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Examiners' Report

June 2017

GCSE Health and Social Care 1
5HS01 01

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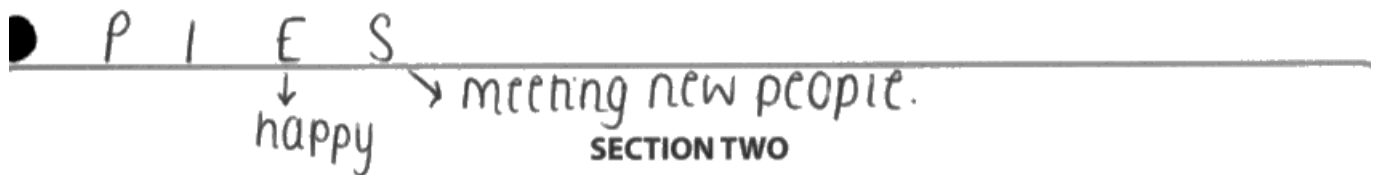
Introduction

Understanding Personal Development and Relationships (5HS01) is an established paper. It consists of 15 multiple choice questions and is followed by two longer tiered questions. The format of the paper has remained unchanged. Candidate performance overall has remained consistent to that of previous series. Candidates are generally performing well on the short questions. Conceptual understanding is variable with some candidates being able to articulate and express themselves exceptionally well. They are able to bring across knowledge from other units and apply them meaningfully to the question they are answering. Question 16 and 17 consisted of two case studies. Question 16 consisted of a case study of a husband and wife and focused on positive life events, self-concept, high income etc. Examiners reported that candidates answered this question quite well with some good responses being marked on the longer questions. Question 17 focused on a case study involving an older lady, her cultural background, language issues and health. This question tended not to be answered as well with many candidates not taking the time to think about their responses and getting confused between formal and informal support.

Question 16 (a)

This question asked candidates to focus on the impact of positive life events. In general most candidates achieved at least 2 marks as they were able to explain how this would make the individual feel, e.g. happy, excited etc. Some developed this by indicating that their self-concept would improve and that they would feel emotionally happy etc. Where candidates limited themselves in marks was by focusing on the case study which was not necessary.

This was a relatively straightforward question and candidates could apply a range of evidence from the unit. Most candidates with the exception of some which was centre specific achieved at least 2 marks.



16 Read the following case study and answer all the questions that follow.

Kaitlyn is 42 years of age and works as a District Nurse. She lives with her partner, Ian, who is a Head Teacher. Ian and Kaitlyn both work full-time and earn a high income, however Ian often has to work late and they don't spend much time together during the week.

Kaitlyn has recently discovered that she is expecting a baby, both she and Ian are excited about becoming parents.

(a) Explain how positive life events can affect an individual's growth and development.

(4)

The individual will be happy and have a high self-esteem which will make them more confident. With upcoming positive events will make an individual excited and will give them a main focus to prepare for. They will be able to focus all of their attention on one subject which will make them more advanced.



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Examiner Comments

Candidates are likely to answer this question in one of two ways. Firstly generically whereby they will provide a range of factors. Ideally we would like to see some connection between points but this may not always happen. Secondly, specifically relating to pregnancy. In such as case they will tend to be quite specific.
In this response it is generic but very well answered - 4 marks.



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Examiner Tip

Important to use the mark scheme and develop candidate understanding of how marks are applied. Key vocational terms are important and should be reinforced with candidates.

Question 16 (b)

This question focused on self-concept and how this would change as a result of pregnancy. Candidates accessed this question quite easily and many managed to get into Level 3. A key issue for many was Kaitlyn's age and how this might affect her negatively. Some candidates wasted time outlining the negative consequences such as 'getting fat' or 'ugly' which wasn't necessary. The more able candidates structured their responses effectively and give a balanced explanation realising that it could change but not necessarily as she was a confident person to begin with and had a good job.

As indicated this was a question which many candidates found relatively easy to answer and achieve 4-5 marks.

esteem
image
CONCLUSION
preud
motivated
positive
happy
OUTLOOK
confidenced
Explain how this may affect her self-concept. (6)

This may have a positive impact on her ~~at~~ self esteem and she may have a ~~high~~ high self esteem. This is because she may feel happy and content with her family. She may feel a sense of purpose as she will be a mother. She may feel proud and motivated ~~to~~ ~~at~~ ~~the~~ to be a good mother. She may have a positive outlook and ~~+~~ ~~feel~~ and feel less stress and depression. ~~It~~ ~~It~~ It may also give her confidence. She also has something to look forward to. On the other hand, it may have a negative impact if she feels stressed and unprepared to take on ~~responsibility~~ responsibility.

In conclusion, it may have a positive impact on her self concept as she may feel happy.



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Examiner Comments

Excellent first response - Level 3 - 6 marks. This was a well-constructed and fluent response.



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Examiner Tip

There is no need to give definitions of self-concept etc, candidate's needs to get straight in and start formulating their answer around the question stem and remember the verb at the beginning - EXPLAIN!

Question 16 (c)

Question 16(c) focused on how the future arrival of a baby or other life event would affect Kaitlyn and Ian's relationship. This was well answered with the majority achieving at least 5 marks. The main issue was the lack of discussion. Many identified the positives - bond, getting closer to one another, greater concern for one another etc. In terms of the negatives, candidates identified anxiety, worry, losing their closeness. Where the sixth mark was missing was in rounding the response off on a good conclusion.

As indicated many candidates found this a straightforward question to answer and achieved 4-5 marks quite easily.

(c) Discuss the impact the birth of a baby may have on Kaitlyn's relationship with Ian.

(6)

The birth of Kaitlyn and Ian's baby could positively affect their relationship as the baby could bring them closer together. This would mean that they can build upon their bonds, and make them feel that they have each other there if they need to talk or for support. Having a baby could help Kaitlyn and Ian in developing their intellectual skills by learning about their baby and how to look after it.

However by the birth of the baby being a good life event it could have it's negatives. The baby may make Kaitlyn or Ian feel too much pressure or that they can't cope with looking after their baby. This could form a breakdown of their communication in their relationship. Eventually this could result in a lot of stress which may lead to them becoming ill.



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Examiner Comments

Excellent, well-structured response
- Level 3 - 6 marks. Structure was
coherent and read very well. Good
understanding of the question and
good balance.



ResultsPlus

Examiner Tip

It is important that all candidates
understand the verb at the beginning
of each question and this should be
practiced both orally and in writing in
the classroom.

Question 16 (d)

16(d) focused on how stress could affect physical health and wellbeing. The key issue in not achieving 4 marks was that some candidates confused anxiety or depression as a physical illness. Majority of responses identified correctly losing sleep, changes in appetite and could then link this further, e.g. losing or putting on weight and future illness such as raised blood pressure and heart attacks.

Well answered question that many found easy to access and answer. Some candidates did include irrelevant information such as anxiety which they thought was physical ailment.

(d) Ian is a Head Teacher and finds his role stressful at times.

Explain how increasing levels of stress may affect Ian's physical health.

(4)

~~The~~ Stress is common in most jobs. Spending all of his time stressing over his job will result in him lacking sleep. He will be tired the next day which means he cannot perform well at work and help at home. He will have a loss of appetite, this will result him in ~~a~~ losing a large amount of weight which could make him extremely ill.



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Examiner Comments

This was a well-answered question.
Awarded 4 marks.



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Examiner Tip

Ensure candidates make links between what they state in their responses e.g. over eating leads to weight gain which may in turn lead to raised blood pressure etc.

Question 16 (e)

16(e) focused on how a high income could affect lifestyle, etc. The majority of candidates gave overwhelmingly positive answers such as can afford luxuries, less worry and better education for children. The issue was the lack of balance and discussion in the answer which prevented them from getting into Level 3.

As an extended writing question it is important that candidates give balanced responses

* (e) Kaitlyn and Ian earn a high income.

Assess the importance of having a high income for a family's wellbeing.

(8)

-afford things - nice house
-happier
-not have to worry about paying.

The importance of having a high income for a family wellbeing is that they can afford the stuff in life that they need, this will include holidays for a break, school, nursery. Also they will be alot happier because they can have the valuable things in life, that they want in order to treat themselves. Furthermore, they don't have to worry about not being able to afford bus or the things you need in life, as they have a high income so they can afford it. In addition, they can live in a nice house, to help their growth and development and help their child's development as they won't struggle to supply the baby with the nutrients he/she needs. Moreover, they can have stress free on worrying about money, to keep themselves and the child supplied to what they need in their life to survive, and develop a happy

life. This will help them physically as they will be moving alot, emotional development will increase as they will be happy, and they will be receiving



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Examiner Comments

This response was awarded Level 2 - 5 marks. There was a lack of assessment which meant that it didn't get into Level 3.



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Examiner Tip

Brainstorming, swapping answers and having students mark each others work, discussion groups etc work effectively in getting a range of ideas developed.

Question 17 (a)

17(a) should have been a straightforward question to answer as it was essentially a knowledge-based and recall question however many candidates gave either totally inaccurate answers referring to Eva's current physical condition or gave vocationally inappropriate answers such as 'going deaf.'

Should be an easy question whereby candidates can demonstrate their knowledge.

17 Read the following case study and answer all the questions that follow.

Eva is 76 years of age and lives on her own. She is German and came to live in the United Kingdom 30 years ago. Eva's English is very poor and she rarely leaves her house.

Eva developed a severe chest infection that has left her confused and confined to her bed for two weeks. Alf, a neighbour, has been very supportive and helpful with daily routines such as cooking and cleaning.

As a District Nurse Kaitlyn also visits Eva to see how she is progressing and to ensure she is taking her medication. They often discuss how Eva is feeling emotionally.

(a) Identify three **physical** characteristics associated with Eva's life stage.

(3)

1 Senses decline - hearing and eyesight.

2 Skin loses elasticity

3 Lack of mobility.



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Examiner Comments

Excellent response - 3 clear marks.



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Examiner Tip

Important to be vocationally relevant and accurate with responses.

Question 17 (b)

This question required candidates to give a definition of self-image. Many achieved 1 mark by indicated that it was how a person sees themselves the second mark was in some cases not achieved as they left it at that and did not qualify it in any form.

Definition of self-image - relatively straightforward. Important that candidates are precise!

(b) Ageing can sometimes affect an individual's self-image.

Define what is meant by **self-image**.

(2)

How an individual sees themselves and
what they think they look like from their
own perspective.



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Examiner Comments

This response was awarded 2 marks
- sees themselves and how they look
from their own perspective.



ResultsPlus
Examiner Tip

Be careful with this question. It asks for
a definition NOT an explanation.

Question 17 (c)

17(c) required candidates to explain the benefits of the support Eva is receiving. Most candidates achieved 2-3 marks. Where this didn't occur it was because candidates had not read the question accurately and they did not make meaningful links with the points they were making, e.g. someone to talk to and that they will make her feel less depressed rather than someone to talk to and her English will improve.

Candidates are being asked to explain the importance and benefits of support - important to brainstorm and develop a range of examples that candidates can then use.

(c) Eva is receiving a lot of support from her neighbour Alf and from Kaitlyn.

Explain the benefits of receiving support for growth and development.

(4)

Support can benefit Eva by improving her self image, self esteem and her self concept. This is because with support Eva may will feel that she is not useless or alone, she will feel accepted and loved. Also this will improve Eva's social development as she will be in regular contact with Alf and Kaitlyn, which will make Eva happier, improving her emotional and physical development as ~~the~~ the support will give her hope to get better.



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Examiner Comments

This response was awarded 3 marks - alone, regular contact, happier.



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Examiner Tip

Develop a range of examples for both formal and informal providers of support.

Question 17 (d)

17(d) focused on the difficulties experienced with English as a second language. Many candidates did achieve 3-5 marks on this question raising issues of not being understood, difficulty communicating, marginalised etc. Again the final mark was not achieved but the conclusion tended to be either missing or poorly written. It was interesting that very few stated that people who she interacted with should make more of an effort to learn German and communicate with Eva in her native language.

Many candidates found age, cultural, language difficult areas to either explain or discuss. Age is relative to many candidates so visits to care homes, guest speakers e.g. nurses who work with older people etc can help them to understand the implications of growing old. Similar issues arise around culture and language so it is important to plan these areas in scheme of work.

(d) Eva's English is very poor.

Discuss how this may have affected her ability to integrate into society.

isolated
accepted / *socialist*
(6)

~~As~~ This may have a negative impact on her ability to intergrate into society as she cannot communicate ~~as~~ and express herself. She cannot socialist ~~at~~ with others properly. As she is different, others may not accept her or accept her in a peer group. ~~That~~ She may feel as if she is an outcast and have ~~low~~ low confidence so she may ~~not stay at home~~ become socially isolated. She may not have a close peer group where she can socialist.

In conclusion, ~~she may feel her~~
~~language~~ this may have a negative
impact ~~as she~~ on her ability to
integrate, as it is a language
barrier.



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Examiner Comments

This was a good response - slightly one sided response, would like to see the points more fully discussed. It was awarded Level 3 - 5 marks.



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Examiner Tip

In developing understanding of later adulthood it is important to get perspective - both the positives and negatives and then build in other aspects such as language. Candidates tend to focus on the negative so bear this in mind.

Question 17 (e)

17(e) should have been a straightforward answer stating the form of formal support, e.g. doctor or counsellor and then explanation, however some candidates got it mixed up with informal and stated family or gave therapist as a response which was incorrect.

This was a straightforward question for candidates to answer with many achieving 4 marks.

(e) Being confined to bed has left Eva feeling very depressed.

Apart from Kaitlyn, identify and describe ^{S.C.} ~~one~~ ^{- emotions} formal source of support Eva could use to help her feel better.

25

(4)

She could see a counsellor where she can discuss how she feels and share experiences. A MA counsellor could ~~discuss how~~ offer advice and help her understand and learn how to cope with her emotions. ~~A~~ This may have a positive impact on her self-concept and ~~she~~ she may feel valued.



ResultsPlus Examiner Comments

Be careful - 1 mark for the correct identification of the formal support and then 3 marks for the description. YOU CANNOT HAVE TWO PROFESSIONALS identified must be ONE. This response was awarded 4 marks - good answer.



ResultsPlus Examiner Tip

Bear in mind the examiner comment - only one professional or source is accepted so please reinforce this with candidates.

Question 17 (f)

17(f) this question asked candidates to focus on how moving to a new country would affect someone like Eva. In general most candidates got between 4-6 marks. There was a lack of overall assessment however the responses were coherent, well-structured with many identifying points such as may miss her friends, difficulty of language barrier and some referred to her age when she moved which was insightful.

Candidates found it difficult to assess which is why so many candidates got no further than Level 2.

happy, someone new different *alone, social self-esteem drop.*
*(f) Assess how moving to the United Kingdom may have affected Eva's development. (8)

Moving to the United Kingdom may have affected Eva's development negatively as ~~she~~ her physical development will not have had any progress as she doesn't leave the house, meaning she will not be exercising. Also it will affect her socially as she will not be socialising with anyone, as she can't speak good English. ~~also~~ It will affect her emotionally because she will feel isolated and alone as she has no one to talk to. ~~It~~

However, it could of affected her positively because she may of wanted to move countries, and she got what she wanted to do, this could help her feel happy as she is glad that she could move away and live somewhere new. Her intellectual development may of improved as she is learning about a ~~different~~ new country that she has moved into.

It will affect her intellectually as she does not
leave the house, so can't discover new things.



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Examiner Comments

This response was awarded Level 2, 4 marks - can't socialise, feel isolated and alone, will learn about new country and finally because she hasn't left the house she can't discover new things.



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Examiner Tip

Many candidates run out of steam at this stage so it is important that in completing mock papers teachers ensure that they reinforce 'time management' with candidates.

Paper Summary

This paper has performed reasonably well and has discriminated well between candidates. Examiners have indicated that there were few gaps in knowledge and where candidates lost marks it was because of either poor knowledge and application or inaccurate knowledge and application.

Based on their performance in this exam, centres are offered the following advice:

The key strengths identified were:

- Good performance on multiple choice questions.
- Good knowledge base with which candidates could apply their knowledge.
- Good or better transference of knowledge from other units within the qualification.
- Extended writing ability continued to improve.
- Conceptual and theoretical knowledge continues to be good.

Areas for development:

- Candidates have difficulty in understanding the concept of age and the difficulties this might bring.
- Reading of question stem could be more accurate. Greater care needs to take place, for example many candidates lost marks over misinterpreting informal with formal care.
- Avoid repeating the question stem as this wastes valuable time.
- It is not appropriate to use PIES for every question or to use either self-concept/self-esteem/self-image in every response.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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