

Examiners' Report
June 2014

GCSE Health and Social Care 5HS04 01

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Introduction

The paper is divided into three questions; each question is comprised of short and long answers. 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.

The questions are worth between two and ten marks. Two mark questions are knowledge based; four to eight mark questions require greater level of application, discussion or analysis. For the longer eight and ten 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.

Knowledge of the unit specification continues to improve. However, where questions assess specific sections of the specification such as the care values it was noted that the candidates were able to identify them but were unable to describe how a care practitioner may implement them in their work.

It was pleasing to note that centres had prepared their candidates for this examination as they were able to write reasoned extended responses. The paper has been prepared in such a way as to discriminate between candidates. The mark scheme has been devised to provide access to all.

This report will provide exemplification of candidates' work, together with tips and/or comments, for a selection of questions.

Question 1 (a)

The case study for the exam paper focused on a 15 year old female named Chloe. The local council have rehoused Chloe and her family to a different area, which is an unpredictable event.

The first question asked candidates to identify two of Chloe's social needs.

Answer ALL questions. Write your answers in the spaces provided.

1 Chloe and her family have been rehoused by the local council. She is 15 years of age.

(a) Identify **two** of Chloe's social needs.

(2)

1 She needs to make friends with people in her new area.

2 She needs to go to a new school and try to meet new people.



ResultsPlus
Examiner Comments

1 mark awarded. The second part of the answer is a repeat.



ResultsPlus
Examiner Tip

Encourage candidates' to read the mark scheme so they become familiar with how to answer questions such as this on social needs without repeating themselves.

(2)

1 Close friends and family to be able to socialise with new people.

2 Support from others to help her to attend social activities.



ResultsPlus
Examiner Comments

2 marks awarded. Model answer.

Question 1 (b)

This question asked candidates to identify the effects of an unpredictable event, moving house on Chloe's family.

(b) Being rehoused is an unexpected life event.
Describe the effects this may have on Chloe's family. (4)

This could cause a lot of stress for Chloe's family as there is a lot to do, or the new house might need to be ~~redecorated~~ ^{decorated} but her family might not have the money to do it. Chloe might have to move school and then will have to make new friends. ~~The~~ The house might not be in a very nice environment which could lower Chloe and her family's self-esteem.



ResultsPlus
Examiner Comments

4 marks awarded. 2 x 2 marks, model answer.



ResultsPlus
Examiner Tip

Candidates need to respond to the question being asked. Many of them described the effect of being rehoused on Chloe and not as the question asked 'her family'. They therefore were not awarded any marks for their answer. The example given here was awarded full marks, a model answer.

(4)

May cause Chloe's family to feel lonely as they won't know anyone in their street. Also it could cause problems as their new house could be too far away from their jobs or schools.



ResultsPlus
Examiner Comments

Three marks were awarded to this candidate for their answer. They had correctly identified two different points however, only the first one was developed.

Question 1 (c)

Candidates' find it difficult when there are two pieces of information in a question that they need to consider in their answer. In this question they were informed that Chloe is unhappy in her new home and they need to explain how this may affect her self-esteem.

(c) Chloe is unhappy with her new home.
Explain how this may affect her self-esteem. ~~the way she feels about her new home~~ (6)

'This could affect her self-esteem because she might feel embarrassed about her new home and might not want to bring friends over, this could make her not have a very good social life so could upset her.

She might also feel rubbish in herself because she could feel like she's not as good as everyone else. Which could affect her intellectual needs if she's having problems at home, this is because if she has other things on her mind she'll struggle to study and learn new things



ResultsPlus Examiner Comments

3 marks awarded. The answer just gets into level 2 mark band as the candidate has given some explanation at the end of paragraph 1.



ResultsPlus Examiner Tip

There is a tendency for candidates to focus on one part of the question or the other in their answer. By not linking them, Chloe's unhappiness about her new home and how this may affect her self-esteem, then the maximum marks that can be awarded is level 2.

Chloe's self-esteem will be low due to her not being happy with her new home. This might be because she doesn't want to invite any of her friends around to her house due to her feeling embarrassed. This could make Chloe feel like she has no worth because she can't spend time at her friends' house. Also, Chloe may compare herself to other girls her age because she thinks that they have a better house than she does. This will make her feel different, because affecting her self-esteem.



ResultsPlus
Examiner Comments

5 marks awarded. The candidate has written a level 3 answer which is well structured and coherent. The candidate has made links between Chloe being unhappy and how this may affect her self-esteem.

Question 1 (d)

Candidates are asked to discuss the effects of missing school on Chloe's intellectual development. Examiners were looking for responses such as Chloe failing her GCSEs because she had fallen behind in her studies and was experiencing difficulty in concentrating on her school work.

* (d) The local council rehoused Chloe and her family close to the school that she attends. Chloe missed school for a few weeks but is glad to be back.

Discuss the effects of missing school on Chloe's intellectual development.

(8)

MISSING Schools could leave her much further behind than all the other students. When she gets back this could cause numerous problems because the teachers may not have the time to have 1 to 1 with Chloe and teach her everything she missed, ~~which means at the end of~~ ~~at missing that much~~ ~~school time can also cause~~ missing that much school time can also make it harder for her to get back into the routine of going to school. So she may find it harder to ~~concentrate~~, so she might not be able to achieve the grades that is to her fullest potential.

In conclusion I believe that this only has negative effects on Chloe's intellectual development and she may struggle with her work a lot more now.



ResultsPlus
Examiner Comments

5 marks awarded. The candidate has written a level 2 answer because it is one sided with negative effects only discussed.

*(d) The local council rehoused Chloe and her family close to the school that she attends. Chloe missed school for a few weeks but is glad to be back.

Discuss the effects of missing school on Chloe's intellectual development.

(8)

Chloe missing school would have had quite a big effect on her intellectual development. Chloe is 15 years old so school is really important for her at the minute, missing a few weeks of school would have affected Chloe a lot. With these years been important school years Chloe would have missed a lot of lessons, so would have missed a lot of school work, because Chloe would have missed all of the work she will be further behind than the rest of her class, having to come back to school and jump straight back into the lessons will be hard for Chloe because she won't understand what the lessons are about or what the teacher's will be talking about. Chloe will be so far behind than the rest of her class mates and it would take a while for her to catch back up to them. Chloe's friends and other students would be way ahead of her and even though she is smart it would still take a while to catch up.

(Total for Question 1 = 20 marks)



ResultsPlus
Examiner Comments

3 marks awarded. The answer was given marks in level 1 as there is a lot of repetition and there are not many links to intellectual development.



ResultsPlus
Examiner Tip

Ensure the candidate is knowledgeable of PIES for each of the life stages.

Question 2 (a)

This question asks the candidates to recall two of the care values.

2 Reuben is a learning mentor at Chloe's school.

(a) Identify **two** care values that Reuben may use in his work with students.

(2)

1 Effective communication

2 maintaining confidentiality



ResultsPlus
Examiner Comments

2 marks awarded, model answer.



ResultsPlus
Examiner Tip

Care values are part of the criterion for Topic 4.2. Candidates should know and be able to recall the different care values and be able to apply them to different case studies.

Question 2 (b)

This question requires the candidates to demonstrate their knowledge of one of the care values and how it may be used by a care professional in their work. Candidates who understood this gave clear indications as to the care value and two sensible and practical ways that Reuben could promote them therefore matching the mark scheme. Others included two separate care values thus not meeting the requirements of the question.

(b) Describe **two** ways in which Reuben may promote one of the care values in his work.

(4)

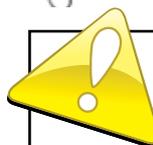
1 Allow Chloe to have some choice
in what she does with her
mentor.

2 Reuben will not embarrass or humiliate
Chloe if she is struggling or doing
something wrong.



ResultsPlus
Examiner Comments

0 marks awarded. The candidate has not identified the care value.



ResultsPlus
Examiner Tip

For the candidate to be awarded marks they must answer the question. A number of candidates were awarded only 2 marks because they described two different care values that Reuben may use in his work.

1. Reuben may promote confidentiality by ensuring the children have trust in his work and can talk to him.
2. Reuben may also promote this by telling the children at the start that he is confidential but anything said to put the child or anyone else in danger he will have to break confidentiality.



ResultsPlus

Examiner Comments

4 marks awarded. The candidate has described two ways in which confidentiality may be used to promote Reuben's work, a model answer.

Question 2 (c)

The focus of this question was the impact in the short term on Chloe of joining a youth club. Many candidates explained in more detail the impact in the long term and were not awarded marks for their answer. Others could provide appropriate explanations regarding the impact on Chloe from making friends, new relationships, improved self-esteem and self-concept, feelings of belonging and so on. Others listed some of the above but did not explain the impact so just making friends, doing activities and so on.

(c) Chloe feels unhappy with all the changes in her life. Reuben suggests she joins a youth club.

Explain how joining the youth club may impact on Chloe in the short term.

(6)

With Chloe joining a youth club, it can help her by meeting new people and can help boost her confidence. Also at a youth club, it is filled with people Chloe's age, so that can make her feel more comfortable. With Chloe moving home, she needs nothing more than that to socialise with others and to meet new friends.



ResultsPlus

Examiner Comments

3 marks awarded. The candidate has written a level 2 answer. They have given some explanation however it is repetitive at the bottom of the page.

By joining a local youth club, this could ~~of~~ impact chloe because she is able to meet new people and make new friends and socialise more. By joining a youth club this could help chloe gain her self-esteem back and ~~perhaps~~ even start to like her new home. This could also help chloe adapt and get used to the different life changes and to enjoy living in her new area. Also if chloe joins a youth club she is able to do activities she might enjoy ~~wt~~ which could also help higher her self confidence as well as having something to do in her free time.



ResultsPlus

Examiner Comments

6 marks awarded, model answer.

Question 2 (d)

This question was answered very well by the candidates.

Many wrote about what lacking self-worth caused Chloe to do but did not necessarily link it to how it may affect her health and well-being. This might include making poor life-style choices such as smoking, drinking, drug taking, eating disorders, self-harming, emotional problems and so on. Again there were responses related to PIES but not always successfully. A minority did seem to understand what was required and provided appropriate effects such as becoming lonely and leading to depression/not feeling valued etc.

(d) Reuben is encouraged by the small changes that Chloe is making. He knows that she lacks self-worth.

Describe how lacking self-worth may affect Chloe's health and wellbeing.

(4)

lack of self-worth will effect chloes health and wellbeing because if chloe thinks she is worthless and she doesnt need to be here she will end up with depression which will make her very ill.



ResultsPlus

Examiner Comments

Four marks were awarded. The model answer is found in the second half of the response.

lack of self-worth will effect chloes health and wellbeing because if chloe thinks she is worthless and she doesnt need to be here she will end up with depression which will make her very ill.



ResultsPlus
Examiner Comments

2 marks awarded for depression and ill in the last sentence.

Question 2 (e)

Many were well aware of the effects of social exclusion in adolescence and the importance of friends/support group while going through this stage of life. They included many of the items from the marks scheme such as feeling useless, not eating/binge eating, problems with relationships, changes in behaviour/mixing with the wrong people and so on. Unfortunately, many couldn't really express themselves well to raise their level but the intent was there. Many wrote about loss of self-esteem leading to depression and suicidal thoughts. Some mentioned running away. A few just repeated the scenario without really assessing the effects. On the other hand, a few wrote about how someone in this position might throw themselves into their schoolwork and prove themselves through this thus making a success of their lives. They rise above the exclusion. It was felt that this question was possibly answered much better than some of the others, presumably it resonated with them.

*(e) Chloe's general unhappiness with recent life events has left her feeling excluded and disempowered.

Assess the effects of social exclusion in adolescence.

(8)

Social exclusion in adolescence is not good as it's that time in your life when you need your friends for constant support and to get you through school. Chloe could feel like she doesn't want to go to school because she will just be left out and not as involved with her friends as she used to be, this could lead to Chloe skipping school or pretending to be poorly a couple of times a week. Social exclusion at 15 could also

lead to intellectual weaknesses as she may be too unhappy to revise or possibly feel like she's failing at life. This could cause Chloe to feel distracted in class which could make her grades go down and also her reputation at school. Chloe could also not get invited out with her friends as another outcome, this could really lower her self-concept as a whole and make Chloe feel really alone, powerless and worthless.



ResultsPlus
Examiner Comments

8 marks awarded, model answer.

If a teenager feels unwanted or left out it can cause them to feel very upset the majority of the time. Going through adolescence everyone wants their friends but if Chloe feels unwanted she may start to feel alone which could lead to depression, which is very popular in that age ~~br~~ group. Chloe won't think of turning to her family even though she knows they're there for her. With Chloe feeling this way she will put thoughts into her head e.g. "I bet they are all talking about me", then she will distance herself even more and then she won't be as confident with other people. Feeling that way at that age is a major problem.

and will cause her confidence to drop. Feeling disempowered will make Chloe think she can't stand up for herself and what she believes, which will also knock her down loads. She will then get 'walked all over' as people say.



ResultsPlus

Examiner Comments

6 marks awarded. The candidate has written a good level 2 answer. Points have been accurately identified with some clear assessment.

Question 3 (a)

A straightforward question asking the candidates to identify two effects of Chloe's diet on her health and well-being.

3 Chloe's diet has suffered with all the recent changes.

(a) Identify **two** effects of Chloe's diet on her health and well-being.

(2)

1. If she has a bad diet she won't meet her physical needs.

2. Also she could suffer in school from loss of concentration.



ResultsPlus

Examiner Comments

2 marks were awarded for Chloe's physical needs not being met, an impact on physical development.

1. Anorexia - she will become extremely thin.

2. Obesity - she will become extremely fat.



ResultsPlus

Examiner Comments

1 mark awarded. The second part of the answer is just the opposite consequence of the first.

Question 3 (b)

Many wrote appropriately about the biological argument of how a balanced diet can influence health in positive way. They included vitamins and minerals, boosting immune system, growth and repair, efficient functioning of the organs and so on. They clearly understood. Many responses matched the mark scheme but added to that increased life expectancy.

(b) 'Eat better, do better' is the slogan of the School Food Trust, a national charity. Its vision is that all children have a balanced diet, cooking skills and food education that will help them reach their full potential.

Explain how a balanced diet can influence health in a positive way.

(6)

Having a balanced diet can influence health in a positive way as you will start to be a healthier person. It can also make people feel better about themselves and people ~~are~~ are less likely to become ill. A balanced diet can also provide people with lots of energy during the day and they will not feel likely to drink high caffeine drinks. A balanced diet may help people to loose weight so they will become a much happier and confident person.



ResultsPlus

Examiner Comments

4 marks awarded. The candidate has written a level 2 response, points have been identified and explained.

Having a balanced diet is extremely important, for anyone as you will be eating different types of food in different amounts. Learning about balanced diet while doing it may influence them more. People will know that if you keep a balanced diet up, your keeping yourself healthy so more people will do it. They will then learn that if they do all that it will reach up to their ~~physical~~ needs when it comes to eating.



ResultsPlus
Examiner Comments

0 marks awarded. The candidate repeats the stem of the question in an attempt to discuss the link between balanced diet and ill health.

Question 3 (c)

Overall this question was answered well with many learners understanding the link between the after-school club and the effects on an individual's development. They identified appropriate facts and added some explanation of how they promoted Chloe's development. These would be along the lines of the examples in the mark scheme. Many tried to fit it to PIES but not necessarily well. For example, they might just say it would promote her social development and nothing else. There was a tendency to stick with aspects of it being a cooking club so she would learn new life skills. She could take these skills home etc. building confidence and self-esteem along with making friends was also common.

(c) Through the School Food Trust Chloe attends an after-school cooking club.

Explain **two** ways the after-school club is promoting Chloe's development.

(4)

- 1 Its allowing her to learn new skills by getting her involved in cooking which gives her ideas on new recipes and foods.
- 2 Its giving her other activities to do which take her mind off her home life and may encourage her to socialise with others.



ResultsPlus
Examiner Comments

4 marks awarded, model answer.

1 socially

2 intellectually



ResultsPlus
Examiner Comments

0 marks awarded. The candidate does not give an explanation for the ways the after-school club may promote Chloe's development.

Question 3 (d)

This question was generally quite well answered. The candidates tended to consider joining the two clubs, making friends, building confidence, having Reuben to talk to and so on.

(d) Reuben meets Chloe every week. He has noticed that her self-esteem is improving.

Identify and describe **two** factors that have contributed to Chloe's improved self-esteem.

(4)

1. She now has a better diet which would help her feel more confident in herself.

2. Also she has met new people which would have helped her socially.



ResultsPlus

Examiner Comments

1 mark awarded. The candidate is making an assumption here with regard to the improvement in Chloe's diet, therefore no marks are awarded. The mark was given for answer 2, 'met new people'.

1. Going to clubs and communicating with different people.

2. Learning new things such as cooking, and understanding the positive factors about a balanced diet.



ResultsPlus

Examiner Comments

4 marks awarded, model answer.

Question 3 (e)

Although most candidates attempted this question, overall their understanding of the concept of empowerment was very limited and therefore their answers did not relate to the question. Many candidates were awarded 0 marks or working at level 1. Common errors were usually regarding the benefits to understanding a healthy diet or a discussion of health promotion techniques. When candidates did apply concept then answers tended to be level 2.

* (e) Discuss how effective campaigns such as 'Eat better, do better', may empower young people like Chloe. (10)

Effective Campaigns such as 'eat better, do better' could empower young people because they show ~~th~~ you that you don't have to ~~be~~ eat all healthy foods in order to lose weight, and get a good healthy diet. But they show you that you can have different portions of food in order to have a 'balanced diet'. It could empower people as well because it shows you the effects that a bad diet can do to you, and shows you that the effects that could happen to you. It also shows that you ~~eat~~ ~~eat~~ can still eat some fatty foods, even though

you are on a diet because having a chocolate bar in a week does not mean that you are going to put weight on, so long as you exercise regularly.



ResultsPlus Examiner Comments

2 marks awarded. The answer digresses away from the question. Credit has been given for 'empowering people'.



ResultsPlus Examiner Tip

Ensure candidates fully understand the effectiveness of health promotion as this type of question is regularly seen on this paper. Many candidates were awarded 0 marks or working at level 1. Common errors were usually regarding the benefits to understanding a healthy diet or a discussion of health promotion techniques. When candidates did apply concept then answers tended to be level 2.

Campaigns such as 'Eat better, do better' can effectively empower young people like Chloe by giving them the choice to help themselves look after their health and wellbeing, it gives young people the choice to improve their social development by helping them concentrate more, it improves their emotional developments by feeling good about themselves and to gain a better self-image and self-esteem. This will also give them the choice to be independent, and keep their dignity and feel proud of it. It gives young people like Chloe to learn new things and feel a sense of achievement once they have learnt it, it helps give them the choice to make more new friends who have the same interests and the same hobbies. In conclusion Campaigns such as 'Eat better, do better' can give them the choice to feel good about themselves and look after themselves physically for example keeping fit, looking after hygiene and having a balanced diet.



ResultsPlus

Examiner Comments

6 marks awarded. Some discussion of empowerment and the effectiveness of the campaign has been given in the answer. This answer does not focus too much on the 'Eat Better, Do Better' campaign but looks at them in general.

Paper Summary

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

- Where extended writing is required it is recommended that candidates' do not repeat the question stem in the first part of the answer.
- Centres should encourage candidates to apply their knowledge of the other units, including coursework units to their answers, a holistic approach.
- Practise past exam questions and timings to ensure candidates do not digress from the question being asked by writing down everything they know about the topic.
- Areas such as intellectual and social development need to be taught to a greater degree. Candidates will then have a better opportunity to write a coherent, relevant and structured answer.
- When constructing an extended response candidates should be encouraged to refer back to the question stem, making links and writing a conclusion.
- The number of lines allocated to each question provides a clear indication of how to plan a response. The more lines that are provided, the more marks allocated to that question and the more detailed the answer should be.
- Practise past exam papers, paying particular attention to timing.

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