



General Certificate of Secondary Education

Health and Social Care 4820

48201 Understanding Personal Development and Relationships

Report on the Examination

June 2010

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48201 Understanding Personal Development and Relationships

Candidate performance on the second paper of the new specification was broadly in line with the first paper in January. The more able candidates demonstrated a good command of technical language and produced accurate and detailed responses to questions which required explanations and evaluations. Less able candidates tended to produce responses with much less detail, which were often insecure in their use of technical terminology.

Question 1

Candidates did well in part (a) by completing the box with the appropriate age ranges and life stages successfully. Where errors did occur, these tended to be with age ranges rather than the life stages. Relatively few candidates were able to gain full marks in part (b) and many gained only one of the three marks available. This suggests a generally insecure understanding of gross motor skill development in young children.

Question 2

Most candidates gained at least two of the marks available in part (a), demonstrating understanding of social development in later adulthood, but candidates generally found the emotional development aspects more challenging in part (b).

Question 3

Approximately half the candidates gained at least two of the three marks available in part (a) by explaining bonding as a strong emotional attachment. In part (b) intellectual developments through childhood produced a wide range of responses with a good number of higher mark responses from the more able candidates. Weaker responses tended to offer repetitive statements on language development only.

Question 4

The scenario in this question provided information which positively and negatively affects physical health and well-being. Relatively few candidates attempted to “balance” these aspects in terms of their effects on Ramon. By dealing with them separately, many candidates were restricted to one or two of the six marks available.

Question 5

Candidates generally did well in parts (a)(i) and (a)(ii) by identifying “needs” and “wants” in Marcie’s spending successfully. Relatively few candidates, however, gained more than two of the six marks available in part (b). More able candidates gained marks for well-reasoned and detailed responses which for the top scorers included the possibility of a positive sense of achievement that Marcie may experience if she is able to “cope” financially.

Question 6

This question is intended as a higher level differentiator and, as such, it is unsurprising that there were relatively few high mark responses. Many mid and lower range responses focussed on the factors in Tracey’s life separately, rather than interrelating them. There were some good attempts to pair up factors, but very few which considered more than two factors at a time. How the interrelated factors might affect Tracey often lacked detail.

Question 7

Candidates generally did very well on all five parts of this question by identifying the different relationships in the scenario successfully.

Question 8

As on other papers at this level where questions explore candidates' understanding of the different factors which may affect self concept, many responses tended to describe aspects of the factor without linking these directly to self concept, e.g. advancing years causing physical frailty without explaining how this may affect self-confidence. Candidates generally did best on part (b) dealing with good appearance.

Question 9

Candidates had a generally good understanding of both expected and unexpected life events with slightly higher marks in part (a)(i) on expected life event examples. Part (b) of the question was also well answered by the majority. Candidates were, however, slightly more secure when answering part (b)(ii) on non-professional carers and how they could help than they were with a professional carer example in part (b)(i).

Grade boundaries

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