

GCSE



CCEA GCSE
Exemplifying Examination
Performance

Health and Social Care

This is an exemplification of candidates' performance in GCSE examinations (Summer 2019) to support the teaching and learning of the Health and Social Care specification.



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EXEMPLIFYING EXAMINATION PERFORMANCE

GCSE Health and Social Care

Introduction

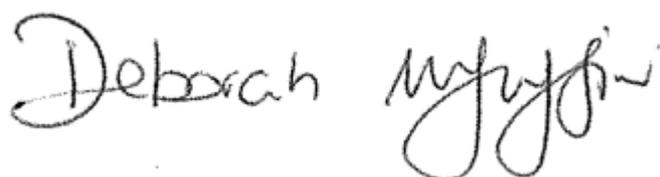
These materials illustrate aspects of performance from the 2019 summer GCSE examination series of CCEA's revised GCSE Specification in 2017.

Students' grade A responses are reproduced verbatim and accompanied by commentaries written by senior examiners. The commentaries draw attention to the strengths of the students' responses and indicate, where appropriate, deficiencies and how improvements could be made.

It is intended that the materials should provide a benchmark of candidate performance and help teachers and students to raise standards.

For further details of our support package, please visit our website at www.ccea.org.uk

Best wishes

A handwritten signature in black ink that reads "Deborah McGuffin". The signature is written in a cursive style with a large 'D' and 'M'.

Deborah McGuffin

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GCSE: Health and Social Care

Unit 1: Personal Development, Health and Well-Being

Grade: A Exemplar

Q1 Mark, aged 49, works as a hairdresser in a large salon.

Student's response

Q1a Mark is in the life stage of middle adulthood which is from 40 years to 64 years. [2]

Examiner's comments

The candidate was awarded 2 marks for correctly identifying the age range of middle adulthood as 40- 64 years.

Q1b Write down the type of relationship between Mark and his manager. [1]

Student's response

Working

Examiner's comments

The candidate was awarded the mark available by correctly identifying the relationship as 'working'.

Q1c Describe the expected pattern of physical development in middle adulthood. [3]

Student's response

Individuals often put on weight due to a sedentary lifestyle and due to the ageing process, although can be delayed with a healthy lifestyle. Signs of ageing continue, such as greying to hair, hair loss and wrinkles may appear. Hearing and eyesight may also decline resulting in needing glasses and hearing aids. Menopause occurs to women between the ages of 45-55 due to no longer being fertile.

Examiner's comments

The candidate was awarded 3 marks for completing a competent description of physical development in middle adulthood. Aspects of development described included the signs of ageing such as greying hair and wrinkles, a deterioration in eyesight and hearing and women experiencing the menopause.

Q1d Explain how employment may positively affect Mark's self-concept. [2]

Student's response

Mark may experience a sense of pride and achievement as he is able to afford essentials e.g paying bills, owning a house which will give him a high self-esteem. He may also be able to afford materialistic items such as cars, designer clothes and jewelry which will give him a sense of pride.

Examiner's comments

The explanation of how employment may positively affect Mark's self-concept is competent. He may experience a sense of pride and achievement as he is able to afford essentials, pay bills and own a house.

The candidate gained the 2 marks available.

Q1e Mark smokes 30 cigarettes a day.

Use the headings below to describe how smoking may affect Mark's health and well-being.

Student's response

Effect on physical health and well-being [3]

Smoking often causes a negative affect on individuals taste and smell resulting in a loss of appetite leading to weight loss. This may also result in lacking essential nutrients and can lead to defeciencies such as anemia. Smoking can also cause the skin to age more quickly and as a result wrinkles may appear. Smoking can also cause heart problems putting you at risk of developing heart diseases or strokes.

Effect on emotional health and well-being [3]

An individual may feel a sense of powerlessness as they may be unable to control their addiction resulting in feelings such as shame and a low self-esteem. Some people also argue that it helps them to relax and be calm when they are going through a stressful time. Their addiction may become out of control and may make an individual experience a lack of self-worth and confidence.

Examiner's comments

An adequate description of the effect of smoking on physical health and well-being has been completed stating that it causes the skin to age more quickly and increases the risk of heart disease and stroke. The point regarding anaemia is exaggerated. The candidate was awarded 2 marks.

The description of the effect of smoking on emotional health and well-being is competent. The candidate has stated that an individual may feel powerless as they are unable to control their addiction and this may result in feelings of shame, low self-worth and low self-esteem.

The candidate was awarded the 3 available marks.

Q1f In his work as a hairdresser, Mark is exposed to occupational hazards such as chemicals which can cause skin irritation and even blindness if splashed in the eyes.

Explain how two other occupational hazards may affect Mark's physical health and well-being. [2]

Student's response

- 1 *Mark may cut himself while working resulting in injuries such as cuts, or broken bones.* [2]
- 2 *Mark may also fall in the workplace due to slipping on hair which may result in him going to hospital* [2]

Examiner's comments

The candidate has explained how two occupational hazards excluding chemicals may affect Mark's physical health and well-being. The response in the first point could be a little more precise, for example cut himself while using scissors. The second response is well related to hairdressing and the candidate could have added the possible injury, for example a sprain, bruising or broken bone.

The candidate was awarded 2 marks for each as overall the explanations are competent.

Q1g Mark has a daughter called Anna, who is emigrating to New Zealand.

Q1g(i) Use the headings below to describe how emigration may affect Anna's intellectual, emotional and social development.

Student's response

Effect on intellectual development [3]

Anna will have an opportunity to experience different cultures allowing her to develop and extend her skills and knowledge. She may also try out new hobbies or activities in New Zealand e.g surfing which will give her an opportunity to develop new intellectual skills. Then she will also have to think more logically and will have to problem solve.

Effect on emotional development [3]

Anna may experience feelings of excitement and happiness to be emigrating and experiencing different cultures and meeting new people. Anna may meet a range of new people which will increase her confidence and self-esteem. She also may be worried and frightened to move and scared if she does not enjoy it and may find it difficult to meet new people and make friends resulting in feelings of isolation and loneliness.

Effect on social development [3]

She may lose contact with previous friends resulting in feelings of isolation and loneliness. Anna may make new friends e.g from work which will increase her social circle leading to an increase in confidence. She may also try new hobbies and activities such as surfing where she will have an opportunity to meet new people and develop relationships resulting in a high self-esteem.

Examiner's comments

The description of how emigration may affect Anna's intellectual development is competent. She will have the opportunity to experience different cultures allowing her to develop her knowledge. Anna may try out new hobbies or activities which will also give her opportunities to develop skills and her problem solving skills will also develop.

The candidate was awarded the 3 marks available.

The description of the effect on Anna's emotional development is also competent. She may have feelings of excitement as she will be experiencing different cultures and meeting new people. Anna may also feel worried and frightened that she may not enjoy the experience or she may find it difficult to meet people and make friends resulting in feelings of isolation and loneliness.

The candidate was awarded the 3 marks available.

The description of the effect on Anna's social development is competent. She may lose contact with her previous friends but she may also make new friends increasing her social circle. Anna may also take part in social activities such as surfing giving her the opportunity to meet new people.

The candidate was awarded the 3 marks available.

Q1g(ii) List three types of support Anna may receive from the informal sector to help her cope with this life change.

Student's response

- 1 *emotional support* [1]
- 2 *advice or information* [1]
- 3 *practical help* [1]

Examiner's comments

The candidate has correctly listed three types of support – emotional support, advice or information and practical help.

The candidate gained the 1 mark available for listing each type.

Q2 Jamie, aged 10, and Megan, aged 8, live with their parents Oliver and Louise.

Student's response

Q2a Jamie and Megan are in the life stage of childhood which is from 4 years to 10 years. [2]

Examiner's comments

The candidate was awarded 2 marks for correctly identifying the age range of childhood as 4- 10 years.

Q2b Identify the type of relationship between Jamie and Megan. [1]

Student's response

Family

Examiner's comments

The type of relationship is correctly identified as family.

The candidate gained the mark available.

Q2c Use the table below to describe the expected patterns of intellectual, emotional and social development during childhood.

Student's response

Intellectual development [3]

Language and communication skills develop continually and the child will be able to construct more complex sentences and learn new vocabulary. The child will also be at school where they will have an opportunity to develop new intellectual skills and these skills will develop by doing homework. The child will also have a moral understanding of right and wrong eg it is right to share.

Emotional development [3]

Independence will increase although the child will still depend on their family and carers. If the child is loved and valued it will result in experiencing feelings of self-worth and confidence. However if the child is neglected or bullied, he or she will lack self-confidence and have a low self-esteem. The child may be bullied or teased in school resulting in low confidence and feelings of isolation and loneliness.

Social development [3]

As the child is at school by 5, he or she will have an opportunity to meet new people and develop friendships resulting in high levels of confidence. The child will also learn how to share and co-operate with others allowing them to make new friends increasing their social circle. An individual may also attend clubs e.g. sports clubs, dance clubs or football clubs where they will have an opportunity to communicate and engage with other children increasing their social circle.

Examiner's comments

The description of intellectual development during childhood was competent. The candidate described language development by including the learning of new vocabulary and being able to construct more complex sentences. The moral understanding of what is right and wrong has also been included. The sentence on developing new skills in school is vague but the candidate has enough detail for three marks without this aspect.

The candidate was awarded the 3 marks available.

The description of social development is also competent. The candidate has stated that whilst independence increases a child is still dependent on family and carers. A child may have confidence and feelings of self-worth if loved and valued but on the other hand may have low confidence and feelings of isolation and loneliness if bullied or teased.

The candidate was awarded the 3 marks available.

Likewise the description of social development during childhood is also competent including forming new friendships at school, sharing and co-operating with others and joining groups and clubs such as dance and football.

The candidate was awarded the 3 marks available.

Q2d Jamie enjoys school and is making good progress.

Explain how education may have a positive effect on Jamie's self-concept. [2]

Student's response

Positive feedback from teachers and success in examinations will result in Jamie experiencing feelings of pride and achievement. He may also have a wide range of friends and have good relations with teachers and other pupils resulting in a sense of belonging which will increase his confidence.

Examiner's comments

The candidate has completed a competent explanation of how education may have a positive effect on Jamie's self-concept. Positive feedback and success in exams will give Jamie feelings of pride and achievement and he may have a sense of belonging with teachers and pupils.

The candidate was awarded the 2 marks available.

Q2e Megan has a close relationship with her grandmother.

Describe how this may have a positive effect on Megan's emotional development. [3]

Student's response

Megan may feel loved and cared for by her grandmother, resulting in confidence and a high self-esteem. Megan may feel that she can express all her worries and concerns to her grandmother e.g if she is getting bullied which will result in feelings of bonding and security. She will have a high-self esteem as she is close to her family and may go on outings with her and feel loved.

Examiner's comments

The description of how Megan's close relationship with her grandmother may have a positive effect on her emotional development is competent. Megan will feel loved and cared for resulting in confidence and a high self-esteem. Megan will be able to express her worries and concerns to her grandmother (emotional support) and will feel secure.

The candidate was awarded the 3 marks available.

Q2f The family lives in poor housing conditions.

Explain two ways poor housing conditions may affect Jamie and Megan's physical health and well-being.

Student's response

- 1 *The house may be cold and damp putting Jamie and Megan at risk of developing asthma. The house may also be small and overcrowded, resulting in diseases spreading such as colds, flus and infections etc. [2]*
- 2 *There may not be a garden or they may be limited to a playground area. This will reduce their opportunities of exercising while playing which may put them at risk of becoming overweight, which may lead to obesity which is linked to type diabetes. [2]*

Examiner's comments

The candidate has explained two different ways poor housing conditions may affect Jamie and Megan's development in point 1. The house may be cold and damp increasing the risk of asthma and the house may be overcrowded resulting in diseases spreading and examples are given such as colds, flus and infections.

This is an example of compensation. The response in point 2 is exaggerated and is not really poor housing conditions so as no marks are being awarded they can be transferred to point 1.

The candidate was awarded the 4 marks available as two effects were competently explained.

Q2g Oliver is bad-tempered, aggressive and often beats his partner Louise.

Evaluate the effects of domestic violence on Louise's health and well-being.
[12]

Student's response

Domestic violence may result in Louise developing bruises cuts and scars. Constant abuse may lead to broken limbs or bones and in the worse cases could result in death. Louise may find it difficult to sleep at night due to overthinking which may make her extremely tired and reduce her concentration levels. In the long term sleep deprivation can cause serious damage to the health and may result in heart attacks or strokes. Louise may have a loss of appetite, leading to weight loss. She may be lacking in essential nutrients and vitamins and could result in developing deficiencies such as anemia. She may also stop taking part in her hobbies or activities eg going to the gym, as she does not want her scars to be noticeable which could lead to weight gain and eventually developing obesity which is linked to type 2 diabetes.

Louise may find it difficult to concentrate and think in work resulting in a loss of skills and knowledge. She may also miss days off at work due to the abuse which will not allow her to make progression in work and to improve her skills. She may lose her intellectual skills in her hobbies or activities as she may no longer attend them. Her ability to think logically and problem solving skills may be reduced. She also may find it difficult to keep up skills such as the management and money management.

Emotionally Louise may experience feelings of self-worth and lack a sense of purpose and feel like a burden which will result in a lack of confidence and low self-esteem. She may also experience feelings such as anger and frustration and may have the urge to fight back. Constant abuse may cause serious changes to her mental health and may lead to developing depression and possibly she may be experiencing suicidal thoughts. She may also lack self confidence and crave being loved and cared for and she may also need reassurance.

Louise may lose contact with friends or family due to the abuse and may cut herself off from them resulting in feelings of isolation and loneliness. She may also lose contact with her work colleagues as she may lack confidence and enthusiasm to engage with others. She may also try to avoid taking part in her usual activities, which could be going to the gym, swimming or going for walks which will reduce her communication with others, making her social circle smaller and resulting in feelings of isolation. However she may attend a support groups were she will have the opportunity to meet people going through the same thing as her and may develop friendships. This will result in increasing her confidence and self-esteem.

Examiner's comments

The candidate has evaluated/weighed up how domestic violence may affect Louise's health and well-being by breaking them into physical, intellectual, emotional and social effects. Physical effects include bruises, broken bones, tiredness, and appetite changes resulting in weight loss or gain. The intellectual effects include difficulty concentrating and loss of opportunities to develop her work skills and the loss of other skills. Emotional effects included by the candidate are low self-esteem, feelings of anger and frustration and damage to mental health which may result in depression. Possible social effects include a loss of contact with friends and work colleagues, a reluctance to join in social activities and the opportunity to develop friendships with others whilst attending support group meetings. The candidate has discussed the effects and developed the response. The response is well organised with clarity and coherence. The spelling, punctuation and grammar meet the requirements for level 3 and specialist vocabulary is used.

The candidate was awarded 11 marks.

Student's response

Q3a Jakub is 14 years old. He is in the life stage of *adolescence* which is from 11 years to 18 years. [2]

Examiner's comments

The candidate was awarded 2 marks for correctly identifying the age life stage and age range of adolescence.

Q3b Describe the expected patterns of intellectual and emotional development during this life stage.

Student's response

Intellectual development [3]

During this lifestage individuals may develop new skills, such as time management and money management through a part time job. Their concepts will continue to develop and their problem solving skills and ability to think logically will also improve. They may also be learning new skills through examinations eg GCSEs and A levels, such as learning to work effectively and time management.

Emotional development [3]

During this lifestage independence will increase although they will still rely on family and carers. Many individuals will experience mood swings, for example one minute you may be happy and the next you may feel sad. Many individuals going through this stage will lack confidence and have a low self-esteem due to the changes they are going through as a result of puberty. If they are loved and valued it will result in feelings of a high self-esteem and confidence.

Examiner's comments

The description of intellectual development during adolescence is competent. The candidate has described the development of skills through a part time job and the continued development of problem solving skills and logical thinking. The reference to learning new skills through examinations could be more precise but there is enough detail for the award of full marks.

The candidate was awarded the 3 marks available.

The description of emotional development is also competent. The candidate has described an increase in independence, mood swings and a possible loss of confidence and low self-esteem due to changes associated with puberty.

The candidate was awarded the 3 marks available.

Jakub has Duchenne muscular dystrophy.

Q3c Analyse how this genetically inherited condition may affect his physical, emotional and social health and well-being. [9]

Student's response

Physically individuals may find it difficult to walk and will reduce their ability to take part in physical activity which will put them at risk of putting on weight and may lead to obesity which is linked to type 2 diabetes. They may find it difficult to eat and may have a loss of appetite resulting in weight loss. They may also lack essential nutrients and may develop deficiencies such as anemia. It may also cause heart damage leading to heart attacks or strokes.

Emotionally individuals may lack a sense of purpose and may feel like a burden as they have to rely on the help of others. Individuals may also feel ashamed and lack confidence as they are unable to take part in ordinary activities. Although some individuals will not let their disease hold them back and will try and get a job or take part in some activities which will result in feelings such as a sense of pride and achievement.

Some individuals may find it difficult to take part in activities and hobbies e.g golf or swimming which may result in feelings of loneliness and isolations, others may find it difficult to make friends as they are often discriminated against their disease resulting in a small social circle and a lack of confidence. However others may not let their disability hold them back and may take part in activities which is suited to them were they will have an opportunity to meet new people and develop friendships increasing their social circle and confidence. Some people may make friends with others who have the same disability allowing them to communicate and engage with each other. This will create a sense of belonging and increase their social circle resulting in high-self esteem.

Examiner's comments

The candidate has analysed the effect of Duchenne muscular dystrophy on Jakub's physical health and well-being by addressing mobility issues and weight gain. The section on the lack of nutrients is exaggerated. The analysis of the emotional effects is detailed and examples include a loss of sense of purpose, feeling like a burden, feeling ashamed and feelings of pride and achievement. The candidate has also analysed the social effects in some detail including Jakub's inability to take part in hobbies and activities, difficulty in making friends and developing friendships with other people with disabilities. The response is well organised with clarity and coherence. The spelling, punctuation and grammar meet the requirements for level 3 and specialist vocabulary is used. Overall a competent response.

The candidate was awarded 8 marks.

Q3d Jakub's mother provides most of his care.

Assess how taking on a caring role may affect an individual's physical, intellectual, emotional and social development. [12]

Student's response

Individuals who take on caring roles will be able to develop new skills and knowledge. Individuals may find it difficult to support them with their needs, such as all the payments leading to stress and a low self esteem. Individuals may also have a loss of skills due to not working or not concentrating with work leading to a low self-esteem. Individuals may also lose intellectual skills from their hobbies and activities due to not having the time. Individuals problem solving skills and ability to think logically will also improve as they will try to find new techniques on how to care for them.

Emotionally they may experience feelings of stress due to taking on the caring role resulting in a low self esteem. They may also lack a sense of purpose and fulfilment in their life due to being a carer. However they may have lots of confidence and a sense of pride in being a carer. They may also find enjoyment and fulfilment out of it resulting in a high self-esteem. Individuals may feel a sense of belonging and achievement that they are using their life to help others. However some individuals may lack stimulation and it could lead to developing depression.

Individuals may lose contact with friends, etc reducing their social circle resulting in isolation and loneliness. They may join a support group where they will have an opportunity to meet other people and develop friendships resulting in an increase of confidence. They may not have time to take part in activities and hobbies e.g going out with friend, going to the gym or taking part in clubs which may result in their social circle decreasing and experiencing emotions such as isolation. Individuals may also miss out on social opportunities due to the pressures of being a carer resulting in feeling of loneliness and a lack of confidence. The carer may go out with the individual they are caring for resulting in meeting new people and increasing their social circle and confidence.

Examiner's comments

The candidate has assessed how taking on a caring role may affect an individual's intellectual, emotional and social development. Physical effects have not been addressed by the candidate. The effects addressed are well developed and clearly applied to taking on a caring role. Overall the response is adequate as physical effects have not been included.

The candidate was awarded 8 marks

Q3e Support is available from the statutory sector to help individuals cope with life changes.

Explain four different types of support the statutory sector may provide to help individuals taking on a caring role.

Student's response

- 1 *They may give emotion support such as listening to worries and concerns and offer them reassurance and listen to the problems they may be facing [2]*
- 2 *They may give them advice and information and guidance on the best ways to look after someone and how to help them e.g getting them showered, changed and bringing them to the toilet [2]*
- 3 *They may give them practical help such as offering to do household chores, groceries or even help out [2]*
- 4 *They may give them medical care on the best medications, prescribe medication, tell them what foods are best and monitor someone who is sick [2]*

Examiner's comments

Four different types of support have been competently explained by the candidate. The responses are well developed and applied to taking on a caring role.

The candidate gained the 8 marks available.

