

Examiners' Report/
Principal Examiner Feedback

Summer 2013

GCE Health and Social Care (6938)
Unit 1 Human Growth and
Development

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General Comments

The paper consisted of three tiered questions addressing the three sections of the Unit 1 specification. The paper was accessible to students of different abilities and questions requiring extended responses proved effective at differentiation. Handwriting and multiple cancellations still pose reading difficulties for many examiners. Students need to take more care with questions which include assessment of the quality of written communication. Examiners continue to comment on whether some students with limited understanding and weak written communication skills are ready to undertake external assessments. Using specialist vocabulary is desirable, examiners will not credit slang terminology which was common.

Although marginally improved, students still failed to read the question stems accurately. For example in Q02b, students were required to provide three physical features of the menopause and common errors were giving emotional features such as mood swings and irritability.

Many students lost credit because they omitted to justify or explain an answer. They should be encouraged to make a relevant point and always back it up with an explanation and/or evidence. There was little evidence of analysis, comparison or evaluation. Examiners noted that students were easily distracted from the question stem into areas not required and these were often topics which featured on previous examination papers.

Question 1

Q01a

Only the weaker students failed to get both points related to the differences in milk and permanent teeth. There were some unanswered questions and several students who believed milk teeth were used for fillings and permanent teeth are put in by dentists.

Q01b

The responses to this question were not as good as anticipated as a large number of students could only provide "sugary food" as an answer. Fat, salt and fibre were often additional points offered and few had any knowledge of the role of bacteria. Students must be able to produce deeper responses from their programme of learning to gain credit. Most students were able to achieve 2 marks.

Q01c

Overall some good responses were seen involving expensive fruit and vegetables and convenience foods being high in salt, sugar and fat. Some students considered lack of transport for supermarkets and having to buy from corner shops with little choice of fresh food and organic food was mentioned by only a few.

Q01d

Many responses about Sari's self concept were one-sided and concentrated on communication and friendship but lacked development. QWC was poor

generally but some responses were well-constructed, organised and coherent.

Q01e

This question was well received although some students were unrealistic and described how Sari could buy a house with a garden and car on part-time work. The most common positive responses included better quality food, luxuries, holidays, more friends and improved language and other skills. Fewer negative points included losing benefits, not seeing Matti as much and difficulties organising and funding child care.

Question 2

Q02ai and Q02aia

These questions were answered well with a majority gaining full marks. Some students still write late adulthood, old age and elderly missing out on easy marks.

Q02b

Most students could achieve 2-3 marks but there were some excellent answers as well. As stated previously, many responses covered emotional effects gaining no credit. Students muddle the physical features of later adulthood with those of the menopause and do not pick up on "during the menopause" giving effects such as facial hair growth, osteoporosis etc. which are post-menopausal effects.

Q02c

Many students scored 2 marks and confused the ability to hear with the ability to understand. Joining groups of deaf people and learning sign language were not accepted. A steady stream of students wrote about "being dead" instead of "being deaf" which is worrying.

Q02d

Limited discussion meant that most students remained in level 2, and the effects on the cardiovascular and respiratory systems were little known. However, most points on the mark scheme were seen. A large number of responses covered negative points although only benefits were required.

Q02e

Most students were able to achieve level 2 marks again but in depth information on the menopause limited marks as this was not required. Some students deviated to give all the effects of stress (as asked on the last paper) but the majority gave positive and negative points. Discussions on manual lifting and using wheelchairs were not appropriate as Tom was becoming deaf and still able to play golf. Significant numbers of students confused the relationships in the scenario.

Question 3

Q03ai and Q03aii

Most students achieved between full marks by identifying the models of health promotion.

Q03b

Students do not appear to have the ability to compare items and this could be strengthened considerably. A surprising number left this question response blank while others gained up to 4 marks for key features of the models without comparisons. Weaker students restated what happened in the scenario.

Q03c

Most students gained half marks by briefly stating to see if it was working and improve for the future.

Q03d

Students mentioned questionnaires/surveys in a vague way or before and after check-ups. Asking for feedback on the enjoyment factor or whether participants think it was worthwhile is not precise enough in health promotion campaigns.

Q03e

Responses on this question were disappointing, there were blank pages and vague material related to PIES. More able students gave definitions of positive, negative and holistic health but hardly anyone mentioned the achievement of potential and modern viewpoints.

Overall, there was a slight improvement on performance, but students still fail to read question stems accurately, use PIES for most answers regardless of the question asked and need to improve the quality of written communication.

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