



GCSE EXAMINER'S REPORTS

HEALTH AND SOCIAL CARE

JANUARY 2019

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HEALTH AND SOCIAL CARE

General Certificate of Secondary Education

January 2019

UNIT 2: HUMAN GROWTH AND DEVELOPMENT

General comments

In comparison to previous examination series, candidates appeared to be well prepared going into the examination, which may be an indication of the higher number of re-sitters in this series. There was a higher attempt rate for more questions, and there were fewer omissions, which allowed candidates to pick up some additional marks throughout the paper, even when their knowledge was limited. Many candidates showed a clear thought process in their approach to the questions posed, while those that did not missed valuable marks.

Incorrect answers often resulted from an incorrect reading of the question and, also, an apparent lack of understanding of several questions. This lack of understanding was evident in relation to formal care and statutory services, the role of a midwife, and sex and gender.

A small number of candidates used additional pages to continue their answers in the longer questions, which suggests the majority were writing concisely and with focus on the demands of the questions, along with appropriate time and mark allocation.

Candidates generally offered developed responses to all questions that required more than to simply 'identify' or 'state', with brief points or lists seen less frequently than in previous series. It was pleasing to see no one-word answers offered to questions which clearly required a more developed response.

A general understanding of the command words – for example, 'describe', 'explain', 'discuss' – was shown by many candidates. However, this was often not sustained through a full answer, offering limited development of the points made.

Unfortunately, there was little improvement seen from previous series in the question which required an understanding of 'self-concept', which continues to prove challenging. Candidates need to be clear about what self-concept is and how it is affected. It is not an emotional reaction to a situation, which candidates still express in their answers. Likewise, the knowledge of motor skills also proved challenging for most candidates. The statements regarding this, in question 3 (c), required a deeper understanding of what is often seen as a less challenging area of the specification, suggesting omissions in candidates' knowledge.

Generally, candidates were able to apply their understanding to the specific situations in the scenarios, although it was felt that question 4 proved the most demanding in relation to this, as gender was highlighted as a problematic area in candidates' knowledge.

Spelling was considered to be of a standard that reflected the level of the qualification, although there were some examples of poor spelling, with some words phonetically spelt, and others indistinguishable due to the occasional very poor handwriting. Centres' awareness of such candidates' need for a scribe may have been beneficial.

Section A was generally answered well. Questions were based on recall of knowledge, with some questions focusing on the ability to apply knowledge in different contexts.

Section B was more demanding, with many questions requiring more developed explanation or discussion. Question 4, which required candidates to apply their knowledge to scenarios, proved demanding. Weaker candidates still tended to attempt the more challenging questions and did not omit them, but often offered only a few sentences or very short paragraphs.

Section A

- Q.1 (a) (i) A well-answered question, with most candidates able to state the life stage and very few making the error of stating 'older adulthood'.
- (ii) Candidates were able to explain the term 'wages'.
- (iii) Candidates were able to correctly identify the definition of 'debt' from the responses in the table.
- (iv) This was the only question about self-concept in the paper, and was worth two marks. Unfortunately, as in previous years, most candidates failed to gain these marks for understanding what self-concept is; and, in this case, applying it to being 'in debt'. There were too many incorrect responses that labelled the emotions associated with debt, or what an individual would not be able to afford because of debt. A small number of candidates did make clear links to what an individual *thinks and believes* about themselves in terms of their self-concept and being in debt. It may be helpful for candidates to think of self-concept as the label an individual gives themselves, which may mean they could avoid giving responses that state the self-concept of an individual is, for example, 'feeling sad'.
- (b) Most candidates accurately identified that diabetes was a health problem that can be caused by eating an unhealthy diet.
- (c) This was answered well. Candidates understood what social support was and how it can help an individual.
- Q.2 (a) (i), (ii), (iii) Across all three parts of question 2 (a), candidates were able to provide an answer which gained two or three marks. Part (iii), relating to language classes, appeared to be the most challenging, with most candidates only able to offer consideration of the intellectual development of learning another language and social interactions. Adding further detail – for example, with reference to memory skills, recall or feeling proud and increasing in confidence – would have enabled candidates to gain the full three marks.
- (b) (i) It was surprising how many candidates did not have the basic knowledge to enable them to identify that a nurse provides formal support.
- (ii) This question, relating to a health professional who works in a health centre, was answered well. A few candidates identified a health professional, but one who would work in a hospital rather than a health centre, such as a consultant or radiographer.

- Q.3 (a) (i) This question about emotional development was answered well by most candidates, some taking the approach of learning the skill of driving, and others taking the approach of having learnt the skill – both acceptable routes to marks.
- (ii) This question about social development offered an accessible first mark to candidates who made reference to going out more with friends. Gaining the second mark was occasionally more challenging, but reference to going to new places and making new friends, interactions with others who can drive, and increasing popularity were all examples of extending the response to gain the full two marks.
- Q.3 (b) Candidates were able to explain what is meant by the term 'savings'; however, centres should ensure that candidates are aware that re-using the word 'savings' in the answer (for example, "Savings is saving money.") would not gain full marks; alternative wording is needed.
- (c) (i), (ii), (iii), (iv) This question required the correct identification of true or false statements regarding motor skills, and proved challenging, with many candidates not identifying all four statements correctly.

Section B

- Q.4 (a) (i), (ii) From the information provided in the question, a number of candidates were unable to identify either a relationship change or a change of life experience. Moving out of the family home and the loss of the mother were popular correct answers.
- (b) The explanations of how moving in with a partner could affect Tina's health and well-being showed some good application of knowledge. Often, candidate gained only limited marks as a result of not considering health within their responses – the question referred to 'health *and* well-being'. Some answers did not make reference specifically to 'moving in with a partner' as required by the question, but could have related simply to being in a relationship, whether living with a partner or not.
- (c) As with question 2 (b) (i), it was again surprising to see such a high number of candidates who did not know that a social worker provides a statutory service.
- (d) The identification of the possible physical signs of neglect was well answered, with most candidates focusing on weight-loss/being underweight and having poor hygiene/dirty clothes. Some candidates stated 'malnutrition', for which marks could not be awarded as it is not a physical sign. Likewise, answers stating 'cuts and bruises' did not receive credit, as it is the *untreated* nature of physical health that would indicate neglect. Most candidates were able to offer answers that showed their understanding of the question.
- (e) There were a lot of very well-formed answers to this question about the effects of abuse on a child's health and well-being. Many candidates wrote about a lack of trust, withdrawal, self-doubt and the effects on mental health such as anxiety, depression and self-harm.

- Q.5 (a) (i), (ii) There was clearly confusion in the candidates' knowledge of the terms 'gender' and 'sex'. Unclear definitions were common and very few candidates were able to offer correct answers for both. Reference to sexuality was an incorrect but frequent response to (ii) (sex). This is clearly an area where candidates require further clarification.
- (b) Very few candidates gained access to more than three marks out of a possible seven, as they did not consider both education *and* employment as required by the question, often making no reference to education. The candidates' lack of understanding regarding gender (as mentioned in Q.5 (a) above) had an impact on the accuracy of their responses here, many responses focusing on employment for transsexual individuals. When responses did show an accurate understanding, they were limited to a few examples of gender stereotype jobs (for example, male builder, female nursery nurse). Some candidates focused on inequalities in education between the sexes (for example, girls getting more attention), again showing a misunderstanding of gender and sex, and the differences between them.
- (c) This question, carrying a maximum of four marks, was answered effectively by many candidates, with responses that considered social skills (for example, sharing, taking turns, manners, etc) often gaining the higher band marks.
- Q.6 (a) There were some clearly thought out responses from many candidates, such as when contraception fails a pregnancy can be an unexpected event. Some candidates took the opposite view of pregnancy being unexpected when contraception is not used, which was an incorrect answer. The age of the mother and difficulties in getting pregnant were often considered as contributing to pregnancy being unexpected. Those candidates that gave clear consideration to what the question was asking gained the maximum two marks, while those candidates who simply said "An unexpected pregnancy is one that is not planned" did not.
- (b) The role of the midwife was generally not explained in detail. Some responses were inaccurate, such as performing scans, looking after the baby for the mother.
- (c) The effect of pregnancy on a woman's health and well-being was often explained in detail. Candidates should pay careful attention to the wording of the question, as a number of responses were seen that did not consider how pregnancy can affect a woman, but the post-natal effects.
- (d) Candidates were able to identify the relationship between the children and the new baby.
- (e) This question, on the effect of having a new baby on the family, offered a wide range of content that could be discussed. Some candidates focused on the extended family or grandparents, which was accepted, but often failed to consider the immediate family, which gave a narrow focus to these responses. There seemed to be a predominantly negative approach to the effects of a new baby, with very few mentioning positive aspects. A more balanced approach would have offered more range. Candidates should be encouraged in such extended answer questions to offer more discussion of the points they make; for example, discussing why the children may be angry or jealous and the parents may be stressed.



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