

Examiners' Report
June 2014

GCSE Health and Social Care 5HS01 01

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Introduction

The GCSE Health and Social Care (5HS01) Unit 1: Understanding Personal Development and Relationships is a well established paper which candidates year on year have performed well on. The unit has been designed to provide learners with a broad and balanced overview of personal development focusing on the physical, social, emotional and intellectual development of the individual but also focuses on specific aspects of development such as self concept etc. The unit also examines the nature and importance of relationships and how those change over time and the circumstances and factors which may impact on those relationships. The unit links effectively to the other units within the qualification and should therefore be delivered within that context.

This exam paper consists of 15 multiple choice questions and then 2 separate stimulus response questions. The paper reflects the specification accurately and the mark scheme has been developed to be as accessible as possible. The stimulus response questions are built around a case study scenario which this year focused on a family which consisted of a mother and her two sons one of whom has a learning disability. It is not essential that centres know what Autism is and how it affects development but it is essential that they cover disability with their learners so that learners can appreciate how someone with a disability's development maybe affected in comparison with an individual without a disability.

The paper has been thoroughly standardised and Team Leaders and Examiners were exceptionally pleased with the responses marked. In particular they noted:

- A greater level of accuracy with terms and definitions
- Knowledge base of many learners was deeper and broader
- Case study scenario was used appropriately but learners could also use a breadth of information outside of the case study
- The quality of extended writing had improved with more balanced arguments and discussion being presented
- Learners were more accurate with their interpretation of the question stem
- Centres had prepared their learners effectively for the exam

Despite this, Team Leaders and Examiners could still identify some problem areas which centres should resolve, such as:

- Greater care in answering multiple choice questions. Some mistakes were made which were avoidable if greater care had been taken
- Further refinement of definitions using key technical and vocational language
- Greater practice at presenting extended answers which focus on keeping the answer coherent, focused and relevant rather than writing everything the learner knows, whether it is right or wrong.
- General self expression and accuracy with spelling, punctuation and grammar would greatly enhance some learners' responses.

The feedback from Team Leaders and Examiners is that the paper has performed well, was accessed effectively by all learners and any issues which arose tended to be minimal and centre specific.

Question 16 (a)

This question asked learners to define what was meant by the term fine motor skill. The majority of learners were able to access at least one mark, but many lost marks where their definition was not specific and refined enough, with many assuming that giving an example was sufficient for 2 marks. They needed to be able to state that it is the use of and coordination of smaller muscles or motor areas such as the finger and thumb etc.

As previously stated many candidates lost marks because they only gave an example of a fine motor skill. It is important that candidates learn to give more precise definitions which will aid better recall, develop their own language skills and support them in their development.

(a) Using the games console helps both boys to develop their fine motor skills.

Define what is meant by **fine motor skills**.

(2)

Fine motor skills are small fine ~~movements~~ movements like writing.



ResultsPlus Examiner Comments

Although the language here is quite simplistic one mark was awarded for small movements and the example of writing was not rewarded.



ResultsPlus Examiner Tip

Please see the mark scheme for further clarification.

This example is much better and clearer and demonstrates accurate knowledge and understanding by the candidate

Skills that involve the smaller muscles rather than the larger muscles. For example, writing involves the smaller muscles in your fingers therefore classed as a fine motor skill.



ResultsPlus Examiner Comments

Two clear marks awarded for accurately stating small muscles and fingers.



ResultsPlus Examiner Tip

I would advise centres to use this exemplar answer with their learners.

Question 16 (b)

Question 16(b) focused on the candidates ability to accurately differentiate between growth and development. This is a familiar question; however, many examiners reported a disappointing number of poor responses whereby candidates could not clearly and articulately differentiate. Many used simplistic terms to define growth such as getting bigger rather than 'increase in size and complexity such as getting bigger or taller' and similarly with development many could not cite 'increase in dexterity and acquisition of skill such as communication skills' but referred to the PIES. It is important that centres focus on accurate learning of definitions and NOT taking short cuts as this is not accurate to the specification or level of qualification.

A further area of concern for Examiners was that this question asked candidates to differentiate and many were disappointed that they could not use simple terms such as 'however' 'but' or 'whereas'.

(b) Explain the difference between growth and development. (4)

Growth and development are two different things. Growth is to do with ^{Physical development} ~~the increase~~ ^{rights} the height or age. Development is how they develop intellectually, socially, ~~em~~ or emotionally. An example of an ~~intel~~ intellectual development is being able to speak.



ResultsPlus

Examiner Comments

4 marks were awarded to this response and although not a model response it does demonstrate effective thinking skills and use of terminology

2 marks for physical development linked then to height.

2 marks for intellectual development linked to being able to speak.

The response could have been further enhanced with the term 'however'.



ResultsPlus

Examiner Tip

Compare the two answers provided with your students.

Question 16 (c)

16(c) focused on how a learning disability may affect development. Candidates were asked to compare how the two brother's development could or may differ. The question did not ask specifically about Autism. Examiners did report that many candidates could give accurate and relevant responses such as slower development, may need help etc. As an explain question, the more able candidates could compare the development of the two boys quite appropriately and their understanding and knowledge base was very good.

Well answered question reflecting solid knowledge and understanding.

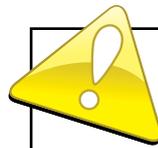
(c) Explain how Harry's intellectual development may differ from his brother Greg's. (4)

AS Harry suffers with autism his intellectual development will be slower compared to his brothers. This means that Greg will be able to do tasks that Harry can't due to his autism. Autism ~~means~~ ^{suffers} also find it difficult to read peoples emotions and can also ~~be~~ fall behind with communication. This means that Harry's brother won't need support when it comes down to learning but Harry will which is why he has a learning support worker.



ResultsPlus
Examiner Comments

This is an excellent answer with well linked points and worthy of 4 marks



ResultsPlus
Examiner Tip

Develop this question by changing the word 'explain' to 'discuss'.

What impressed Examiners was the ability of candidates to compare between the two brothers.

Harry's intellectual development would be different to Greg's because Harry may take longer to learn things because of his learning difficulty so his intellectual development may be slower.



ResultsPlus
Examiner Comments

3 marks were awarded to this response.

1 mark for stating it would be different to his brothers, 1 mark for stating it would take longer and 1 mark for clarifying that this is linked to his learning disability.

Question 16 (d)

16(d) was an 8 mark question and as such candidates were required to extend their knowledge base extensively for this question. The question focused on bonding and attachment essentially, but did not focus on primary socialisation. It focused on the importance of that bond/attachment in developing a secure, confident individual who could then develop a clear sense of self and develop positive, constructive relationships in the future. Many Examiners found that candidates gave very one-sided responses and their main problem was presenting a full and coherent, structured discussion.

This was an 8 mark question which required discussion, structure and coherence. It focused on the theoretical concepts around bonding and attachment.

* (d) Greg and Harry have also attached well with their mother Sophie.

Discuss the importance of a strong attachment in early childhood.

(8)

In early childhood it is important that there is a strong bond between mother and children so the children are able to feel comfortable and happy and have a trust and strong relationship with each other.

Strong attachment in early childhood helps physical development as they are able to grow comfortable around this person and do things like play with this person.

It also helps intellectual development as they can learn new things off their peer and they have a strong bond in which they are able to talk to each other and trust each other.

For emotional development strong attachment is important because in early childhood they will be feeling many different emotions such as happiness, love, excitement and they will also feel attachment and love so a strong attachment is important to feel all these emotions and learn how to handle them and to have a bond with someone to confide in and go to for comfort or help.

Having a strong attachment is important in social development as being able to feel comfortable around someone and be themselves will help children in early development find out who they really are and their likes and dislikes and having strong attachment means they will meet new people and friends but will always have the bond with their mother.



ResultsPlus

Examiner Comments

It is important to read, apply the level and then the mark. Responses at this level need to be read holistically and it is important to mark as an examiner, not as a 'teacher' or 'assessor'. When you do that you will see that, whilst the response is quite good, it is limited in discussion and is quite repetitive. 6 marks were awarded.



ResultsPlus

Examiner Tip

How could you improve this response?

It is important that candidates read question stems correctly. This question focuses on bonding and attachment not primary socialisation.

The importance is ^{large} ~~great~~ because if the child does not develop a bond with their mother they may not experience a mother to son relationship where the child will begin to understand Trust and basic values of humans, the child will also be taught how to speak, walk and eventually understand what is dangerous as the mother will begin to explain to the child while it is first able to walk and talk what will hurt him and how to stop anything from affecting his health. greg and henny will also create a friendship bond where they begin to have banter and begin to communicate with other people



ResultsPlus

Examiner Comments

When you read the content of this response you will see that it is very weak and limited. 1 mark was awarded



ResultsPlus

Examiner Tip

Use the generic question stem as a good revision exercise.

Question 16 (e)

16(e) focused on how play and childhood socialisation can impact on the development of relationships. It focused on the benefits essentially, so if a negative was given it needed to be very well qualified and not just the opposite of the positive e.g. impact, consequence effect etc which many candidates did not do. Many candidates gave the benefits but few really assessed them and consequently answers did not flow, lacked structure and coherence and tended to be quite staccato.

This question focuses on how mixing with other children can benefit development. Consequently it is about socialisation, mixing with others and plays on how this benefits development.

* (e) Harry attends the same primary school as his brother and mixes well with the other children.

Assess how mixing well with other children may benefit Harry's development.

(10)

Assessing how mixing well with other children may benefit Harry's development, because socialising with friends might make him feel joyed. Harry ^{having} ~~having~~ learning difficulties could affect his self concept but socialising and ~~with~~ mixing with friends may have a positive impact on that.

Mixing with other children can have an effect on his physical, intellectual, social and emotional features, and in doing so it would allow ~~his~~ him to achieve and overcome new things. He is able to play new and different games, he is able to learn new things such as how to work as a team and win challenges and all of these affects could show a change in his feelings and how he views himself because of the affects of his learning difficulties.

mixing with other children
benefits Harry because he is
boosted in his self confidence,
he is able to work better with
friends and have his mind taken
away from his difficulties. ^{mixing with} ~~Having~~
new friends allows him to ^{feel} ~~be~~
comfort and be ~~the person~~ able to receive
support.



ResultsPlus Examiner Comments

This was quite a good answer but didn't go far enough within each point in terms of assessing how interaction could benefit development i.e. impact, influence and effect. 5 marks awarded.



ResultsPlus Examiner Tip

Practice with your students the meaning of terms such as 'Assess'.

The content of a good response should be well linked, structured and coherent. It should tease each point out thoroughly so that effective understanding is demonstrated.

Mixing well with other children may benefit Harry's development in many ways. It would give him a positive self concept because he will have people around him. It will help him to develop socially as he will have more friends so can build relationships with peers as well as forming strong communication skills. His ability to talk to people and form new relationships will also increase people skills and make him more confident about himself which will increase his self image and self concept. It will also help him develop emotionally as he will have close friends who he can share problems with and help him to make close friends. Intellectually, they could influence each other to do better at school and tackle problems together.

However, mixing with other children can have a negative impact on Harry's development. Socially, he could have many friends which could cause him to be bullied by others which would affect him emotionally and reduce his confidence about making new friends and his self esteem and self image because people could be making fun of his health condition and his learning difficulties. He could end up with the wrong people which could reduce his behaviour and attitude towards learning, prohibiting from intellectual progress.

Overall, I think that mixing with other children will have a positive impact on Harry's development as he will be more confident about himself which increases his self esteem and self concept and can help him to develop socially. It will help him because he could feel different to others because of his additional support teacher.



ResultsPlus
Examiner Comments

6 marks awarded. The response is well developed but some points needed further clarification.



ResultsPlus
Examiner Tip

What marks would your students give it?

Question 17 (a)

Many found this question straightforward. It focused on forms of support which Sophie might depend on. It's important that candidates clearly know the difference between formal and informal sources of support

(a) Identify **two** forms of support Sophie uses to help her cope with her work demands. (2)

- 1 Her mom Margaret helps ^{to look} Sophie after Greg and Harry when she is working
- 2 Her neighbour Sinead help to look after Greg and Harry when Sophie is out working



ResultsPlus Examiner Comments

The majority of candidates achieved 3 marks easily.



ResultsPlus Examiner Tip

Instead of generically using the word 'support', make it slightly harder and ask your learners for 2 'informal sources of support' or 2 'formal sources of support' which could be used.

Question 17 (b)

Relatively straightforward question but the hardest part was getting it in the correct order and correctly stating each term including spelling them correctly.

Many candidates find it difficult to spell and state adolescence and instead used the term adolescent which is incorrect as per the specification.

(b) Identify, in the correct order, the **three** life stages which Sophie has passed through. (3)

- 1 Infancy
- 2 Early Childhood
- 3 Adolescence.



ResultsPlus Examiner Comments

3 marks awarded.



ResultsPlus Examiner Tip

Ask your students for the next 2 stages?

Question 17 (c)

This question focused on the factors which could create stress and therefore affect relationships. Examiners stated that many candidates did find this question accessible and used the case study effectively.

This question focused on the factors which may affect relationships and the case study provided many examples.

(c) Explain why Sophie may be feeling stressed. (4)

~~Be~~ Sophie may be feeling stressed because she works two jobs.
She may be feeling stressed because she is always leaving the boys.
She could be feeling stressed because she is not taking a course at college while working in a nursing home and a hotel.
She may be feeling stressed because she wants to spend more time with her family.



ResultsPlus Examiner Comments

4 clear marks for her two jobs, leaving the boys and going back to college.



ResultsPlus Examiner Tip

There is no examiner tip as this is quite a straightforward answer.

All papers are written with the calibre of all candidates in mind and what is important is that candidates use the past papers to develop their writing and response skills.

Sophie may be feeling stressed because she's leaving her friends and family with her kids knowing what they can be like.



ResultsPlus Examiner Comments

There is no rewardable material in this response because the response does not demonstrate clear knowledge and understanding.



ResultsPlus Examiner Tip

Practice with your learners their ability to write responses which are clear and coherent.

Question 17 (d)

Q17(d) focused on how family relationships can sometimes rely on sources of support to provide advice and practical help. It is important that learners examine why this is required i.e. from allowing normality to continue, to providing much needed respite and breaks.

8 mark discussion question which focuses on the importance of effective support sources in promoting positive relationships.

*(d) Discuss why Margaret and Sinead's support is important for Sophie.

(8)

As Sophie is a single parent, she would have nobody else to rely on to look after her children unless she takes money out of her budget to pay childminders but Sophie may not be financially stable to keep giving out money so Sophie needs her mother to help her out because Sophie wouldn't be able to work if her mother couldn't take care of her kids because there is nobody else than the kids grandmother that would protect Sophie's kids better than Sophie normally does. Also without Sophie's mother helping her out if Sophie had to pay money for Harry and Greg to be looked after then when Sophie is at work she'll feel that she wants to get home to her kids even quicker because just in case Harry and Greg get up to trouble or the kids would rather their grandmother look after them than having a stranger look after them and this is why Sophie's mother Margaret is important to being involved.



ResultsPlus
Examiner Comments

This was a poorly written response which was limited in content and included some mis-interpretations

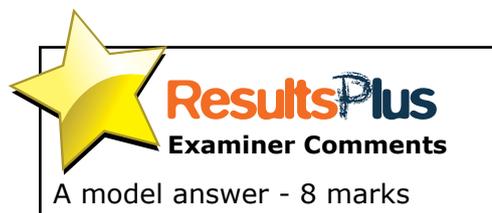


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Examiner Tip

Ask your learners to write their response and then compare it to this.

A well structured answer will provide clear links and which is coherent and well structured. The points were well developed and appropriate in content.

Margaret and Sinead's support is important for Sophie because without them the family won't be economically stable, as it would mean Sophie would have to quit her job to take care of her children. ~~However~~ Therefore, due to the support she is receiving it has allowed Sophie to have some social life as she is able to take part in a course, which provides the opportunity to meet new friends. As Harry and Greg are both ~~attending~~ ~~at~~ going through the life-stage of childhood it means that they require a lot of support and love for maximum growth and development. ~~As~~ ^{As} Sophie is unavailable it is vital for other reliable family members and friends to take over and ~~provide~~ ^{meet} the children's requirements. Margaret and Sinead are important as they have to make sure the children are eating the correct foods and that they are safe, so this is important for Sophie because they are helping to make her life easier and less stressful. As Sophie can rely and trust Margaret and Sinead it means that she can go out and earn money so that her family is financially stable so support from her mother and neighbour is imperative to do this.



Question 17 (e)

Q17(e) focused on assessing how going back to college might affect development. Examiners reported that many candidates could give social reasons as the main benefit but didn't develop sufficiently enough the impact on Sophie's intellectual development.

Many candidates find it difficult to answer questions on intellectual development. It is therefore important to use different scenarios and exercises to develop knowledge.

*(e) Assess the benefits that attending college may have on Sophie's development.

(10)

Benefits

The positive impact of Sophie going to college ~~is~~ is that her intellectual development is improving because she's going to college to train to be a nurse / therefore ^{she} can ~~have~~ be a high income for her and her ~~children~~ kids.

The negative impact of Sophie going to college is that she won't have time to be with her ~~real~~ kids which brings a negative impact ~~out~~ with her emotional development.



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Examiner Comments

2 marks were given for this response.



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Examiner Tip

How might your candidates develop this response?

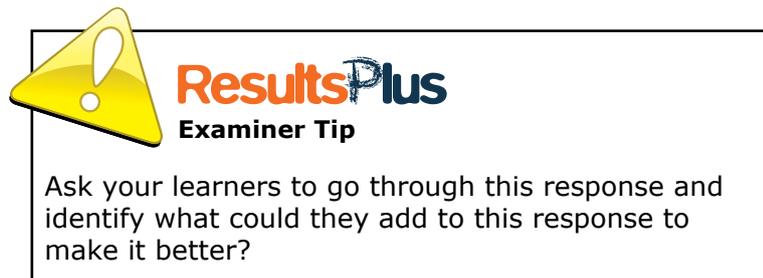
This is a better response reflecting a more in-depth and broader knowledge and understanding.

* (e) Assess the benefits that attending college may have on Sophie's development.

(10)

With Sophie attending college it could have a benefit on her development. It would have a benefit on her socially, physically and emotionally. This is due to the fact that it would have a positive effect on her socially as she would be able to meet new people and get new friends. Could also have an impact on her social group as this would lead to her having a more positive self-concept. It also has a benefit on her physically as having new friends and a social group would then help to lead for her finding new activities to try and this would help make her have a positive development on her physically. As with also having a social group they would be able to play games e.g. role play which would help give her a positive physical development. It also has a positive benefit on her emotionally as she would be much happier having people there to talk to and for them to

give her advice. This suggests how much of an impact going to college would be for Sophie as it would help benefit her development in the future as well as now.



Paper Summary

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

- centres should focus on building solid knowledge and understanding of the specification which can then be demonstrated and applied effectively by learners either in the exam or when they progress onto their next level of education.
- develop an accurate knowledge base of key terms and concepts using appropriate vocational language which is appropriate for a level 2 qualification. Definitions in particular need to be specific and thoroughly learnt.
- the verb hierarchy and a comprehensive understanding of what different terms mean e.g. how 'describe' differs to 'explain' etc.
- centres should focus on self expression and writing more concisely and coherently in extended responses so that learners present answers which are meaningful and relevant.
- using past papers as an effective means of preparation, that is both the paper and mark scheme.

Grade Boundaries

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

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