



**General Certificate of Secondary Education
January 2012**

Health and Social Care

48201

(Specification 4820)

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

Report on the Examination

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GCSE Unit 1 - 4820/1 Understanding Personal Development and Relationships

Candidate performance on this paper continues to improve and in general the strengths and weaknesses were in line with previous papers. The more able candidates produced accurate and detailed responses to questions and generally demonstrated a good command of technical language in those questions which required explanations and evaluation. Weaker candidates tended to be far less secure in their use of technical terminology and produced answers which were much less detailed. All of the questions appeared to be accessible to the majority of candidates and there did not appear to be any evidence of candidates having insufficient time to complete this paper.

Question 1

Candidates scored well in part a successfully naming the life stages. Where errors occurred these tended to be childhood rather than infancy for James and childhood rather than adolescence for Tara. The majority of candidates gained the mark in part b with 18 being the most common error. Part c proved more challenging with some candidates failing to give differences in the gross motor skills of James and Tara and either offer skills which both could perform or give a gross motor skill for either James or Tara. A few candidates suggested one skill for James and an unrelated skill for Tara. Approximately half of the candidates gained two or more marks in part d for answers describing James making friends and developing independence. Most candidates scored well in part e describing the likely physical changes of Tara's puberty, however the emotional effects proved more challenging in part f. Marks here tended to be gained for mood swings caused by hormones but there were fewer descriptions of self-consciousness, being self-critical or developing independence. There was a wide range in the quality of responses to part g. Some weaker candidates offered non-physical changes for Stan, while others gave answers which were replicates on the mark scheme e.g. hair loss and hair turning grey, skin wrinkling and becoming transparent.

Question 2

There were relatively few top band answers in this question but many candidates did gain mid- range marks for answers evaluating Grace's intellectual development in terms of missing school lessons, maybe having concentration difficulties, having limited tutor time but benefitting from the 1:1 tuition. Few answers considered the range of subjects and facilities which may be available, the effects on her GCSEs or Grace's motivation to learn.

Question 3

The vast majority of candidates were able to gain the marks in parts a and b identifying the needs and wants in Wayne's spending. Part c produced some very high scoring answers which considered the likely physical, emotional and social effects of overspending and increasing debts on Wayne's health and well-being.

Question 4

As on previous papers, this type of question is intended to differentiate the higher ability candidates and as such proves challenging for others. Weaker candidates tend to explain the effects of individual factors rather than interrelate two or more factors. Where factors were linked, some candidates still tended to consider the effect of one of them while ignoring the other. It is pleasing to see that many candidates recognised the physical, intellectual, emotional and/or social nature of the effects, but very few considered the collective impact of conflicting factors e.g. having a boyfriend and lots of friends but not getting on with parents.

Question 5

Very few candidates failed to score on part a with most gaining one mark for identifying the relationship as friendship or working but fewer gained the second mark for peers or colleagues. Part b proved to be more challenging but many scored marks for emotional support and sharing.

Question 6

Candidates generally found part a dealing with the effects on self-concept of being very old more challenging than the effects of a work promotion in part b. Candidates could explain the effects of being very old either positively or negatively for marks, while promotion at work gained marks for sense of achievement and raising self-confidence.

Question 7

Nearly three quarters of the candidates scored both marks for expected life events in part a but just under half gained both marks for unexpected life events in part b. Part c produced some good answers of how Tony could be supported through bereavement but weaker candidates tended to offer some vague responses e.g. comfort him. Most candidates gained a mark for friends in part d but fewer suggested neighbours or volunteers. As on previous papers, professional types of support proved to be generally more challenging in part e than non-professional types in part d.