



**General Certificate of Secondary Education
June 2012**

Health and Social Care

48203

(Specification 4820)

Unit 3: The Nature of Health and Well-Being

Report on the Examination

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All questions were accessible to the majority of candidates and there was little, if any, evidence of candidates having insufficient time to complete the paper. The more-able candidates tended to produce more detailed, well- reasoned responses using technical terminology effectively when answering questions requiring explanation or evaluation. Less-able candidates generally produced answers which tended to lack specific details and rather stated effects and facts with little reasoning or appropriate use of technical terminology.

Question 1

Approximately thirty per cent of candidates gained two or more of the marks in part (a) for the positive definition of health and well-being. Similar numbers of candidates were successful in part (b) dealing with the negative definition of health and well-being but part (c) proved more challenging. Relatively few candidates gained full marks on this question but many gained marks by explaining Samantha's increased energy demand due to regular exercise and the need for more energy-rich foods. The macronutrients in a balanced diet were generally well known in part (d). Weaker responses on this question often confused macronutrients with micronutrients and/or Non-Starch Polysaccharides (NSP).

Question 2

Just over a quarter of candidates gained three or more marks on this question with less-able candidates tending to lack the relevant details in their answers. Better responses gained marks by explaining the use of weakened or dead forms of the microbe being introduced into the body to stimulate specific antibody production and subsequent immunity if the live microbe is ingested or inhaled.

Question 3

There was a majority of candidates producing good detailed descriptions of how Troy will use the peak flow meter to measure the speed of exhalation and relatively few very weak responses. Most candidates understood the use of the measurement to indicate breathing problems such as asthma.

Question 4

Relatively few candidates gained half of the marks available or more on this question. Candidates tend to produce better responses to negative health and well-being issues rather than positive factors. The better responses here were well-reasons and covered the PIES aspects of health and well-being in detail.

Question 5

In part (a) just over a quarter of candidates gained two or more of the three marks available, usually for outlining haemophilia as a genetic condition caused by a faulty/ recessive gene. The identification of the X chromosome as the site of the gene gained the third mark for some candidates. In part (b) relatively few candidates referred to the problems of internal bleeding that may be caused by haemophilia, but many understood that blood clotting time is significantly increased by the disorder. Weaker responses suggested that the blood would not clot.

Question 6

In part (a) just fewer than half of candidates gained four or more marks. The better responses described effects in all PIES aspects while weaker answers tended to be limited

to one or two aspects of health and well-being. Technical details were often lacking in responses to part (b) dealing with the long-term effects of smoking. Better responses here explained the addictive nature of nicotine, the carcinogenic effects of tar and other chemicals in cigarette smoke and included detailed effects on physical health. Part (c) dealing with solvent misuse also proved challenging to many candidates. Better responses here covered the physical health problems of organ damage and increased accident risk. Part (d) was generally answered well with the majority of candidates showing understanding of unprotected sex with many different partners.

Question 7

This question requiring an evaluation of the different factors in Zac's life produced few top band answers, but there were many mid-range responses.

Less-able candidates tended to produce vague and repetitive answers which generally identified the effects of the different factors in Zac's life but did little to evaluate them. Better answers gained marks for evaluative considerations of the different factors in terms of their relative impact on the physical, intellectual, emotional and social aspects of Zac's health and well-being. These responses were generally structured well and reasoned clearly.