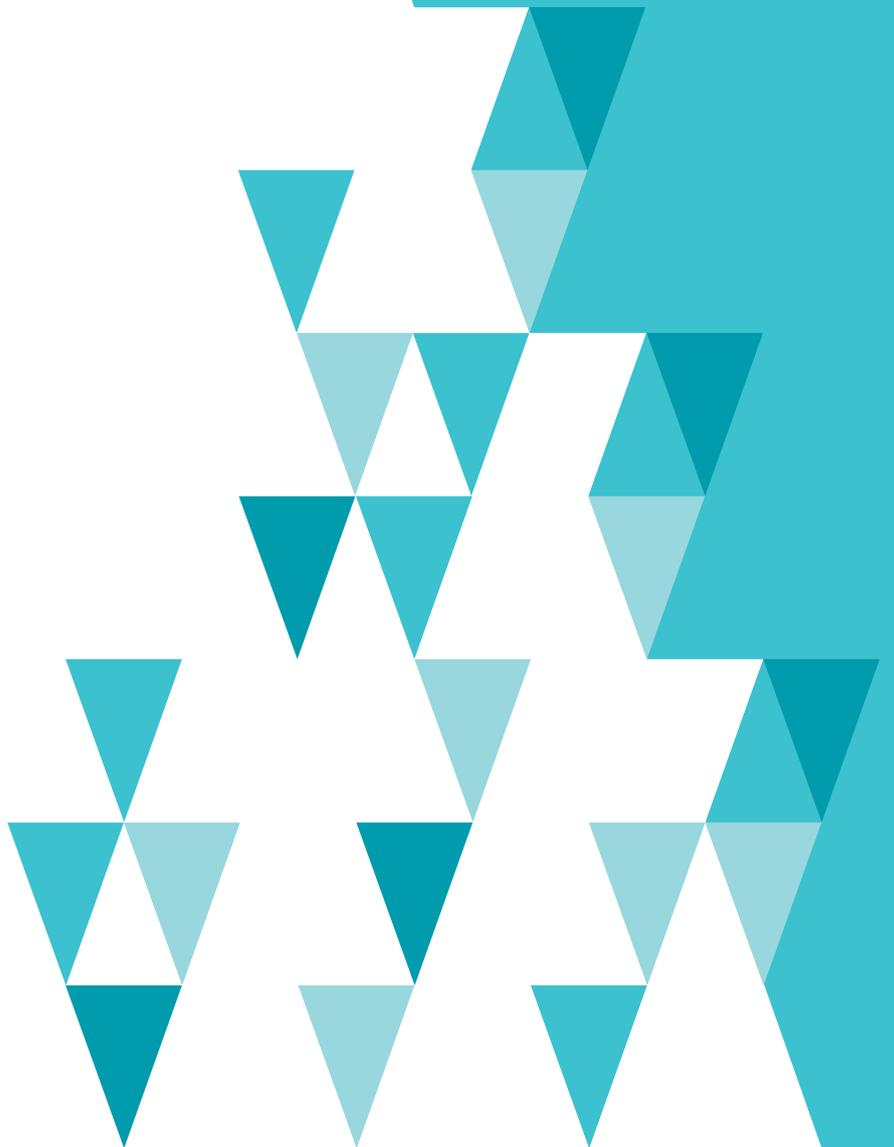


GCSE



Chief Examiner's Report
Health and Social
Care

Summer Series 2018



Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's General Certificate of Secondary Education (GCSE) in Health and Social Care this series.

CCEA hopes that the Chief Examiner's and/or Principal Moderator's report(s) will be viewed as a helpful and constructive medium to further support teachers and the learning process.

This booklet forms part of the suite of support materials for the specification. Further materials are available from the specification's microsite on our website at www.ccea.org.uk.

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GCSE HEALTH AND SOCIAL CARE

Chief Examiner's Report

Assessment Unit 1 Personal Development, Health and Well-Being

This paper was completed by candidates with a range of abilities and their performance varied. A number of candidates need to develop their exam technique by reading the question carefully and answering only what is required. It is also important that candidates apply their knowledge to the question asked as generic responses cannot achieve the higher levels. A number of candidates were unable to access Level 3 in the extended responses Question 2(b)(ii), Question 3(c)(i) and Question 3(f) due to their quality of written communication.

It is important that candidates write their responses within the boxed area on each page.

Question 1

- Q1**
- (a) Most candidates correctly identified the age range for later adulthood.
 - (b) This question was not well answered by most candidates who were unable to write down three examples of intellectual development during later adulthood.
 - (c) Overall this question was well answered. A small number of candidates did not focus on how taking part in physical activities may have a positive effect on Molly's social health and well-being. They focused on physical health and well-being or negative effects and therefore could not be given credit.
 - (d) Responses to this question varied. Some candidates showed a detailed understanding of how osteoporosis may affect Molly's physical and emotional health and well-being whilst others showed limited knowledge.
 - (e) Some candidates did not read the question accurately and included how appearance and age may negatively affect Molly's self-concept but a significant number gained the six marks available.
 - (f) Responses to how a good income may affect Molly's physical health and well-being were not well completed. A number of candidates made valid points but failed to state the effect on her physical health and well-being, for example she could afford to heat her home or buy healthy foods including fresh fruit and vegetables but no effects were included. The effects on emotional and social health and well-being were completed in more detail.

Question 2

- Q2**
- (a) Most candidates gained the two marks available by correctly identifying Jake's relationships with Lucy and Mark and Anna.
 - (b)
 - (i) Most candidates correctly identified the age range of early adulthood.
 - (ii) Responses to this varied. A number of candidates focused on the effects of starting university which limited the mark which could be awarded. A significant number of candidates did however complete a competent response showing sound knowledge of the expected patterns of development during early adulthood.

- (c) Responses to this question varied. A number of candidates gave very generic responses showing no clear understanding of gender whilst others completed a competent description.
- (d) This question required candidates to explain three ways Mark would be expected to develop physically during his current life stage. A number of candidates did not refer back to the scenario which stated that Mark was four years old and therefore in the life stage of childhood. A number focused on early adulthood. Some candidates did not explain three ways but included several ways with no explanation which limited the marks awarded. In questions like this candidates must explain three distinct ways to gain the marks available.
- (e) (i) Responses varied from basic descriptions of social development in infancy to competent descriptions.
- (e) (ii) Well completed by most candidates who gave a competent explanation of how the birth of a sibling may affect Anna's emotional development.
- (f) Responses to this question varied. A number of candidates gave very generic responses showing no clear understanding of how eating a healthy diet may affect physical health and well-being. Some candidates failed to focus on physical health and well-being whilst others gave several ways with no explanation. In questions like this candidates must explain three distinct ways to gain the marks available.

Question 3

- Q3**
- (a) Most candidates correctly identified middle adulthood as the life stage.
 - (b) Responses varied from basic descriptions of emotional development in middle adulthood to competent descriptions.
 - (c) (i) Responses to how the death of a loved one may affect an individual's physical, intellectual, emotional and social development varied. A small number of candidates did access the top level but a significant number gave very exaggerated responses. Examples included developing an eating disorder, becoming an alcoholic or drug addict, losing their job or becoming socially isolated. In other cases candidates made relevant points but did not state the effect on actual development. A number of candidates focused on Karolina and not an individual.
 - (c) (ii) A significant number of candidates displayed limited knowledge of how a voluntary organisation may help Karolina cope with the death of her friend. Key terms such as advice and emotional support were stated but not developed. A number of candidates did gain the three marks available.
 - (d) Most candidates correctly identified the age range of adolescence and gained both marks.
 - (e) The majority of candidates gained the six marks available for describing physical development during adolescence.
 - (f) This question was well completed by the majority of candidates who were able to assess how getting a part time job in a local supermarket may affect Emilia's intellectual, emotional and social development. The impact on her intellectual development was completed in less detail and basic terms such as learn new things or learn more were included.

Contact details

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