

GNVQ

Examiners' Report

**GNVQ Intermediate
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 G013835

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	6
	Unit 5: Planning and Preparing Food for Clients	7
	Unit 10: Human behaviour in Care Settings	8
3.	Grade Boundaries	9
4.	Chief Moderators Report	10

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

Many candidates were well prepared for this paper, clearly having addressed all areas of the specification.

The candidates used the material in the case study effectively. Whilst there were many thoughtful responses to questions, many candidates lost marks by failing to read the question stem or by repeating the question stem in their answer. Questions that required an extension of knowledge were often poorly answered.

There was evidence that a number of candidates had not thoroughly covered some topics—particularly in relation to the stages of development, self-concept and knowledge of correct terminology. eg adolescent used instead of adolescence and adult rather than adulthood.

Those candidates with good exam technique were centre specific.

- Q1** A straightforward question but resulted in a mixed response with very few candidates scoring maximum marks. A number of candidates tried to relate their answers to each named individual rather than the general concept and as a result became confused. Common errors were where candidates repeatedly misinterpreted physical and emotional features. Evidence identified of some candidates being prepared well by their Centres.
- Q2** A well-answered question. A number of candidates lost marks on part b, when they failed to distinguish between male and female physical changes during puberty. The majority of the candidates used correct terminology.
- Q3** Generally, a well-answered question with most candidates able to identify positive and negative aspects. A number of candidates performed less well on part c where they gave a description of the situation and made no comment on self-concept.
- Q4** A mixed response was obtained with this question, with some good answers but not all candidates were able to compare 'before and after'. A number of very vague answers were given where it was difficult to pick out points to award.
- Q5** A significant number of candidates gained full marks with this question. However, a number confused 'formal' and 'informal' types of support and so reduced their possible score, even though the knowledge was obviously there.
- Q6(a)** A mixed response – some candidates answered very well, whereas others gave the factor but failed to back it up with an explanation of the effect on personal growth and development.
- Q6(b)** In general not very well answered. Some candidates were able to identify factors, but again many did not comment upon the effect on self-concept.
- Q6(c)** A significant number of candidates did not understand the question so did not answer it, those that did, interpreted the question in their own fashion.
- Q7** It would appear that the structure of this question presented the candidates with problems. Some candidates hardly attempted it, others gave a reasonably good answer. Of those who did respond there was a degree of variation in the quality of the answer. Some candidates

managed to make a couple of points but quite a few talked about what would happen if, 'rather than looking at what had happened and how she had coped'.

Unit 5: Planning and Preparing Food for Clients

This is the first in a new style format for H205T and has proved successful in that the paper has allowed many candidates who have been prepared thoroughly by their centres to demonstrate their knowledge and understanding of the unit specification.

However, candidates might benefit from increased practice at reading case studies and relating answers to the situation and clients given. To reach the higher levels candidates need to expand their responses by explaining answers in more depth.

- Q1** Was generally well answered by candidates. The most popular response for 1b related to obesity and heart disease. Some effects stated were short-term rather than long-term and some irrelevant eg scurvy. Many candidates identified an effect but did not describe it for the full marks. When planning the day's menu many candidates achieved good marks but there was evidence also of poorly balanced menus and a lack of fruit and vegetables in a significant number. In Q1d few candidates achieved full marks as they were unable to discuss the link between the improvement to the diet and the benefit.
- Q2** In Q2 candidates answered Q2(a) competently although there was often an over-emphasis on the diabetic diet and Aimee's needs. When identifying possible causes of an unbalanced diet some candidates did not read the question and made suggestions for improvements, others only identified food names from the given menu. Candidates with a good understanding of nutrition answered this question well. In Q2(d) 'Plan your budget' and 'Compare prices' were most successfully answered by a large number of candidates.
- Q3** On the whole responses to Q3 were poor with some candidates not considering 'safe practices' in relation to food. In Q3(b) and Q3(c) many candidates found difficulty in differentiating between 'principles of good practice' and 'practical ways'. In Q3(d) candidates showed a lack of understanding of the concept of reviewing practice.
- Q4** In Q4 some candidates showed a good knowledge of cross-contamination, but generally answers were repetitive and vague, showing poor knowledge and understanding of the principles and practices of food hygiene. Where candidates gave temperatures they were often incorrect. This topic underpins all food work forming part of the Banner, P4 and M3 in the Specifications
- Q5** Candidates who had carefully read the case study in Q5 answered Q5a well. Some incorrectly focused on why Ian had included the foods given on the menu. When comparing the menus candidates recognised differences in the menus but most ignored any similarities. Responses to Q5e varied with some candidates making good suggestions but not reaching the higher level of response by expanding their answers. Many candidates focused on healthy eating rather than the 'overall eating experience'.

Unit 10: Human behaviour in Care Settings

The majority of candidates were well prepared for this paper with most questions being attempted. A general improvement was noted when comparisons were drawn between this and previous papers. However, candidates still need to improve upon their exam technique and pay attention to the question prefix and mark allocation. Candidates who failed to gain maximum marks on this paper were those candidates who did not give full answers and / or repeated their answers. Centres also need to guide candidates upon the use of appropriate terminology when discussing how care workers should address clients.

- Q1 (a)&(b)** The majority of candidates answered this question well; most answers were accurate and well thought out. However, many candidates did not give full answers and as a result failed to gain maximum marks.
- Q 1 (c)&(d)** Many candidates failed to score maximum marks as they defined the term empowerment rather than answer the question (s)
- Q2 (a)&(b)** Many candidates offered accurate answers and obtained maximum marks.
- Q 2 (c),(d)
&(e)** Few candidates gained maximum marks as they defined the term rather than answer the question.
- Q3 (a)&(b)** There was evidence of some very good answers to both questions showing a good understanding of what factors can affect human behaviour. However many candidates used inappropriate terminology.
- Q4 (a)** Good answers were centre specific. Centres must remind candidates not to repeat their answers.
- Q4 (b)&(c)** This section was answered poorly, few candidates were aware of the use of comparative studies.
- Q4 (d)** Good answers were centre specific.
- Q 5 (a)&(b)** Many candidates gave accurate and well thought out answers. However, some candidates had little knowledge of care practice.

Grade Boundaries

Unit 3: Understanding Personal Development

Unit No		Distinction	Merit	Pass
H203T	Upper	60	46	36
	Lower	47	37	27
	Cum%cands	5.1	32.7	72.6

Unit 5: Planning and Preparing Food for Clients

Unit No		Distinction	Merit	Pass
H205T	Upper	60	36	28
	Lower	37	29	22
	Cum%cands	6.9	34.1	69.9

Unit 10: Human behaviour in Care Settings

Unit No		Distinction	Merit	Pass
H210T	Upper	60	43	33
	Lower	44	34	25
	Cum%cands	5.6	30.1	66.8

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.

For the GNVQ Intermediate, of the 1998 Centres moderated, only 3.05% were out of tolerance. It is clear that H201P is the Unit still presenting problems as 5.34% of the Centres were out of tolerance for this Unit. H206P had no Centres out of tolerance but numbers were very small (75 candidates).

Most work came in from the 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 G013835 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