

Examiners' Report/  
Principal Examiner Feedback

Summer 2012

GCE Health & Social Care (6938)  
Paper 01 Unit 1 - Human Growth &  
Development

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### **General comments**

The paper consisted of three questions of 30 marks each covering the three sections of the unit. Knowledge, understanding, analysis and evaluation were incorporated within the questions set in accordance within the Specification assessment objectives and the required percentages for AS units.

Some candidates demonstrated insufficient depth of knowledge required and a few require improvements to their analytical or evaluative skills. Question stem repetition, poor spelling, weak grammar and cancellations were common. Inability to read responses came from splitting a misspelled word between lines, cancellations without checking the remaining words made sense and poor handwriting. Some candidates wrote only a few lines for a 10-mark question and up to one and a half pages for a 4-mark response, this is quite common amongst the responses.

Knowledge displayed was limited with candidates resorting to writing out physically, emotionally, socially and intellectually more than once in a question and using "healthy" instead of more precise information. Confusing the characters in a scenario was a regular feature and candidates should be double-checking the information. Once again many candidates do not read the question thoroughly and consider their response before writing and although many key words are underlined by candidates they frequently miss important words that change the sense of the question.

PIES was used excessively and frequently meant that candidates pursued the incorrect line. Some candidates answered 8 questions using PIES and were not successful overall while other candidates gave advantages and disadvantages in every question with a similar result. While PIES can be very useful for some questions, candidates must be able to differentiate those questions from others.

Candidates appear to be fixed on certain areas and turn every question towards their preferred issues such as friends, bullying, income, motor skills and self concept. Some unrealistic notions abounded such as a wealthy 42 year old man with wife and child might still be financially dependent on parents and although he worked alone at home he could offer jobs to family members.

### **Question 1**

In part (a)(i), the majority of candidates scored both points on this question.

Part (a)(ii) was well answered by most candidates scoring 3-4 marks. Increase in height and mass is not enough to score full marks as all individuals have this as infants, children and adolescents. Most popular responses named were hair growth and deepening of voice. Only a few individuals provided female characteristics.

Part (b) was fairly well answered but generally required more depth.

Limited responses showing a lack of understanding between delayed development and being unwilling to participate were shown in part (c). Shyness, bullying, puberty and not attending school were common. Down's syndrome was mentioned frequently but learning difficulties were not usually included.

In part (d) many candidates ignored the word "development" and provided positives and negatives of self concept, the relationship between self concept and adolescence or self concept and the development of adolescence. Answers revealed all the physical and social features of adolescence (except mood swings), having friends or not and bullying. Only a small number of candidates provided some chronological development of self concept in adolescence. Too many candidates believe that self concept is linked to other people's views or how they look externally.

### **Question 2**

Part (a)(i) was generally well answered although it was apparent that a small number of candidates had a lack of knowledge and understanding of inheritance.

Part (a)(ii) saw weak responses with most candidates offering lifestyle factors and when environmental factors were provided (nearly always pollution) candidates could not say how these affected growth and development.

Some candidates incorrectly referred to long working hours in part (b) instead of wealth but overall this was well answered with many gaining full marks.

Part (c) was another question that was answered well. Candidates referred to pride of parents, jealousy of brothers and financial/material help for the family. Some candidates did not complete their response by indicating the effect on relationships.

Varying responses were seen in part (d). However, candidates must be wary of inaccuracies such as being unable to have gymnasium membership does not mean an individual is unfit; housework, gardening, walking and jogging are just as useful. Private medical care may occur in a more luxurious setting but does not mean the care is better. For healthcare, the cost of prescriptions, worries about time off work and waiting lists are the

main concerns. Schools in poorer areas are not of low standards or under-resourced necessarily and private schools are not as excellent as candidates seem to think. Many believe that being poor means that it is acceptable to not send children to school seemingly being unaware of legal issues. Likelihood of higher education is valid due to the need for household income, cost of school trips and holidays, uniform, extra tuition, individual resources and travel are also important. Diets were a favourite area but many just referred to healthy/unhealthy diets.

Some candidates had no knowledge of the term "social class" and wrote only about having friends.

### **Question 3**

Despite the answer to part (a)(i) being in the stem, a surprising number of candidates gave incorrect responses demonstrating poor skills in reading and understanding.

Part (a)(ii) saw an opportunity for candidates to score full marks but was somewhat blighted as many gave "social" or "societal" as an approach. It is confusing how candidates believe that you can control the degree of exercise or the eating patterns of society by laws/regulation.

Part (b) was surprisingly well answered with many gaining 4-6 marks. Sensible reasoning drawn from their subject knowledge proved that when not tied down to past papers learners can reason well.

Part (c) was misread by many who attempted an evaluation for the campaign rather than generically say how the campaign could be evaluated. Very mixed responses were received. Candidates need to have training in evaluative skills early on in this Specification and to understand that it is an essential component of all four examinations as well as coursework.

In part (d) candidates demonstrated partial reading of the chart and observed the success of the campaign. There was little analysis or suggestions that may have been in any way critical of the chart. It was not perceived as difficult to conclude that recognising a logo did not mean that people had actually changed their lifestyles. Many candidates interpreted the percentages as a number of individuals which is worrying.

Overall, there were some straightforward questions which were often not answered well and some unexpected questions which were. Candidates do need to be able to reason at this level and to understand what a question is about. Preparation for examinations is essential and some freedom from stereotyping responses given.

## **Grade Boundaries**

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

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