

Examiners' Report  
January 2012

GCSE Health and Social Care 5HS01 01

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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)

The day centre is promoting and maintaining service users' physical development, by making them be creative and making them do things like sew, knit and painting. This is also providing 'brunch' & 'lunch' for the user which and help them physically. This is helping them to be more confident with themselves



**ResultsPlus**

**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.

(4)

The day center is promoting and maintaining their physical development as they do physical activities such as sewing, knitting and painting. This helps them to maintain their fine motor skills. Also by going to the day center you take part in different activities and do things which generally involve movement. This can be a form of exercise and help promote your physical development.



**ResultsPlus**

**Examiner Comments**

1 mark awarded for correctly stating painting and how this promotes fine and gross motor skills

## 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)

The difference between growth and development is that growth is the change in size and mass whereas development is the ability to take on new skills and capabilities.



**ResultsPlus**  
Examiner Comments

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)

Growth - were you are <sup>physically</sup> ~~physically~~ growing (such as height ~~and~~ and weight).

Development - were you are developing new skills as your age increases (as you pass through life stages) such as - Early ~~adults~~ <sup>adults</sup> doing a degree.



**ResultsPlus**  
Examiner Comments

This is a typical response - two definitions presented but no differentiation.



**ResultsPlus**  
Examiner Tip

This is a good example of a candidate having accurate knowledge of the terms 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 Noel and Eddie recall their stories it helps remember the past which would intellectually develop their brains to work harder. By attending the centre it can help gain new friends and interests. It provides company for lonely adults who may be in bereavement. Talking to others with the similar kind of problems may be emotionally and socially comforting. Noel and Eddie may feel wanted or like they belong in the centre. The Centre means you have more time for yourself if attended.



**ResultsPlus**

**Examiner Comments**

Examiners 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 benefits that attending the day centre may have on their development.

(6)

The benefits would be that they might walk to the day centre, so they are getting out and doing something. ~~They~~ <sup>They</sup> are learning / doing new things (painting, sewing...) and are increasing their skills. They enjoy the day centre, so they are happy to be there and do activities. Noel and Eddie are meeting new people at the day centre and are socialising more (they met Sean). By doing this they are increasing their self concept as they will be more confident in learning and meeting people, ~~so they will have a~~ <sup>so they will have a</sup> good self esteem.



**ResultsPlus**

**Examiner Comments**

A model answer - excellent understanding is demonstrated.



## 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 finished his compulsory education however he may have wanted to intellectually develop more, therefore he may have went further and studied NVQ. However if spends all his time studying he may find it difficult to remember other things. He may also get behind with his work in the center. Sean may find that he is too busy intellectually developing <sup>however</sup> and he has no time to go out and talk with friends or he may struggle with his physical development, by not taking enough time out for his diet and exercise. By further ~~education~~ education, Sean could get a well ~~later~~ paid job that will help to provide him in the future. Studying will help help Sean intellectually and it's will be better in the future.



**ResultsPlus**  
Examiner Comments

The candidate attempts the question but the response is weak and limited.

\* (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 ~~more~~ the ability to cope and think for yourself. Studying, going to school, college or higher education allows you to expand on your knowledge as well as your intellectual development. I'm going to analyse and come to a conclusion about how the impact of studying may have on Sean's intellectual development.

Positively due to studying Sean's intellectual development will continue to progress as he would start to value himself more and think more worthy about his studies. Also studying will enable Sean 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-esteem.

Negatively studying ~~can~~ may impact Sean's intellectual development as he may be struggling to keep up with the work load or ethic which lead him to stress as 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.

To conclude studying has more of an positive impact as it enables you to keep up your intellectual development.  
To conclude studying has more of an positive impact on your intellectual development as it allows you to have an positive self concept.



**ResultsPlus**

**Examiner Comments**

A good attempt, which demonstrates some understanding but doesn't go far enough because the knowledge base is limited.

### 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 Adolescence



**ResultsPlus**

**Examiner Comments**

Correct identification

## 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 things about different cultures/ethnicity and begin to experience new things. This can enhance their intellectual developments <sup>as they would be gaining more knowledge.</sup> ALSO, while they are travelling, they may come in contact with new people and make new friends and begin to socialise more. This can enhance their self-esteem as they have positive experiences in life. This affects their emotional development as they would feel happy exploring new things around the world.



**ResultsPlus**  
Examiner Comments

4 marks awarded - a model answer.



**ResultsPlus**  
Examiner Tip

A model answer and worthy of 4 marks.



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

Describe how this might have affected their development.

(4)

Noel + Eddie may have travelling the world might of affected their development socially because it will of allowed them to meet many different people + potentially of allowed them to make life long friends. It may also of affected their intellectual development because they may of learn many different languages. Also their physical development may have been affected because it may of helped them physically such as being able to do different activities. Their emotional might also of been affected



**ResultsPlus**  
Examiner Comments

A model answer and worthy of 4 marks

### 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~~ there, making friends, learning new skills and enjoying them selves. He also has many friends that he keeps in contact with. He is developing socially even ~~after~~ though he is in later adulthood.

He also has a good self esteem because he has a friend, Noel, to help him through emotional

times, such as when he remembers careers and friends that have died. This way he doesn't feel lonely.

Another reason is that he still physically develops by taking part in activities at the day centre and walking to the pub afterwards. Also he enjoyed his life because he was able to travel the world, meet new people and see lots of things.

One other reason is that he enjoyed his work and he was able to maintain a social life even after work.



**ResultsPlus**  
Examiner Comments

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 self-image because he is happy with who he is and ~~is~~ with how his life has turned out to be even though he can't get no-one to share it with. Also because he has travelled around the world and; ~~meeting~~ <sup>met</sup> new people must have given Eddie a good boost to make him have a ~~good~~ positive self-image. After all he does have a good



friend Noel, who keeps him company.  
i.e going for a beer and a whiskey. Eddie  
~~was~~ was the he looks. He has really enjoyed  
working and meeting new friends. His  
~~friend~~ friend Noel must have gave him a positive  
self-image when they ~~were working~~  
~~in the world war II~~, first met.



**ResultsPlus**

**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 adulthood because it is the last life stage and you would spend it with your friends to socialise. Many people in later adulthood may have suffered empty-nest syndrome and may feel all alone, no family just friends and they should enjoy their selves with their friends doing something they always wished to do.



**ResultsPlus**

**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 if someone has no one to see they may just stay in all the time, become depressed and ill. It is <sup>also</sup> important for people in later adulthood to have strong friendships, they may need someone to talk to about their worries or need their advice. ~~It is also important because~~ Both women and men in later adulthood may feel vulnerable, if they have no friendships they will have nothing to do and no one to see. Physically, emotionally, socially and ~~emotionally~~ intellectually the person may feel low, have low self concept and want keep stimulated. Depression may be one of the worst things to get because sometimes the people won't accept help. This could cause a lot more health issues. Because they may feel vulnerable friendships are even more important, for example if a person can't make a doctor's appointment themselves.



**ResultsPlus**  
Examiner Comments

This is a much better response, with the candidate raising some relevant points and attempting to structure it appropriately.

Friendships are important in later adulthood for many reasons. Having a friendship in later adulthood may raise a person's self-concept. For example:- if someone 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 friendship will allow 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 have a friendship in later adulthood is because it would mean that they have to talk to someone to talk to when down for example:- One person may feel upset or depressed and want to talk to a friend. If someone does not have a friendship then they may start to feel very vulnerable and alone as they have no one to talk to.

Overall, having a friendship is important in later adulthood because people need friends to talk to.



**ResultsPlus**  
Examiner Comments

Good overall response which raises many relevant points and is accurate in content.

## 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)

For some older people retirement could be a negative in their life. It could leave them feeling low, unhappy, not good enough, bored and many others. This could happen or make them feel this way if; they really loved and enjoyed their job and now they can no longer do it. If they are alone and have no one there for them, and the only reason they get up in the morning was because of their job, ~~retirement~~<sup>retiring</sup> could make them feel useless, sad and give them a bad quality of life. Also, loneliness is a big matter and reasoning as to why retirement is not a positive because if an elderly person is all alone anyway, retiring will make them even more alone, and will give them nothing to do. This will affect their self-esteem and self-concept and make them feel ~~to~~ worthless and miserable. It could potentially lead to a case of depression, and ~~if~~ if the person was lonely they would have no



one to talk to and that would make them feel unloved for and unloved, and in the end it could lead to serious matters, for

Example: suicide. Retirement can affect the elderly in different ways, but making them feel coming down is a very negative point.

Money could also be an hassle as they could suffer from financial problems, this could enhance and become more of a problem if a person needed to retire as they would most probably not have all the money they may need to pay off debt, money problems or ~~whatever~~ whatever else.



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Examiner Comments

This is a good overall response, accurately structured, and just gets into mark band 3.

It's not positive because they can't go out and socialise with people so ~~there~~ ~~self~~ they might start to feel isolated so it will make their self concept go down so they will always be unhappy. They find it hard

to do things themselves so they will always need a career with them that will affect their emotional development because they want to do stuff themselves but they're not capable of doing it. They may start and feel like there's nothing anymore so that may lead to depression. ~~Because~~ He doesn't have anyone to live with so he will start to feel lonely.



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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.



## 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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