



**General Certificate of Secondary Education
June 2011**

Health and Social Care

48201

(Specification 4820)

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

Report on the Examination

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**GCSE Health and Social Care
Principal Examiner's Report: 48201
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It is pleasing to report a good range of candidate performance on this paper with strengths and weaknesses which were broadly in line with previous series. The more-able candidates tended to demonstrate a good command of technical language and generally produced accurate and detailed responses to questions which required explanations and evaluations. Less-able candidates tended to produce answers which were much less detailed. These candidates also tended to be far less secure in their use of technical terminology.

Question 1

The vast majority of candidates named Carly's and Will's life stages in parts (a)(i) and (a)(ii) successfully. Candidates were generally less secure on part 1(a)(iii) with 18 being a fairly common error. In 1(b) less-able candidates sometimes confused gross and fine motor skills. Nearly half the candidates, however, were able to gain all three marks in 1(b)(i), but 1(b)(ii) proved more challenging for the majority and only just over one quarter gained all the marks available.

Question 2

Part 2(a) was generally very well answered with the majority of candidates demonstrating a good understanding of the physical changes in a male at puberty. Candidates found part (b) to be more challenging but over half gained at least three marks usually for intellectual and social effects of Matt's poor attendance at school.

Question 3

There were some very good answers to this question, but many less-able candidates found it difficult to gain more than one mark, which was usually for the feel good factor.

Question 4

This type of question is used as a high level differentiator. Less-able candidates often use the factors separately in their answers or are restricted when linking factors by giving separate factor effects. More-able candidates gain marks by linking together the factors and giving effects, often with appropriate PIES. The most-able candidates are able to do this and also explain how the combined effect is achieved. This type of answer was typical of only a very small minority of the cohort generally.

Question 5

In part (a) most gained one mark for a working relationship and in part (b), most identified friendship. There was a similar majority gaining one mark in part (c) for family relationship. Part (d) differentiated well with a good number of able candidates gaining all three marks. Less-able candidates were often restricted to the upset/anger or feeling down/sad mark.

Question 6

As on previous papers, self-concept challenged the less-able candidates. Most gained higher marks on parts (a) and (b) than on part (c).

Question 7

It is pleasing to report some very detailed answers here gaining high marks and demonstrating a sound understanding of the effects of abuse and neglect. The majority gained at least half marks on this question.

Question 8

A large majority gained both marks here by naming expected life events.

Question 9

Candidates were less secure on unexpected life events with less than half gaining both marks. Common incorrect responses were accident, death (without further qualification such as – of a relative), being expelled and being a victim of crime.

Question 10

Approximately one third of candidates gained the two marks in part (a), usually for prescribing medicine and giving advice. In part (b) there were relatively few full mark responses. Suitable roles included community nurse, physiotherapist and occupational therapist. In part (c) some weaker candidates suggested family, but this contradicted the question stem. Most candidates gained at least two marks, usually for help with daily living tasks and social activities.

Grade boundaries

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