

GNVQ

Examiners' Report

**GNVQ Foundation
Health and Social Care**

June 2003

Edexcel
Success through qualifications

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information please call our Customer Response Centre on 0870 240 9800, or visit our website at www.edexcel.org.uk

June 2003

Publications Code G013833

All the material in this publication is copyright
© London Qualifications Ltd 2003

Contents

1.	Chief Examiner Report	4
2.	Principal Examiners Reports	6
	Unit 3: Understanding Personal Development and Relationships	6
	Unit 5: Planning Diets	8
	Unit 7: Exploring Physical Care	9
3.	Grade Boundaries	10
4.	Chief Moderators Report	11

Chief Examiners Report for GNVQ Foundation

The overall performance of candidates at Foundation level in this examination series has been both positive and encouraging and centres should be congratulated for the work they have undertaken in preparing candidates.

The overall improvement in performance is due to a number of factors. Firstly, centres have comprehensively covered the unit specifications with their candidates and are now thoroughly preparing candidates in examinations techniques allowing them to demonstrate their knowledge and understanding more fully.

Secondly, the new format adopted for some papers has provided candidates with greater opportunities to demonstrate knowledge than was possible in previous years.

It is our responsibility to ensure that papers do not only meet the unit specifications but also to ensure that they are fair and accessible for the broad range of candidates sitting those examinations. We believe that the new layout with the introduction of visual stimulus material is not only a marked improvement on previous papers but, by being more accessible has encouraged candidates to achieve and demonstrate their knowledge and understanding in a more coherent manner.

- The majority of candidates are now demonstrating a sound and accurate knowledge and understanding of the units examined. This is reflected in the fact that no major gaps of knowledge have appeared in any of the papers.
- It was obvious that the unit specifications have been comprehensively covered by centres and that 'good' teaching is being achieved in many centres.
- It is obvious that centres are entering students at the appropriate level.
- It is apparent that some centres have taken time to carefully prepare their candidates in examinations techniques such as reading questions carefully and accurately and tailoring their knowledge to the requirements of the question/case study.
- It was noticeable that many candidates are now beginning to use the vocational language associated with the unit appropriately.
- It was encouraging to observe that many candidates are now attempting to develop their answers more fully and when given the opportunity for extended writing are making good use of it.
- It was pleasing to see that more candidates are now developing a clearer understanding of what is required of merit or distinction questions and are attempting to provide answers at this level.

Despite the strengths some weakness are still evident, such as:

- Some candidates are still losing valuable marks due to the mis-interpretation or inaccurate reading of the question.
- Some candidates lack of understanding and inappropriate use of vocational terms and concepts such as 'empowerment' and 'advocacy'. This has led to not only inaccurate answers but also misleading and confusing answers.
- Although ability to accurately apply theory to practice is difficult for many candidates to comprehend at this level, it is an important aspect of the award and an area that needs greater input by centres particularly if candidates intend to progress onto higher level awards.
- Lack of understanding of what is required of verb hierarchy still remains a problematic area for some candidates and unfortunately this has meant that some very capable candidates fail to maximise both their marks and potential by only being able to provide lower level responses that are weak and descriptive in content.

Ideas for improvement

- Fully integrate candidate knowledge and understanding through the use of simulations, role plays and case studies.
- Access the services of specialist teachers, guest speakers or build in educational visits and work experience so that candidates can see at first hand how theory relates to practice.
- Develop a more holistic approach to the award and where possible make links between units whether examined units or moderated units so that candidates can see how they relate to each other.
- Encourage the development of independent research and study skills so that overall candidates self-expression, use of language and ability to use the verb hierarchy can develop and improve. No only will this benefit candidates in this award but also help them cope with the demands of higher level awards if they intend to progress along that route.

Principal Examiners Reports

Unit 3: Understanding Personal Development and Relationships

Candidates approached the paper well and attempted to answer all sections with rare exceptions. The answer booklet had been used clearly, examiners had few problems with the interpretation of answers. The shorter case studies/letter at the start of a section of questions were used well by the majority of candidates. Confusion is still apparent between the characters in case studies by some candidates; greater referral to the scenarios is to be encouraged by centres. Candidates were helped to visualise the appropriate life stages by the photographs.

The paper has allowed for differentiation of Pass, Merit and Distinction candidates.

Questions 1, 2, 3, 4, 5 were the best answered.

Candidates scored well on the questions where they can fill in boxes, Question 2 allowed weaker candidates to score up to 6 marks easily.

The questions requiring analysis and comparisons were the most problematic for candidates and some simply repeated the stem of the question. Question 7b and 8b asked for comparisons of factors on development. These questions were received well where candidates clearly had been given guidance on how to structure their answers.

Question 8 & 9 were the most likely ones to be left blank by weaker students.

Thorough coverage of the unit specifications in most centres was evident. The most common problems are still occurring in the interpretation of the effects of relationships upon personal development. Centres may wish to focus in more detail upon the positive effects of stable relationships on personal development and upon features of relationships.

Q1 The majority of candidates identified the life stages correctly, although some are answering with incorrect terminology eg adolescent.

- (a) Teenager and adolescent were often seen in answers to this question and are not life stages.
- (b) Infancy was a uncommon incorrect answer.
- (c) Candidates are still using the phrases old age & pensioners.

Q2 A well answered question, the majority of candidates achieved full marks.

Q3(a)(i) A high percentage of candidates confused the mother and baby and answered with the wrong life stage, reiterating the need for care in assimilating the case studies.

- (a)(ii) Generally well answered, some answers did relate to other types of development despite physical being emboldened.
- (b) Having friends was often selected incorrectly by candidates but most gained a mark for this question.

Q4(a) The majority selected a correct response here. Some candidates did not underline an answer and a few candidates gave more than one answer.

- (b) There was a good identification of the value of toys relating to learning seen by examiners.
- Q5(a)** A popular well answered question. The main wrong answer was for the social worker, which was often identified as a friendship.
- (b) Candidates often misinterpreted the facts given in the case study identifying power and dependency as features of the relationship.
- Q6(a)(i)** Good identification of an effect upon Claire's development was seen
- (a)(ii) Candidates were not so good at a higher level describing what the effect on her development would be.
- (b) A poor response to this question. Candidates were not able to identify how the changed relationship would affect Claire. Most gained a mark for a simple explanation.
- Q7(a)** Good identification of the social and economic factors was demonstrated in the responses seen by examiners. There was however still some confusion of the two areas.
- (b) This question was well answered by candidates who arranged their answers in a logical format to ensure that comparisons were made eg in a tabular form. Rather than using the information in the case study to compare some candidates speculated about the children's futures. Candidates should be encouraged to revisit the case studies more in this type of question to ensure more correct answers.
- (c) Many candidates missed the second mark in the question not recognising the importance of background on emotional development.
- Q8(a)** Again, good identification of social and economic factors were made, social factors being better recognised.
- (b) Well-answered candidates recognised and compared the factors in the case study. The structure of the response helps candidates to maximise their marks in this type and level of question.
- (c) A disappointingly small number of candidates were able to describe emotional changes in adolescence and relate them.
- Q9(a)** A good response to the final question across centres. Emphasis of the importance of the correct terminology for relationships will help candidates to gain marks for answers given.
- (b) Candidates did not score well in this section and seemed unclear about the features of a friendship relationship generally picking up only 1 mark.

Unit 5: Planning Diets

This paper was well received by both candidates and examiners, they both appreciated the format of the paper and the examiners, the mark scheme also. The paper performed well with a good spread of marks.

- Q1** This question performed well. However, a common mistake made by candidates was identifying fashionable diets which contradict what candidates are being taught about good basic nutrition and which food groups to eat plenty of and which to eat less of.
- Q2** The tabular format for the nutrition question was well received. Candidates at this level find it difficult to learn the facts, but the tabular format helped candidates to focus on what they had learnt. It demonstrated knowledge of basic nutrition.
- Q3** This question was poorly answered. All candidates chose the correct menu (the only pass part of the question), but giving nutritional reasons was not accomplished. The nutrient, where it was found and why it was needed were required for full marks, it being a distinction question, but few achieved this. Similarly in part (d), many candidates missed the word “nutrient” but referred to food groups or even the foods given in the script. Where words are in bold candidates need to focus on them in their answer.
- Q4** A simple hygiene question. The format of this question did achieve a more concise result, as intended, but marks were still lost by candidates not using the word “clean” when referring to aprons; and ‘blue’ when referring to plasters. These were essential to gain the appropriate marks.
- Q5** Responses indicated widespread lack of understanding of cultural background. Many answers focused on likes and dislikes and allergies. This was a ‘distinction’ level question, so my expectations were minimal for answers.
- Q6** This question was designed to enable students to perform at their best and it succeeded with a very good response from most. Once again a tabular format encourages foundation level students to reiterate what they have learnt.

Unit 7: Exploring Physical Care

Overall candidates continue to perform well in most of the questions. However, a number of candidates did not read the questions or the scenario thoroughly and thus gave incorrect answers. Candidates must recognise the importance of reading the scenario carefully. Candidates require practice in examination techniques and how to answer questions where only the pertinent points are written rather than everything they know. Many answers were confused, showing poor sentence construction and spelling.

Candidates should be given opportunities to read widely around their subject, keep up to date with developments such as Health & Safety Directives on lifting and handling. Candidates appeared to lack understanding of health and safety issues. It was disappointing to see so many candidates indicating that a health and safety situation in Q2(d) could be where they lift Barry into the bath on their own. Candidates must be aware of the Health & Safety Regulations and also the need to be aware of the necessity of risk assessments.

- Q1** Most candidates gained high marks for this question, but many candidates are still unsure of the difference between formal and informal carers. The majority of candidates showed understanding of terms, though many often considered the Counsellor as part of the voluntary sector.
- Q2** Most candidates identified three physical needs Barry had. When identifying equipment Barry might need in the kitchen many candidates identified equipment appropriate for a person with arthritic hands, showing that they had not read carefully the scenario.
The response to Q2(b) was very poor and worrying as it indicated that candidates showing even a vague knowledge of safety are unaware of Health and Safety regulations.
- Q3** Most candidates were able to identify the advantages and disadvantages of the client living in their own home. A number of candidates stated disadvantages rather than advantages and thus did not gain marks.
Many candidates viewed residential care in poor light, often considering it as disempowering clients. Candidates need to understand and appreciate that residential care can also empower clients.
- Q4** In Q4(a) a number of candidates answered well and identified ways to empower Barry but did not follow this up by describing how they would empower him. Candidates showed some understanding of empowerment by identifying a way to empower but lost marks by not being able to describe how this would work.
Candidates concentrated on physical factors in Q4(b) and thus limited the marks they could gain. Few candidates appreciated the link with empowerment.
- Q5** Most candidates could clearly identify advantages of residential care but few were able to give a good description that showed understanding or care provision.
- Q6** This question was poorly answered with only a few candidates giving extended answers. Answers were generalised and were not applied to the scenario. Few candidates were able to give more than one way in which staff could empower Barry.

Grade Boundaries

Unit 3: Understanding Personal Development and Relationships

Unit No		Distinction	Merit	Pass
H103T	Upper	50	39	31
	Lower	40	32	24
	Cum%cands	6.9	36.1	76.6

Unit 5: Planning Diets

Unit No		Distinction	Merit	Pass
H105T	Lower	50	38	30
	Upper	39	31	24
	Cum%cands	2.9	30.6	74.4

Unit 7: Exploring Physical Care

Unit No		Distinction	Merit	Pass
H107T	Lower	50	36	30
	Upper	37	31	26
	Cum%cands	13.3	46.7	76.2

Chief Moderator's Report

Overall, some good work was seen this year. Annotation of work by Centres is improving – although not always wholly accurately – and it is good to see Centres picking up on points made in last year's reports.

There were still some disappointments, however, and still many instances of misinterpretation by Centres

Overall there were good results with few unit problems. Fewer than 1% (0.96%) of the 936 Centres who submitted work were out of tolerance. H106P and H109P had no Centres out of tolerance, but it should be remembered that very small numbers are involved here –103 and 86 respectively.

H104P had the highest number of out of tolerance Centres at 1.97%.

Most work came in from centres at the end of May as requested and few problems were noted. There were still, however, a large number of instances of incorrect samples being sent. This is still an issue for all concerned.

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4LN

Telephone 01623 467467
Fax 01623 450481

Order Code G013833 June 2003
For more information on Edexcel qualifications please contact our
Customer Response Centre on 0870 240 9800
or email: enquiries@edexcel.org.uk
or visit our website: www.edexcel.org.uk

London Qualifications Ltd. Registered in England and Wales no. 4496750
Registered Office: Stewart House, 32 Russell Square, London WC1B 5DN

Edexcel
Success through qualifications