



GCSE EXAMINERS' REPORTS

HEALTH AND SOCIAL CARE

JANUARY 2016

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HEALTH AND SOCIAL CARE

General Certificate of Secondary Education

January 2016

UNIT 2: HUMAN GROWTH AND DEVELOPMENT

Principal Examiner: Carol Hicks, Elma Phillips

Section A

- Q.1 On the whole, this was answered well, many candidates achieving full marks. For those who achieved only two marks, the main problem was mixing up emotional and verbal. There were a few other combinations from those who misinterpreted three of the options, although all candidates recognised sexual abuse. Candidates should be discouraged from ticking two answers instead of one.
- Q.2 The majority of candidates circled the correct answer.
- Q.3 This question proved problematic for some candidates and was generally not well answered. Most candidates gave responses which were very general in relation to development, changes and stages, with only a few giving a clear explanation, specifically detailing height, weight, mass and circumference.
- Q.4 (a) This question was generally well answered, with many candidates showing good understanding by focussing on peace and quiet, fresh air, and no air or noise pollution. However, a number of candidates failed to understand the term 'benefit' and gave responses highlighting negative aspects of living in the countryside.
- (b) (i) The correct answer to this was 'working environment'. A variety of possible responses were offered that neither used the correct terminology nor linked to the relationship. The response "work" was not accepted.
- (ii) Many candidates missed the main impetus of this question and focused on, for example, the dangers of traffic, being late for work and road accidents, rather than pollution or noise. Others misunderstood the question and answered it as if the individual was living, rather than working, there. Several good answers were seen, however, relating to fumes and noise leading to headaches and loss of concentration.
- (c) (i), (ii) This question produced some surprising answers, which emphasises the importance of candidates reading the question carefully. Many candidates did not recognise Ceri as female and Cyril as male, leading to responses such as "grandmother and granddaughter", and "rhieni ei thad" on a Welsh language paper. Only "grandfather and granddaughter" and "mother and daughter" were accepted.
- (d) Generally, this question was well answered, with all but a very few candidates showing understanding of the unexpected nature of divorce.

- (e) A number of candidates did not attempt this question. While a few achieved full marks, many did not because they failed to use the correct terminology, instead using colloquial terms ("straight", "gay", etc), for the types of sexual orientation. However, often, the definition was correct, for example, the term 'bi-sexual' was explained correctly.

Q.5 The life stages (i) in parts (a) and (b) of this question presented the candidates with some problems but, on the whole, the area of development (ii) and the negative effects (iii) were correctly identified and explained.

- (a)
 - (i) Some candidates gave the answer as "adult", rather than "adulthood". Centres are encouraged to emphasise to candidates the importance of using correct terminology.
 - (ii) This was generally answered well. With the exception of a few candidates who gave the answer as "emotional", the majority correctly identified the answer as "intellectual".
 - (iii) Some candidates focused on the physical aspects of getting to another library, while many focused on the social aspects of the library closure, even though they had correctly identified the answer to question 5 (a) (ii) as "intellectual".
- (b)
 - (i) Again, incorrect terminology was seen, with a number of candidates giving the responses, "older adult" and "later adult".
 - (ii) This was answered well, with most candidates correctly identifying the main area of development.
 - (iii) Many candidates did not attempt this part of the question. Of those who did, most focused on physical activities but some explained the social implications of the pool closure.
- (c)
 - (i) Candidates seemed to have a better grasp of the life stage (infancy) here. A few candidates used the term "infant", while others responded incorrectly with "childhood" – otherwise, this was generally answered well.
 - (ii) A number of candidates had difficulty with this part of the question and wrongly identified the area of development as intellectual rather than social. Some candidates gave two answers, which should be discouraged.
 - (iii) The majority of candidates gave reasonable answers and discussed social activities. Others gave full answers but wrote about intellectual activities and learning to read, learning the alphabet, etc.

Section B

- Q.6 (a) This question was attempted by all candidates, who showed a good understanding of the issues. Some candidates gave full answers which highlighted many emotional issues.
- (b) This was well answered on the whole, with realistic comments made about Lily's education and how she had a lot on her mind which would affect her concentration.
- (c) Those candidates who understood the link with money produced good answers, mentioning not being able to go out with friends and losing friends. However, many gave general answers which could not always be attributed to lack of money. It is important that responses are detailed and specific.
- (d) (i) A good attempt was made to answer this part of the question by most candidates, with some answers showing real insight. However, in some answers, repetition of the text in the question was seen. Most candidates were able to gain marks by stating that Lily was able to speak to someone in confidence and discuss her home situation. A few candidates mentioned being referred to a social worker or support group, which showed their knowledge and understanding of the context.
- (ii) This second part of the question was not as well answered as the first. While there were some good answers, explaining the different support available in school, in the main, responses were far too general, with a lack of specific actions. Candidates seemed to be aware that the school would help but did not always state how. In these answers, not enough detail was given to gain marks.
- Q.7 (a) (i) This was well answered, with several emotions described, mainly involving Corey; candidates generally showed a good understanding of the positive and negative effects, although the effects listed were predominantly positive. Including a negative effect showed a realistic assessment and a clear understanding of the situation.
- (ii) Some good, thoughtful responses were seen from some candidates who attempted to describe the social effects on all members of the family. Others found this more difficult to answer and, while showing understanding of the context, could not always provide full enough answers to gain full marks. Centres are encouraged to emphasise to candidates the importance of giving full answers to questions in Section B, even for a three-mark question.
- (iii) Candidates found this difficult to answer and many failed to address self-concept issues. One problem was that candidates referred to emotional issues but did not develop them into how self-concept was affected. Some candidates showed thorough understanding and achieved higher marks, although very few gained full marks.
- (b) Some very good answers were seen, mainly referring to Corey's age, the family being upset, etc.

- (c) Very few candidates were able to correctly explain the negative effects on Corey's self-concept.
- Q.8 (a) (i) This was not very well answered. The majority of candidates referred to exercise and tiredness but most responses lacked detail. It is important that candidates read the question carefully – many responses described Miah working as a full-time carer with many clients and attending college on a part-time basis, which is incorrect.
- (ii) A number of candidates did not attempt to answer this part of the question. Of those that did, most highlighted a lack of concentration and tiredness and some mentioned time but, again, many answers were not fully developed and lacked detail. As in part (i) above, candidates seemed to be confused about Miah's caring responsibilities, mentioning other clients.
- (iii) This part of the questions was well answered. Candidates mentioned both positive and negative effects and developed their answers fully, showing good understanding. Candidates who wrote about only one effect but did not develop this further were unable to achieve high marks. Once again, as in parts (i) and (ii) above, some candidates wrote about the effects of looking after many people, while some wrote about her mother's imminent death – neither of which bore any relation to the question.
- (iv) The majority of candidates attempted to answer this part of the question. The term 'socialist' was used freely and this should be discouraged. Some candidates simply used the phrase, "socialises with people" and gave no further detail, which makes it difficult to gain marks as this is a term used almost universally.
- (b) Some very good answers were seen here, with candidates detailing the positive effects and developing their answer, enabling them to achieve high marks. A number of candidates focused on Comic Relief and discussed fund-raising activities, events and helping others, rather than correctly discussing the positive effects on Miah's health and well-being. Some candidates provided very full answers but, unfortunately, there was some repetition.



WJEC
245 Western Avenue
Cardiff CF5 2YX
Tel No 029 2026 5000
Fax 029 2057 5994
E-mail: exams@wjec.co.uk
website: www.wjec.co.uk