

Examiners' Report June 2017

GCSE Health and Social Care 5HS04 01





Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at <u>www.edexcel.com</u> or <u>www.btec.co.uk</u>.

Alternatively, you can get in touch with us using the details on our contact us page at <u>www.edexcel.com/contactus</u>.



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit<u>www.edexcel.com/resultsplus</u>. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2017

Publications Code 5HS04_01_1706_ER

All the material in this publication is copyright © Pearson Education Ltd 2017

Introduction

This synoptic paper consists of three questions, with each question based on the same scenario. The questions are divided into two different types – short answer questions that require candidates to apply their knowledge, and extended writing questions requiring candidates to formulate their knowledge and apply it in a coherent, balanced argument that reads logically.

The three questions assess the candidates' knowledge through recall questions and their ability to apply knowledge, understanding and analysis through questions which ask them to explain, discuss or assess. It is generally the longer 8 and 10 mark questions which create the greater challenge for candidates. Often responses are generic, one-sided and are not structured coherently to reflect a balanced response. Candidates will often use PIES in their response which although appropriate for some questions in others it is not. Candidates need to read and interpret the question stem more fully.

Knowledge of the unit specification continues to improve. Where questions assess specific sections of the specification such as question 3(d) on the care values, it is apparent the candidates know the care values however, the application of them in a care setting to an individual was limited. There are no obvious gaps in the candidates' knowledge which is pleasing as they were well prepared by the centres for this paper. The centres appear to have been using past papers to prepare candidates and this is evident in the marks that have been achieved.

Question 1 (a)

This was a recall question, which the majority of candidates scored 2 marks on.

Jacob is 14 years of age and lives with his mother, Anna, who has multiple sclerosis. 1 She uses a wheelchair for the majority of the day. Jacob is his mother's main carer. He often misses school because he needs to look after her. (a) Identify two factors that may have influenced Jacob's development. (2)1 Missing school may hindered Jacobs intellectua opment de 2 14 his mathers may later may una Shain elopment IS **Examiner Tip Examiner Comments** Encourage candidates to read For this response 2 marks were the case study carefully for the awarded for the identification of

identification questions as it will

provide them with the answer.

two factors from the case study.

Question 1 (b)

This question continued with the theme of 1(a), Jacob's development by asking the candidates to identify and describe.

(b) Anna is concerned that Jacob is spending less and less time with his friends.

Identify and describe how spending less time with his friends may affect Jacob's development.

(4)soending less time w Jacop his mer Jacobs caut 1550 an emchana developmen pme CALON med P CONS merchip W begin Ю lver nore mf 211 Examiner Comments **Examiner Tip** This response was awarded 4 marks. The candidate identified Ensure that candidates know what both social and emotional

development, describing how they

will affect Jacob's development.

the social and emotional needs are for each of the different life stages. (b) Anna is concerned that Jacob is spending less and less time with his friends.

Identify and describe how spending less time with his friends may affect Jacob's development.

(4)

Spending less time With Friends may affect Tacob's development. Mercauser His Social because development may be affected LESS time With Friends and more nding mother. Also, his only his with EME be affected development could emotional feel solated and could hang out Want With may not to Spent Fo less time and together can result in him feeling lonely **Examiner Comments** This response was awarded 2 marks. The candidate identified both social and emotional development, however,

the description lacked depth.

6 GCSE Health and Social Care 5HS04 01

Question 1 (c)

The focus of this question was how family and friends could support Jacob by helping him to cope with his caring responsibilities. Many candidates struggled with this question as they tended to explain how Jacob may feel on receiving this support, failing to identify the practical support that they may offer in the first instance.

(c) Jacob and Anna live in a community where everyone supports each other. Explain how support from family and friends could help Jacob cope with his caring responsibilities. (6) RO prove

riends will maesi and se wit



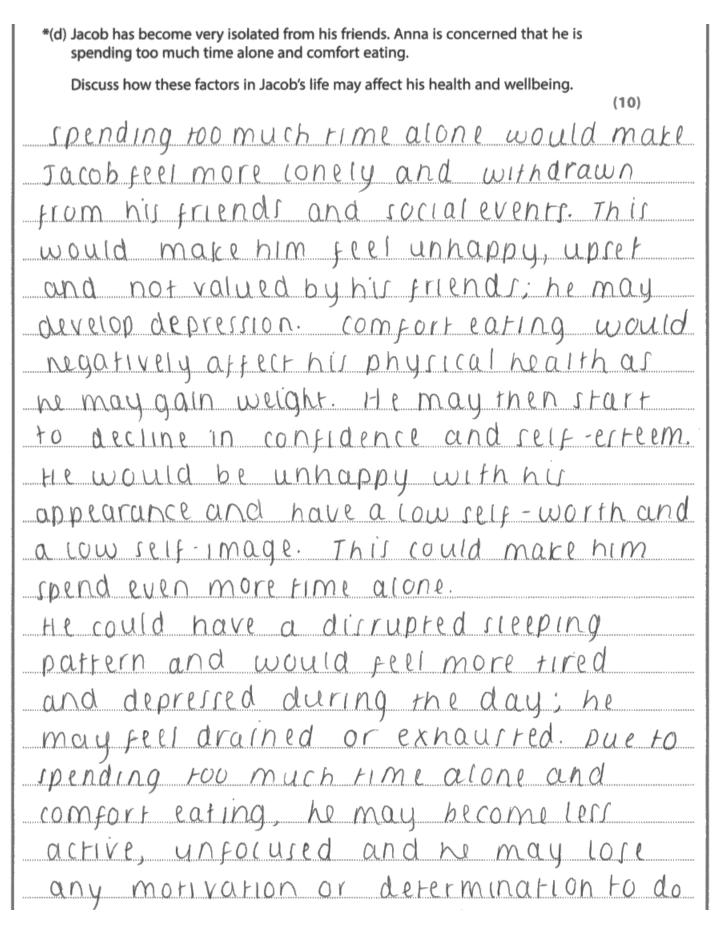
This response was awarded 5 marks. It was coherent, well-structured with a comprehensive explanation of the support given by family and friends to Jacob to help him cope with his caring responsibilities.



Advise candidates to read the questions carefully and to look for any helpful hints in either the case study or the question stem.

Question 1 (d)

This was the only 10 mark question on the examination paper. The candidates had to discuss the factors identified in the scenario in relation to how they may affect Jacob's health and wellbeing.



any motivation or determination to do much in life. This would result in a negative health and wellbeing, overall. However, spending more time alone may help him become more independent and mature - his own person after spending less time with his peers. He wouldn't experience any peer pressure and he could learn to make his own choices which could be positive or negative. Eating more food may give him more energy, and making him feel more alert and confident. He may be trying to gain weight, therefore he would boost his reif-esteem and self-image He mayfeel happier by himself wit which would positively affect his emotional wellbeing. To rummarice, spending too much time aione and comfort eating would have an overall negative affect on & Jacob's health and wellbring. This is because he may lack a sense of belonging after losing or drifting apart from his friends. comfort eating would result in a decline of relfworth, confidence and relf-concept.



A Level 3 answer, 8 marks were awarded. The candidate took each of the factors from the question and comprehensively discussed them. They linked their identified factors so that the answer flowed. The candidate gave both positive and negative discussion with a conclusion.

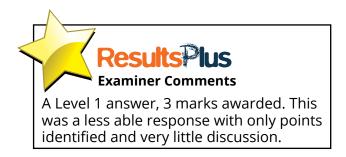


Encourage candidates to put forward a balanced viewpoint. For the extended writing questions both positive and negative arguments should be discussed. *(d) Jacob has become very isolated from his friends. Anna is concerned that he is spending too much time alone and comfort eating.

Discuss how these factors in Jacob's life may affect his health and wellbeing.

(10)

Being isolated from friends can affect Jacob's health and Wellbeing in negative Ways. Tacob's Social development can be affected because he isn't interacting with his Friends and other people which can also lead to depression and this can affect his emotional development which can also a cause problems for his health and well being. If Jacob is depressed and a isolated, this can nore result in him cating tess not being and in the mood to do anything Which can obesit laziness. both and and Spending too much time alone can make Jacob feel lonely and can stop from participating in physical activities him ...**B**.. a young age. at Such for Jacob, if he continues with comfort ting then 101 he could become has obese Which means he 0 higher chance and a higher risk of having heart attack or a stroke.



Question 2 (a)

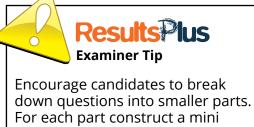
Jacob was still the focus for this question, this time it was linked to his wellbeing.

- 2 Jacob has gained weight since becoming his mother's main carer and is in danger of becoming obese. He has been referred to a dietician who he sees once a month.
 - (a) Describe **two** ways the dietician may benefit Jacob's wellbeing.

1 It will help him siculy, st steps to cut down the avera is means there will be que him to make him G() time by time so he doeint at a take au in at once The tician auta lalk him eeric Jacob thra CU. $\odot \rho$ he u talk it out thro him.

Results Plus Examiner Comments

This response was awarded 2 marks. The first way was not awarded any marks as it described a physical benefit for Jacob, his health. The question asked for benefits relating to wellbeing, which are emotional, social and intellectual.



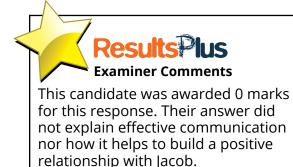
(4)

mind map and then use words or phrases to link them together.

Question 2 (b)

This question required the candidates to apply their knowledge and understanding of the care value, effective communication and how it may be used to build a positive relationship with the case study.

(b) Explain how the dietician may use effective communication to build a positive relationship with Jacob.
(4)
The dietician can suggest Ways
to keep a healthy diet which can fit
his needs, The dietician can also
help Jacob become more Social and
can also make him feel like he
is loved and cared for these can
improve his emotional and social
devolopment which can make Jacob trust
the dietician.





When the question stem refers to an individual from the case study, it is essential that the candidate relates their answer to that particular individual. (b) Explain how the dietician may use effective communication to build a positive relationship with Jacob.

By speaking to Jacob as if he is an equal he diefician would be able to build with Jacob; they would respect each trust Being clear and helpful to Tacob when other. speaking orgiving advice would help Jacob FEEL more confident and comportable around the dietician. He could clearly explain different ideas or advice given to Jacob to ensure neunderstands and follows the diet. Being Friendly and approachable would help him builda pusitive relationship as Jacob safe and accepted by the dietición. would reel

(4)



This response was awarded 4 marks. The candidate made the link between effective communication and building a positive relationship.

Question 2 (c)

This question required candidates to define the term 'disempowerment'.

(c) Ineffective communication skills may lead to Jacob feeling disempowered.

Define the term 'disempowerment'.

(2) pijempowerment means that the service user does not feel in control or is fully aware of the care Practitioners actions. would feel like a minority and unimportant





Definitions of key terms supported by examples often secure the marks for candidates as it clearly demonstrates their understanding of the term.

Question 2 (d)

This question asked candidates to make the link between long term illness and how it may affect an individual's intellectual development. A number of candidates experienced difficulties in answering this question.

(d) Anna sometimes feels she has no control over her illness, which leaves her feeling quite frustrated. She recently gave up a well-paid job due to her illness. Discuss how a long-term illness may affect an individual's intellectual development. (6) A loop term illness too may affect an individual's intellectual development as they may no loger be capable to study or work This means they do not stimulate their brains and art for the amount of new experience and knowledge they gain is limited. Having a long tem illness also many the person may have st to stay at home per majorty the time: Staying at home means they do 01 get much fresh air and instead only what's in their lione even day. This means they do not experience new dirps in outside croud and their intellectual development will be negatively affected Staying at have everyday due to an illness would also reduce the amount of interaction the pason would get with other people, this would have a negative impact on their communicational skills and as a result their intellectual development.



This response was awarded 4 marks, Level 2 answer. The candidate accurately identified some points which they attempted a discussion around, however, their answer was one-sided and therefore lacked balance.

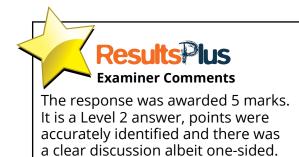


Advise candidates to use the stem of the question as a checklist to help them structure their answer and to check that they have answered the question.

Question 2 (e)

This question asked candidates to make the links between gender, appearance and selfconcept. The response below is a good example of a candidate who understood the question but was not awarded full marks as they did not provide a balanced discussion.

*(e) Since gaining weight, Jacob is very unhappy with his appearance. Discuss how gender and appearance may affect an individual's self-concept. (8)and appearance Ca on re C 4re1 a De 07 pre に 0 a





For discuss questions it is important to have a balanced viewpoint and to write in a well-structured format.

Question 3 (a)

This question asked the candidates to identify one approach that may be used in health promotion to improve the health and wellbeing of an individual. A number of candidates did not understand the term 'approach', it is important that they fully understand the specific terminology used in this unit.

3 The dietician has identified the approach she is going to use to improve Jacob's health and wellbeing.
(a) Identify **one** approach that may be used in health promotion to improve the health and wellbeing of an individual.

plan of rearry 10000 mat ternative 10 100 helps tD able 10 be eat San tood Sessions-)(Introduc **Examiner Comments Examiner Tip**

Full marks were awarded to this candidate for their response. They correctly identified the adoption of a healthier lifestyle as an approach that may be used to improve the health and wellbeing of an individual.

For identify questions ensure the candidates read the questions carefully and look for any helpful hints in either the scenario or the question stem.

(2)

Question 3 (b)

(b) Explain how the dietician will support Jacob in making improvements to his diet. (4) The direlician well support Jacob in meeting improvements in his Follow cher lar-e as good comunication Va 225 Q, dianih 151 res 2 Itah ar dehician the communication <u>L</u> α a has Scheene maw he μ erstan him and 22 V بل no repecting aven unatio G DU enc ricos iun 11 ()) rehicie 50 3 H/



candidate's response, as the link between the dieticians and how they may support Jacob in improving his diet was not explained.

(b) Explain how the dietician will support Jacob in making improvements to his diet.

(4) ÷, S su 1. 'N 73 n 0 CL va C ഹ α 0 m 0 cono ണ Ø, me e



A full explanation of the support the dietician will give to Jacob to improve his diet was given and 4 marks were awarded for this response.

Question 3 (c)

The candidates scored highly on this question as they were able to provide a full description of the factors that the dietician would take into consideration when planning a healthy diet for Jacob.

(c) Describe the factors the dietician will take into consideration when planning a healthy diet for Jacob. (4) th e. 10 ∞ C



(c) Describe the factors the dietician will take into consideration when planning a healthy diet for Jacob.

(4) sey that hing he exectising inh and an 1000 Urgies



Question 3 (d)

Some candidates found this question challenging. They were able to correctly identify the care values, however they lacked the knowledge of how they could be applied to the case study in order to support them.

*(d) Discuss how the dietician can effectively promote and support Jacob's health improvement through the use of care values. (8)Using effective communication will allow Jacob to clearly understand and follow any advice given and to be aware of any risks etc. This will also allow Jacob and the dietician to forma positive relationship. Providing confidential -ity would help Jacob feel more comportable safe and confident around the dietician so that Jacob is more open, honest and trusting to the dietician Practising anti-discrimadiscriminatory behaviour will also allow Jacob to feel safer and confident around the dietician, as well as feeling respected Allowing Jacob to protect his rights and dignity is vital because he will not like the dietician if he feels embarrassed or unaccepted around her. This would make him want to do his own thing and would prevent him from following advice or Losing weight etc.



was a more able response where the candidate demonstrated their knowledge and understanding of the care values and how they may be used to support an individual.



need to identify points and then develop a discussion around them.

*(d) Discuss how the dietician can effectively promote and support Jacob's health improvement through the use of care values. (8)care values are the br 69711 INP 101 1181 (1) 60 $\overline{}$ 26 11 NPP A INITH The dietician must ensure anote Dimizze Di WHPSF Detween er, ethil itch 061 1 will help 16 ZPP 101Also the diptician must take ter INHEL 3 ()6 2 197 792

Lastly, the dietician must not care about the potient's sexual arientation as their job is to implave the potients diet. So whether they are homosexingle or not they must help them and Support them with their diet.



Question 3 (e)

The focus of this question was self-concept and how it may be affected by changes in personal relationships. Overall it was not well answered as candidates appeared to struggle with the idea that self-concept could be affected by a change in personal relationships.

(e) Since working with the dietician, Jacob is feeling better about himself. He has started to go out more and attends a local youth club on a Friday night.

Explain how Jacob's self-concept may have altered due to the changes in his personal relationships.

(6)

	(6)
-	Jacob's relf - concept may have altered portitively
	because hereast no longer isolated and is interacting
	effectively with nir peers and using his rocial mills
	It could also mean that he feels more confident in himself
	and his relf-esteen would're increased because
	he feels accepted by the prierds he now has
	developed relation ships with the would also Reel more
	valued and a ceepted or an individual. Instead of
	reeling worthless, nis self-worth would also be
	increased as he would feel a rense of purpose to
	nis life because ne's no longer conely and has
	relationships. in users mis means his self-concept
	would improve as he feels good about nimpek
	and has people in who he could confide in. He would
	also feel a sense of safety and recurity because he
	trusts there people who is now with and is
	building positive long lasting relationships.



This response was awarded 5 marks. The candidate made the link between Jacob's self-concept and the changes to his personal relationship.

(e) Since working with the dietician, Jacob is feeling better about himself. He has started to go out more and attends a local youth club on a Friday night. Explain how Jacob's self-concept may have altered due to the changes in his personal relationships. (6) Tacob's self-concept will have Improved becaure <u>he</u> ICI Stort of ar impact more positive theme his appearance, As he evertaine critha dieticion 2. makes him to jeel alot better because he knows that ster Stephe con alo it, to get to that place and he has the strength to do it. A positive impact con make them feel better toward, nimselt ng crici 60 <u>, 0</u> α $((() \alpha)$ improve and be determined 1-0 to something about 16. 00 conceptionic make him HL 2 2617 no etter on cl he culu stort to better th (L F O F cin l n ana NOPPICK ppier colary. **splus Examiner Comments Examiner Tip** This response was awarded 1 mark. It is important that candidates The candidate was able to identify fully understand self-concept how Jacob's self-concept may have and how it may be affected by a altered, but it was very repetitive number of experiences. with little explanation.

Paper summary

Based on candidates' performance on this paper, centres are offered the following advice:

- The ability to recall, describe and explain has improved considerably.
- Use past question papers to help prepare for the examination.
- A greater in-depth knowledge of the specification is required on the application of the care values to the case study.
- More accurate understanding of question stems is necessary.
- Candidates do not need to repeat the question stem at the beginning of their response.
- Try and tailor answers more specifically to the question in the longer answer questions.
- Develop understanding of terms such as; discuss; evaluate and analyse.
- Make each point relevant and meaningful to the question.

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





Llywodraeth Cynulliad Cymru Welsh Assembly Government



Pearson Education Limited. Registered company number 872828 with its registered office at 80 Strand, London WC2R 0RL.