



**General Certificate of Secondary Education
January 2011**

Health and Social Care

48201

(Specification 4820)

**Unit 1: Understanding Personal Development
and Relationships**

Report on the Examination

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General comments

Candidate performance on this paper was broadly in line with previous series. More able candidates generally demonstrated a good command of technical language and produced accurate and detailed responses to questions which required explanations and evaluations. The less able candidates tended to produce much less detailed answers which tended to be insecure in their use of technical terminology.

Comments on specific questions

Question 1

Candidates generally gained high marks on this question. Where errors occurred, these tended to be incorrect age ranges rather than the names of the different life stages.

Question 2

In parts (a) and (b) some less able candidates confused gross and fine motor skills from the scenario information, while others offered examples of skills which were not illustrated in the scenario information. There was however, a large majority who gained full marks on this question. Part (c) proved to be more challenging, but most candidates gained a mark for developing friendships. More able candidates included the development of relationships beyond Molly's immediate family, e.g. with teachers, in their answers.

Question 3

The menopause and its effects on Hazel were well known by the majority of the candidates. A small minority confused menopause and puberty.

Question 4

As an evaluation question candidates are expected to consider both negative and positive effects on intellectual development in later adulthood. Weaker responses tended to be entirely negative, focussing on the effects on memory. Some suggested that advancing years would affect both Tim's short-and long-term memory at the same time over the next ten years. Better responses included some more positive features such as Tim's use of his life experiences when solving problems and the opportunities to use mind exercises to slow deterioration.

Question 5

Interrelationship questions of this nature are intended as higher level discriminators. Less able candidates were restricted in their responses by dealing with the different factors in Jamie's life separately. Where candidates did attempt to link together the factors, many still tended to consider the effects individually rather than holistically. As a result, many candidates were limited to marks in the first two bands.

Question 6

Most candidates were able to gain high marks for correctly identifying the needs and wants in Ruth's life in parts (a) and (b) of this question. In part (c) there were some very good responses which covered the possible physical, intellectual, emotional and social effects on Ruth's health and well-being caused by her increasing debts. Weaker responses tended to be limited to the emotional and social effects and were generally stated effects rather than reasoned explanations.

Question 7

Candidates successfully identified the relationships from the scenario information with most able to gain all four marks.

Question 8

This question proved to be more challenging for candidates. The weakest responses tended to make simple statements of whether or not self-esteem would be improved. Better answers attempted to reason why the changes may be brought about, e.g. in terms of the individual's self-confidence and whether they would "feel good" or be "down" under these circumstances.

Question 9

The vast majority of candidates gained at least four of the six marks available by successfully identifying the life events as expected or unexpected. Where errors occurred, these tended to be the divorce and moving house responses.

Question 10

Candidates generally gained high marks in parts (a) and (b), demonstrating a sound understanding of the likely effects of divorce on Margaret. In part (c) however, some candidates failed to gain marks because they offered professional rather than non-professional carers. Others, who gained marks by suggesting appropriate non-professional carers, unfortunately repeated the same form of help from the two types of carers and therefore failed to gain full marks for this part of the question.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.