

Examiners' Report January 2013

GCSE Health and Social Care 5HS01 01

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Introduction

The paper is divided into three sections. The first section consists of 15 multiple-choice questions. These questions assess candidates' knowledge and, in some cases, application of knowledge.

The other two sections comprise questions 16 and 17. These questions require candidates to respond to a case study, which provides a context for candidates to engage with and a focus for the questions that follow.

Understanding question stems is the key to producing accurate answers. Very often the question stem will be linked to some aspect of the case study.

Questions will range from 2-mark questions, which are knowledge based, to 4–8-mark questions, which require greater level of application, discussion or analysis. For the longer 8-mark questions, a balanced, coherent and well-structured answer is required. Candidates are required to reflect, apply and use a range of information from across all the units in the qualification.

This report will provide exemplification of candidates' work, together with tips and/or comments, for a selection of questions. The exemplification will come mainly from questions which required more complex responses from candidates.

Question 16(a)

This question required recall of knowledge.

- (a) Identify, in their correct order, the **two** previous life stages Heidi and Rose have passed through.

(2)

- 1 Infancy
- 2 Early Childhood



ResultsPlus
examiner comment

This is a knowledge question requiring an understanding of unit content.



ResultsPlus
examiner tip

Use past papers to practise this type of question.

Question 16(b)

This question was generally well answered, showing a good understanding of emotional development.

Where candidates were less successful, it was generally as a result of their misinterpreting the question stem, for example, answering from Heidi's viewpoint rather than Rose's.

(b) Describe how Rose's emotional development is being affected by Heidi's relationship with Josh.

(3)

Rose is getting upset and feeling left out because her friend who she does allot with is starting to forget about her because of her relationship with Josh.



ResultsPlus examiner comment

This candidate uses a lot of general knowledge and some personal input rather than using vocational terminology, such as 'self-esteem'. This candidate scored 2 marks.



ResultsPlus examiner tip

Use the mark scheme to understand how marks are applied in 2-4-mark questions and to therefore improve candidate performance.

(b) Describe how Rose's emotional development is being affected by Heidi's relationship with Josh.

(3)

Heidi's relationship with Josh is making Rose feel left out, therefore making her feel alone. This affects her emotional development in a negative way. Rose is trying to be happy for Heidi and Josh and even though she was at first, she might start feeling like she's just pretending. Rose misses Heidi being there all of the time which might make her feel down and upset which also has a negative affect on her emotional development.



ResultsPlus
examiner comment

This is a good response which saw the candidate score 3 marks. However, even in good responses, candidates need to use subject-specific knowledge and try not to rely on their own experiences when answering questions.

(b) Describe how Rose's emotional development is being affected by Heidi's relationship with Josh.

(3)

Because of Heidi's relationship, Rose is being left out this can be a good thing and a bad thing. It is good because Rose will have more time to socialise with new people and even start a relationship herself. This could also be affecting her in a bad way as her friend is drifting away, and this could make her self esteem go down and could cause her stress and worry. In my opinion growing apart is natural and could be for the best.



ResultsPlus
examiner comment

This is a great response, which outlines both sides of the argument and saw the candidate gain 3 marks.

(b) Describe how Rose's emotional development is being affected by Heidi's relationship with Josh.

(3)

Rose's emotional development is affected by Heidi's relationship with Josh because she may feel unwanted or like she has done something wrong for Heidi to not want to spend as much time with her. She might feel like she needs to change the person she is for Heidi to want to spend time with her again.



ResultsPlus
examiner comment

A well-written response that would benefit from being more specific.

(b) Describe how Rose's emotional development is being affected by Heidi's relationship with Josh.

(3)

Rose has began to feel left out as Heidi has started to hang around with Josh more, she could feel like she wasn't good enough for anyone which may knock her self-esteem, a result of this may effect her in later life, like she will never find someone to love her.



ResultsPlus
examiner comment

Some accurate use of vocational language. The candidate scored 2 marks

Question 16(c)

In this question, candidates got too distracted by the subject matter of the case study and did not apply their knowledge and understanding of the specification content. Although candidates seemed to understand the question, they did not tailor their answers fully enough. They explained the importance of friendship/conflict but did not expand on this.

Questions on friendships are accessible for candidates as they can draw on their own experiences. While this is welcomed, it is good to see candidates being specific and bringing terms such as 'peer group' into their answers. Some discussion of the pros and cons would also have been good, but was rarely seen.

(c) Explain how the influence of friends may affect Heidi and Rose's behaviour.

Friends may influence Heidi and Rose's ⁽⁴⁾behaviour in a positive way by making them do well in school and make them feel happier. However, friends may influence their behaviour in a bad way and they may peer pressure the girls into smoking, drinking and taking drugs as well as behaving badly and negatively to "fit in."



ResultsPlus
examiner comment

This is a great answer, which outlines the positive and negative aspects of friendships. Some good links were made where you can clearly see the candidate's train of thought, which led to a well-rounded answer. The candidate scored 4 marks

(c) Explain how the influence of friends may affect Heidi and Rose's behaviour.

(4)

Having alot of friends can affect their behaviour because they might feel as though their personality has to change for them to fit in. However, Heidi and Rose might have good behaviour because they are popular so they're confident and happy about themselves.



ResultsPlus
examiner comment

This response is typical of one where the candidate has written about their own personal experiences of friendships during adolescences, for example, changes in personality. The candidate scored 3 marks

(c) Explain how the influence of friends may affect Heidi and Rose's behaviour.

(4)

Heidi and Rose's behaviour might be affected because their group of friends might smoke / drink and the girls might feel ~~pres~~ pressured into doing the same thing as their friends.



ResultsPlus
examiner comment

A basic and limited response with some accurate factors identified The candidate scored 2 marks.

Question 16(d)

This question was well answered, with many candidates achieving Level 3. Candidates were able to make relevant and accurate links to other factors such as self-esteem and self-image.

(d) Explain why Heidi may have a positive self-concept.

(6)

Heidi might have a positive self-concept as she has a boyfriend who will probably reassure her on how she looks and feels. As she has a boyfriend she knows that she can get on making her ^{feel} positive about herself. Heidi is also making good progress in school meaning she might have a positive concept as she knows she is doing well in ^{school} ~~life~~. Heidi also seems to have many friends meaning she has a good social life and ~~friends~~ ^{has friends} ~~to~~ which someone with a negative self-concept may not have, therefore probably giving her ^a positive self-concept.



ResultsPlus
examiner comment

An example of an excellent response, where the candidate scored 5 marks.



ResultsPlus
examiner tip

The mark scheme is a valuable resource which teachers should use to inform teaching schemes.

(d) Explain why Heidi may have a positive self-concept.

(6)

Heidi has a best friend, other friends and a boyfriend. Her boyfriend makes her feel like someone loves her, someone is there to protect her and that somebody appreciates the person she is. Having lots of friends in school who she talks to a lot, means she is popular which can make her feel more confident within herself. Having many friends and a best friend who enjoys spending time with her shows to her that people like the person she is and she doesn't need to change.



ResultsPlus
examiner comment

In questions where candidates associate personally with the subject, it is important to keep focused when answering the question. 4 marks were awarded.

(d) Explain why Heidi may have a positive self-concept.

(6)

Heidi may have a positive self concept because out of her and rose she is the one with a boyfriend, this could make heidi feel more mature because she goes out places with josh and rose doesn't



ResultsPlus
examiner comment

This is an example of a limited response where the candidate scored 1 mark.

Since Heidi has a boyfriend she may feel better about ~~herself~~^{herself} because someone actually wants to be with her. Her boyfriend, Josh, may buy her gifts and tell her that she is 'beautiful' and this could boost her self-image and her confidence. Also since Rose is jealous of Heidi she might think it is because she is pretty and that's why she has a boyfriend.



ResultsPlus
examiner comment

There are good links made to relevant points in this answer, resulting in the candidate scoring 3 marks.

(d) Explain why Heidi may have a positive self-concept.

(6)

Heidi might have a positive self-concept because she has a lot of friends who might make her feel and look good. She also has a boyfriend who will make her feel good about herself. She is also doing well at school so that might make her feel good. Heidi's sister Rosie also has lots of friends and is also doing well in school so Heidi might feel happy about that.



ResultsPlus
examiner comment

As in the above example, there are some good links to the points made. This response scored 4 marks.

Question 16(e)

There was too much personal input displayed in answers to this question; the majority of responses were at Level 1 or 2.

Too many candidates got distracted by the subject matter and therefore lost marks by not being objective and reflective, which is required in this long question. Many candidates did attempt to provide a balanced answer, which was good to see. However, where candidates did provide a conclusion, these tended to be tokenistic.

Those answers that were outstanding provided a coherent argument that was well balanced.

*e) Discuss the impact Heidi's relationship with Josh is having on her friendship with Rose.

(10)

The good impacts of Heidi's relationship toward friendship with Rose is that Rose will now have some time to herself which everybody needs. Also, Josh could become friends with Rose meaning Rose will be socialising with someone new and could even meet some of Josh's friends and gain more of a positive self concept. ~~However~~ However, on the other hand Rose could become a house hermit and stop socialising with others just because Heidi is with Josh more. She could become jealous and feel like she has no-one anymore. If things were to get really bad, Rose could even become depressed.



This example is brief and limited. There is some evidence of relevant knowledge, but the candidate cannot extend it, so is given 6 marks.

***(e)** Discuss the impact Heidi's relationship with Josh is having on her friendship with Rose.

(10)

Heidi's relationship with Josh might be having an impact on Heidi's friendship with Rose because, Rose is starting to feel left out she could feel like she is losing her as a friend Rose also feels like Heidi doesn't have the same amount of time for anyone else, because of this Rose could get sick of feeling left out and feeling like Heidi has no time for her Rose and Heidi might fall out due to Heidi's and Josh relationship. Heidi needs to split her time between Rose and Josh because she might lose Rose as friend



ResultsPlus
examiner comment

This is a better response, but the level of discussion is limited.

Question 17(a)

This was generally a well-answered question with good overall recall of knowledge. All candidates should have a good understanding of the knowledge required in this type of question.

(a) Identify **two** physical changes that occur in males during adolescence.

(2)

1 *voice deepens*

2 *grow facial hair*



ResultsPlus
examiner comment

Good knowledge displayed, resulting in the candidate scoring 2 marks.

Question 17(b)

This was a well-answered question with candidates making good links to the case study and their overall knowledge, as well as the content of the unit and specification. Candidates displayed very good understanding of self-esteem and the factors that would have contributed to that.

(b) Describe the factors which might account for Josh having a high self-esteem.

(4)

Josh has a girlfriend. ~~who~~ He also plays football which is great exercise making him feel better in himself. he has close friends who attend the same college to motivate him with studying.



ResultsPlus
examiner comment

Good accuracy and application of knowledge. The candidate was awarded 4 marks



ResultsPlus
examiner tip

Use the mark scheme to understand how 2–4-mark questions are marked and use this as a basis for improving candidates' performance.

(b) Describe the factors which might account for Josh having a high self-esteem.

(4)

Firstly, it'll affect Josh intellectually. He is already skipping school and that will affect him in later years. He thinks he's too good for school and only wants to socialise. Also, it'll affect him socially. Having a high self-esteem will make Josh more confident and therefore he will be able to talk and mix with more people.



ResultsPlus
examiner comment

Good overall knowledge and understanding displayed here.

(b) Describe the factors which might account for Josh having a high self-esteem.

(4)

Josh ^{is} studying ^{to} be a mechanic and ^{this} may cause him to have a high self-esteem. He was also selected to play football for under 18s which may have given him a high self esteem.



ResultsPlus
examiner comment

An example of a more limited response, where the candidate scored 2 marks.

(b) Describe the factors which might account for Josh having a high self-esteem.

(4)

Some factors which may account for Josh having a high self-esteem are, his girlfriend, going to college to be a mechanic and being selected to play for the county's football team. These things develop his physical, intellectual, emotional and social development and are all things he should be happy about so he will have a better self-concept and a high self-esteem.



ResultsPlus
examiner comment

An example of a typical response that tries to get in all the vocational terms but needs to be more precise. The candidate scored 3 marks

Question 17(c)

Questions on intellectual development have been asked before and again. This question was not well answered, tending to be vague, limited and repetitive in nature and content.

The main weakness was candidates' lack of understanding of intellectual development – language skills, cognitive development, problem-solving skills, perception – which was disappointing. There should also be an understanding of how intellectual development is central to other aspects of development, such as how we make and develop relationships, general happiness, future planning etc.

Centres should focus on this area for further development.

- (c) Explain the effect on Luke and Jono's intellectual development of not attending college classes.

(6)

To develop intellectually, a person learns stuff through school such as maths, english, spelling, reading etc. It develops into higher skills as a person gets older and will keep developing. Luke and Jono, not attending their college classes because they can't be bothered is having a negative effect on their intellectual development because they aren't learning what they need to know now and what they may need to know in later life. It's not letting them develop intellectually, as much as they ~~should~~ ~~can~~ can and should.



ResultsPlus
examiner comment

A good response with some relevant points identified. However, there is a lack of understanding of the importance of intellectual development. The candidate scored 2 marks.

(c) Explain the effect on Luke and Jono's intellectual development of not attending college classes.

(6)

The effect on Luke and Jono's intellectual development could be massive. By not attending class that means they are not learning new skills and abilities that could be vital for the job they want in the future. Their intellectual development will be at a lower stage than other students studying at the college. Not having the right learning skills and abilities could ruin the whole life they have ahead of them.



ResultsPlus
examiner comment

Overall, a limited response, which resulted in the candidate scoring 3 marks.

(c) Explain the effect on Luke and Jono's intellectual development of not attending college classes.

(6)

As Luke and Jono's are skipping college they ~~could miss~~ ^{out} their intellectual knowledge could go down. In the future they may not be able to get good jobs as they will not have the grades they need because of skipping classes. If Luke and Jono do get ~~qualifications~~ ^{qualifications} they may be at a low level and could have to resit them in the future.



ResultsPlus
examiner comment

A basic response which saw the candidate awarded 2 marks.

Question 17(d)

This question builds on emotional development and should have been answered more accurately than it was. Many responses to this question were narrow in their focus. They tended to be 'agony aunt' type responses warning about the dangers of not using contraception or the risks of pregnancy. This approach should not be encouraged. The answers should have focused on the emotional side of relationships, such as losing or gaining friends and the need to be clear in communicating feelings.

*d) Josh and Heidi have developed an intimate relationship.

Discuss the importance of intimate relationships during adolescence.

(8)

The importance of being aware of safe sex during an intimate relationship is beneficial. The adolescences are more likely to be more unaware and less experienced to know whether to use protection or not as it will affect later life if Heidi became pregnant. Heidi and Josh's lives would change and for the negative at their age as they are still young therefore will be more likely to fail in ~~school~~ school.



ResultsPlus
examiner comment

There is too much personal input and generic knowledge used in this response, rather than using knowledge of the specification and applying it to the question. The candidate was awarded 1 mark.

Question 17(e)

Responses to this question varied and tended to be more descriptive in content, with candidates displaying a limited understanding of how to 'assess'. Where candidates understood the question, they tended to focus on simplistic points rather than making coherent sentences that linked meaningfully to each other. The required level of discussion and analysis was generally missing.

*^{Drinking/smoking}(e) Assess the impact Luke and Jono's current lifestyle may have on their health and wellbeing.

(10)

Luke & Jono's life style isnt good for them and could cause problems to them in the future.

Smoking could ~~cause them to~~ ~~not~~ ~~break~~ properly damage their lungs which could cause them not to beath properly or could cause them to get tired or out of energy even ~~was~~ when doing exercise or even when walking.

Drinking could rott their liver and to cause them to not live as long as expected.

Also being in trouble with the police could effect them ~~to~~ on ~~of~~ the job they want this could be because they have been in to much bother in the past.



ResultsPlus
examiner comment

This answer is limited and brief, although some examples of understanding are present. The candidate was awarded 3 marks.



ResultsPlus
examiner tip

Focus on responding to key verbs – describe, explain, discuss and assess.

*e) Assess the impact Luke and Jono's current lifestyle may have on their health and wellbeing.

(10)

There's a very negative impact on Luke and Jono's health and wellbeing through the way their lifestyle is now.

Smoking will effect their health by putting them in risk of different cancers and diseases as well as a stroke. It will also reduce their lifespan if they continue to do so. Also, they may feel less energetic and be unfit due to smoking which ~~is~~ can stop them from doing things such as play football.

As well as smoking, they've started to drink alcohol. They're underage so they shouldn't be drinking it at all or unless they're with an adult. They're no ^{certain amount} units of that a sixteen year old should drink because they shouldn't do it anyway. This can lead to binge drinking which can lead to them being alcoholics as they get older. If they ~~is~~ drink a lot on a college night, this will have a negative impact on their education if they're suffering from a hangover or are extremely tired.

Jono and Luke are getting in trouble with the police too and all of this is worrying Josh. They don't understand how negatively their behaviour is impacting their health and wellbeing, now and as they get older.



ResultsPlus
examiner comment

An example of a basic, simplistic response scoring 5 marks.

Paper Summary

Where candidates performed well on this paper, there was evidence of:

- good overall knowledge and understanding of the specification
- an ability to apply knowledge
- good use being made of practising past papers.

Where candidates performed less well on this paper, areas for improvement include:

- more accurate understanding of question stems
- tailoring answers more specifically to the question in longer answer questions
- developing understanding of terms such as 'discuss', 'evaluate' and 'analyse'.

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