



**General Certificate of Secondary Education
January 2011**

Health and Social Care

48203

(Specification 4820)

Unit 3: The Nature of Health and Well-Being

Report on the Examination

Further copies of this Report on **the Examination** are available from: aqa.org.uk

Copyright © 2011 AQA and its licensors. All rights reserved.

Copyright

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity (registered charity number 1073334).
Registered address: AQA, Devas Street, Manchester M15 6EX.

General comments

This first paper for the unit proved to be challenging for a number of candidates. As on unit 1 papers, the more able candidates tended to produce detailed, well-reasoned responses when offering explanations and evaluations, while less able candidates produced answers which tended to state effects and facts rather than reason how or why they might occur.

Comments on specific questions

Question 1

The majority of candidates identified Frank's definition of health and well-being as holistic and were able to name positive or negative alternatives in part (b). Part (c) proved more challenging however, with less able candidates often offering confused explanations of the negative definition of health and well-being, e.g. suggesting it means to be ill and not know it.

Question 2

Less able candidates tended to confuse macro and micro nutrients and consequently many failed to gain marks on this question. More able candidates, however, tended to gain the macronutrient marks, but sometimes failed to name micronutrients and offered simple vitamins and minerals in part (b).

Question 3

Many candidates were restricted to low marks on this question as they were unable to explain how a weakened or dead form of a disease-causing organism would be introduced into Adrian's body, thus stimulating antibody production and protecting Adrian from that particular disease when on his foreign holiday.

Question 4

In part (a) candidates generally gained at least two marks for descriptions of the blood test for glucose to indicate if Shona has diabetes. Candidates need to include how the blood sample would be taken, by finger prick or needle, to gain the third mark. There were some good responses to part (b) which generated high marks for the candidates concerned. Less able candidates were generally unable to supply the technical details required in order to access the higher marks.

Question 5

The cause of Down's syndrome was generally well known. Where errors occurred these tended to be where candidates suggested the syndrome to be caused by a faulty gene rather than by an additional chromosome. In part (b) there was a number of very good detailed descriptions of the effects of Down's syndrome on Rick, but weaker responses tended to focus on the intellectual effect only and/or suggest emotional and social effects which are not characteristic of the syndrome.

Question 6

Descriptions of the possible effects of smoking on Martine were of variable quality, but the majority of candidates was able to access the middle mark band range. Weaker responses tended to focus on the risk of cancers and state other effects, with little if any attempt to describe them in detail as requested in the question. Responses to part (b) tended to be better generally, but a significant number of candidates could have improved their answers by considering aspects such as the risk of overdose and possible progression to harder drugs when addicted.

Question 7

As an evaluation question candidates are expected to consider the positive and negative factors in Eric's life and to consider them against one another. Many candidates restricted their responses to statements of the effects caused by individual factors and made no attempt to weigh them one against the other, considering degree of impact and/or the holistic effect. There were few attempts to detail how the effects may be caused.

Question 8

Weaker responses failed to identify specific types of environmental pollution and made vague statements of effects. Candidates producing more detailed responses tended to gain marks for explanations of the effects of noise pollution and litter.

Mark Ranges and Award of Grades

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