful.

Discuss the impact studying may have on Sean's intellectual development.

(10)Intellectual development is based on nones the ability to cept and think for yourself. Studying, going to school, college or higher education allows you to expand On your know rage as well as your intellectual development. I am going to analyse and come to a conclusion about how the impact of studying Nay have on Sean's intellectual development.

Disitively due to studying Soon's intellectual development will continue to pregress as he would start to value himself more and think more worthy about his studies. Also Studying will enable Soon to know how to keep up his other developments for example if you are coping and progressing at With your studies you'll have a positive self - estern.

Negative 44 Studybing the may impact Sean's intellection development as he may be struggling to keep up with the work lead or Ethic which lead him to stress his he wouldn't be coping. Also this will make sean have a Low self - concept which at will also have an effect on his studies:

Mas Mont has more of Studesina Intellectual development as it n DOSIVE SEL CONCEPT



#### Question 17 (a)

Question 17 focused on many aspects of the specification but in particular later adulthood.

Question 17a focused on the life stages and although many candidates answered it correctly, a significant minority could not and their spelling of some life stages such as *adolescence*, was disappointing.

17 Read the following Case Study and answer all the questions that follow.

Noel and Eddie attend the day centre three times a week. They get a taxi to the day centre but walk home as they often stop at the local pub for a beer and a whisky.

Both men have travelled the world with their jobs and really enjoyed their work. Noel's wife died ten years ago and he still misses her, as he would say 'It's not the same any more'. Eddie never married although he has many male and female friends who he keeps in regular contact with. When Noel and Eddie meet up they reflect and reminisce about their careers and the friends they have lost.

(a) In their correct order, identify Noel and Eddie's three previous life stages.

(3)

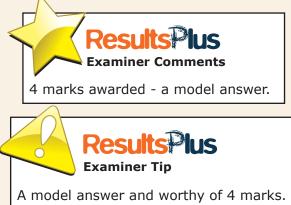
Infancy, Early childhood and Adole sence



#### Question 17 (b)

Question 17b asked candidates to describe how travelling the world might affect development. It was well-received by the majority of candidates. However, a minority did bring in negative aspects, such as missing their family etc.

(b) Noel and Eddie have both travelled the world. Describe how this might have affected their development. (4)Travelling the world means you learn new thing about different cultures lethnicity and bean enhance their This ca uningmore as they would knowle hile ALSO are have W they ent 1 in contact mau 70600 come NOI 201 s and make new 108gh 801 -esteem enha  $\langle 0 \rangle$ 101 e experiences in This at al development as feel exploring new Hungs ara ind H



(b)	Noel	and	Eddie	have	both	travelled	the	world.	

Describe how this might have affected their development.

Noel + Eddie May have tovelling the world might op aperted their development socially because its will of allowed them to meet many different people + potentilly of allowed them to make life & long friends. It may also a appealed their Intellectual development because they may op learnt many different languages, Also their physical development may have been appeched because it may of helped them physicity such as being able to do different activibles. Their emotional might also a been appected



## Question 17 (c)

Question 17c asks candidates to use their knowledge of the term *self-image* and explain why it may be positive or negative. In the main, it was well-answered.

(c) Eddie has a positive self-image. Explain why this might be the case. (6) Eddie has a positive self image because he goes to the day centre and enjoys the time that he spends there, making Friends, learning new shills and enjoying them selves the also has many friends that he keeps in contact with " He is developing socially even offer though he is in later adulthood. He also has a good self esteem because he has a friend, weel, to help him through emotional

(4)

times, such as when he remembers cureers and friends that have died This way he doesn't feel lonely. prother reason is that he still physically develops by taking part in activities at the day centre and walking to the pub afterwards 19/20 he enjoyed his life because he was able to travel the world, meet new people and see lots of things. One other recision is that he enjoyed his work and he was able to maintain a social life even after work.



This is a model answer and demonstrates a good understanding of the term *self-image*. The candidate was able to apply the case study to their knowledge of the term.

(c) Eddie has a positive self-image. Explain why this might be the case. (6) Eddie has a positive sect-image Decause NO IS happy with who is and the witch have his he ule has turned out to be even though aunt gat no-one to share it with. Also travelled around the because he has new people must world ana, Eddie a opod basst to have awen acco positive Sectmake him have a cmarge. After our he does have a good

frend NOOL, who keeps him company 1. e going for a beer and a whister Eddie no uses the he looks. He has really mends. HIS and meeting new have give hi rage when they wor Wond Warth, first met **Examiner Comments** 

This was typical of many responses - the knowledge-base is sound and the candidate is able to identify relevant points from the case study.

#### Question 17 (d)

Question 17d focused on friendships in later adulthood. Although many candidates were sympathetic of later adulthood, their understanding of it was very negative. They could not see that friendships are as important in this life stage as in childhood. Even those who could understand, tended to regard older adults as being old and vulnerable, instead of being able to do things with friends that they couldn't do before, when they were working, such as going on holiday together.

(d) Identify and explain **two** reasons why friendships are important in later adulthood. (8)Friendships are most important in Later adultchood because it is the last life stage and would spend it with your friends to socialise. Many later adulthood may have suffered people in nest syndrome and may feel all alone, no family and they should enjoy their selves with their friends doing something they always wished to do.

**Results Plus** Examiner Comments This is a typical response, given by many candidates, where they failed to understand question stem.

so that you don't get lonely, it is important because is someone has no one to 99L all the time bec CONC III. IL is important SECI CICLUHHOOOL endships, 10HOC have +0 SHOW about 40 the Someone HUR mar Engre their advice ries X pqbecause Both women ALA TADOC mon  $\alpha n($ in 001414h0001 vunerable, ic may ret theu Priond Ships thay have no nave 500 NOthing and noone +O to intellectuala emotionaly Socialy and -emotionally the 1000 Se May fee law, hal and wort keep stimulated noiland  $(\mathbf{Q})$ oue the worst æ NINO mai sometimes the people Decouse M alot more CUNE heath Nell 105 ArianolShiAS wherable 120 -ENGU Mau even more important for are example Thomself (alt Mare DIOCH age



candidate raising some relevant points and attempting to structure it appropriately.

Friendships are important in later adulthood for many reason Having a Ariendship in later adulthood may raise a persons self-Concept. For example: - IF someones sees a friend on a regular basis this may help a person feel like they are a good friend and loved by that person Also having a good Ariendship will alrow people to go out with them and not alone This will help someone socially as for example -They may start to think about spending time with more people This will enable people to meet new people and gain more experiences. Another reason why it is important to nove a Ariendship in later adurthood = is because it would mean that they have to tank someone to talk to when down for example:-one person may feel upset or depressed and want to tak to afriend. If Someone does not have a friendship then they may start to feel very vunerable and as they have no-one to talk to. aione versil having a friendship is important tater adulthood because people need



### Question 17 (e)

Question 17e focused on retirement and later adulthood. Once again, responses were poor, with many candidates giving repetitive answers. Ideally, examiners wanted a balance between the positives and negatives. This is a contemporary topic, to which candidates should have responded more accurately.

Some candidates used the same response material as they had used for 17d, even though the question was different in context. This meant that candidates lost valuable marks.

\*(e) Eddie and Noel are very happy in their retirement. Discuss why retirement is not a positive experience for some older people. (10)older people retrement could YOY Some in their life. It could leave DP neganu leeling low, unhappy, not UCICIC many other. hoopen or τŰ 01 Cal Inij lhe Incu Mally Way and Now they (2A) heir (Ch they Dr men. and 110/0 niu er D VIPIPIS. QUILLY BL DAd mem Math 10 1 cmin a 0051112 Decal 11 n is all alor Mor M 2 110 Pf **a**0 661C -CODCEP and COVIOL WI IVИ call of depression, and 11 Ionely they would have no Wal

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example: Wicide. Reimment can effect the elany in different ways, but making them PEPI' reveny down is a very regand Point Money could also be an narrie 21 the problem, this could could suffer from Amacial and become mon of a problem 11. enhan(e perron needed to relive as they wastd U probably not have all Mastthe marcy to pay or dept, morey em! or whaten whaten else.



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**Examiner Comments** This is typical of many responses, as it commences with the negative and that later adulthood is primarily about decline and ill-health.

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### Paper Summary

It was felt by examiners that this paper was well-received by candidates and that centres had prepared their candidates well. There was a good improvement by candidates with regard to the multiple-choice questions. Candidates were less inclined to make basic errors as seen in previous series', and candidates were more accurate in their choice of answer.

With regard to the two stimulus response questions, candidates demonstrated a good level of understanding of the case studies. They applied their knowledge and understanding of the unit specification to the questions being presented. The level of accuracy, use of vocational language, ability to present accurate definitions and life stages, was good. There were no substantial or worrying gaps in knowledge, as is evident in that all questions were attempted.

Perhaps the biggest concern raised by examiners was candidates' lack of understanding of how studying could impact on intellectual development and candidates' understanding of later adulthood and the importance of friendships and retirement. Many candidates could see very little that was positive about ageing, which demonstrated a lack of understanding of the ageing process.

#### **Ideas for improvement**

- 1. More accurate knowledge, understanding, and differentiation of vocational terms.
- 2. Spelling of vocational terms should be improved.
- 3. Candidates should read and interpret the question stem more accurately.
- 4. The use of PIES is not always relevant for every response.
- 5. Where extended writing is concerned, candidates should refrain from repeating the question stem in their first sentence.
- 6. The specification could be applied to more contemporary issues and use a wider range of research materials. This will broaden student knowledge and students will be less reliant on guesswork, common sense or past experience.
- 7. Areas such as social development and intellectual development need to be taught to a greater degree. Candidates will then have a better opportunity to provide a coherent, relevant and structured answer.
- 8. Candidates should rely on their knowledge of the specification, rather than make inferences which are inaccurate and often are quite generalised, such as there being very little which is positive about old age.
- 9. Greater emphasis should be placed on spelling, punctuation and grammar, than is presently the case.
- 10. Candidates should be encouraged to apply their knowledge of the other units, including moderated units, to their responses, ie centres to take an holistic approach to the qualification.

## **Grade Boundaries**

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