

**CAMBRIDGE TECHNICALS LEVEL 3 (2016)**

**Examiners' report**

# **HEALTH AND SOCIAL CARE**

**05830–05833, 05871**

**Unit 6 Summer 2024 series**

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## Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate responses is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

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## Unit 6 series overview

The examination paper assessed candidates' knowledge and understanding of personalisation and a person-centred approach to care. Candidates needed to demonstrate they knew the key features and benefits of personalisation, identifying how these are applied in practice.

This examination series saw a reduction in the overall level of response in comparison to more recent series. There was a decrease in the number of candidates who were able to access all questions. Many candidates used the extra pages to continue their responses, with most indicating that they had done so. There was clear evidence that there was sufficient time to complete the paper.

As with previous exam series the point-based questions were accessible by the majority of candidates, with many gaining a high percentage of correct marks.

When compared to the most recent exam series fewer candidates provided Level 3 responses. There was evidence that candidates clearly understood the importance of understanding and applying personalisation and person-centred approaches to all aspects of service provision. The explain questions (Questions 1 (c), 2 (a), 2 (b), 3 and 4 (a)) on the institutional history of public services, direct budget payments, the support a local authority can provide, what focusing on a person's capabilities means and what generate actions means, were answered well by just a small number of candidates. Many candidates did not explain how (Question 1(c)) public services have evolved or (Question 2 (b)) how local authorities support housing needs. Responses were limited in detail and were often one-sided, either focusing on the benefits or limitations, or veering away from the focus of the question. Very few candidates achieved marks from Level 3.

Questions on the extra pages were labelled clearly, but there seemed to be less use of extra space compared to the last paper.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> <li>provided structured, detailed and focused responses to the questions set</li> <li>applied their learning to extended response questions, addressing the question to good effect</li> <li>understood the principles, practices and approaches required when applying a person-centred approach</li> <li>understood how a person-centred approach can benefit individuals in every aspect of daily living</li> <li>appeared to answer questions evenly, so made good use of the allotted time.</li> </ul>	<ul style="list-style-type: none"> <li>did not focus on the question sufficiently</li> <li>did not respond in sufficient detail to meet the rigours of the question</li> <li>missed part of a question and instead focused on the first part of the question</li> <li>demonstrated limited understanding of the key terms and approaches used</li> <li>left questions blank with no attempt made to answer</li> <li>struggled to 'explain' and 'describe', therefore under performing on these questions.</li> </ul>

### Question 1 (a) (i)

- (i) Describe the purpose of a one-page profile.

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..... [2]

Most candidates accessed the two full marks. They correctly identified two purposes of a one-page profile.

### Question 1 (a) (ii)

- (ii) Identify **two tools other** than a one-page profile that could help an individual communicate their needs.

1 .....

2 ..... [2]

Most candidates achieved full marks. Some less successful candidates could not give any suitable tools despite having access to a whole paper where they could have used stimulus from question stems or question contexts.

## Question 1 (b) (i)

- (b)** Ali is 30 years old. Her legs were damaged in an accident. She has mobility issues and sometimes uses a wheelchair.

Ali lives alone in a second floor flat; the stairs are difficult for her.

Ali has a carer visit every day. She has no local family but her mum visits once a week.

Ali likes visiting friends and has an adapted car for transport. Ali cooks for herself, though she finds standing difficult and needs help with shopping.

Ali belongs to a social club, visits the library, uses social media and watches the television a lot. Ali has state benefits and a direct payment budget to support her care from the Local Authority.

- (i)** Organise the information about Ali into a one-page profile.

[7]

This question was generally answered well. Candidates seemed to have been slightly confused by how to answer this question in terms of layout, with some opting to write a case study and not produce a one-page profile. Other candidates copied the case study material in its entirety, not providing any of their own material at all.

## Question 1 (b) (ii)

(ii) Identify which **three** statements describe personalised care for Ali.

Tick (✓) **three** boxes only.

Description of personalised care	Tick (✓) three only
Ask Ali when she would like to go to bed	
Enable Ali to visit friends	
Exclude Ali from a review meeting	
Involve Ali when making decisions about care	
Not include Ali when discussing treatment	
Tell Ali what she is having for breakfast	

[3]

Most candidates were able to access full . Those who lost marks ticked 'Tell Ali what she is having for breakfast' or 'Not include Ali when discussing treatment'.

## Question 1 (c)\*

**(c)\*** Explain how the institutional history of public services has led to people receiving personalised care.

.....

.....

.....

.....

.....

..... [9]

Very few candidates accessed marks in Level 3 and many candidates did not respond to the command verb which meant they were achieving marks in top of Level 1/bottom to mid-Level 2. For example, candidates confidently discussed, in relation to the institutional history of public services, that professionals knew best and that many people were locked up in asylums or that people have voice, choice and control now. Many missed the link from the medical model to the social model of care, and most chose either historical services or services now and provided no link.

### Assessment for learning



It can help if the impact of changes in public service provision due to historical events is taught alongside how this affects personalisation, to make sure they can explain this sufficiently to gain marks.



## Exemplar 1

- one way institutional ~~hist~~ history of public services has led to receiving personalised care is by ~~ensur~~ having new legislations put in place that allows individuals to get their rights and the right care and support they require. This is done by having the Health and social care Act ~~put~~ in place which allows individuals to practice their right and independence even if they have any type disability or condition without being put in asylums or workhouses ~~as~~ with poor living conditions just because they are not seen fit for the society, this allows individuals to feel cared, supported and listened.

- Another way is by ensuring that medical models are not being used much by ensuring that the individual comes first before giving any treatment, or providing service just based on the individual disability or condition. [9]  
For example sending an individual with mental condition to asylums even before seeing what are their capabilities and strengths or how they can be supported to do things by themselves so the institutional history of public services.

extra  
page— see back  
extra page

4(c) ~~allowed~~ led individuals to get support and care based on their needs, capability, strength and not get ~~set~~ sent to workhouse or asylums just because they are seen as the same as other individuals with same condition which will make them feel more confident, independent and empowered.

Another way institutional ~~by~~ history of public service led to personalised care is by closing ~~down~~ and removing workhouse asylums for individual with disability disease or mental health conditions. This is really important as it allowed these individuals to get good quality care based on their specific needs rather than ~~leaving~~ living in asylums workhouses with no treatment, getting tortured, experimented on and living in poor condition which reduces their quality of life. So ~~by~~ ~~having~~ institutional history of public service led individuals being treated fairly, with good quality care and their decisions, choices were taken in consideration rather than thinking that the professionals are the expert, but personalised care gave individual the right to have choice and control of their care and life.

This response had a line of reasoning and it included relevant information supported by a balance of history and personalisation which was well explained. Six marks were given, at Level 2. It was not felt the reasoning was sufficiently developed to give Level 3 marks.

## Question 2 (a)

2

(a) Direct budget payments from the Local Authority help provide for an individual's needs.

Explain **three** ways that this is positive for individuals.

1 .....

.....

.....

2 .....

.....

.....

3 .....

.....

.....

[6]

Many candidates responded correctly to this question, citing that direct budget payments put the individual in control of their budget and gives them voice, choice and control. Incorrect responses included individuals can spend their budget on whatever they wanted, on what makes them happy, or on food and rent.

## Question 2 (b)\*

**(b)\*** A Local Authority has many responsibilities in supporting people with additional needs.

Explain how a Local Authority may help meet housing needs.

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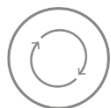
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..... [6]

Fewer candidate responses achieved full marks, instead comfortably achieving two to three marks. Candidates recognised how a local authority could help with housing needs by citing adaptations, but often not providing an example, or saying individuals would be given a budget.

Some candidates struggled to access marks as they were paraphrasing generic comments from Question 2 (a).

### Assessment for learning



Teaching candidates about the role of Local Authorities in relation to helping individuals with housing needs should help to make sure they have the knowledge to explain this sufficiently to gain marks.

## Exemplar 2

One way the Local Authority may meet housing needs is by adapting houses to meet needs. For example this means that the local authority should put ~~adapting~~ adaptations in individual homes, such as a ramp for wheel chair users or a stair-lift for those with mobility issues. By doing so, it allows individuals to live as independently as possible and empowers them. Therefore, one way the local authority may help meet housing needs is by adapting housing to meet needs.

Another way the Local Authority may help meet housing needs is by

This response was not given further marks due to the lack of evidence and repetition of points.

## Question 2 (c)

(c) Sometimes individuals may have to move into a care home to have their care needs met.

Identify **three** challenges for a care home in adopting a person-centred approach.

- 1 .....
- 2 .....
- 3 .....

[3]

Many candidates achieved full marks for this question. The most commonly cited challenges were resistance to change and lack of staff training. Incorrect responses included lack of staff, lack of space and there were some random responses such as not enough food and staff too busy.



### Question 3\*

- 3\*** Explain, using examples, what focussing on a person's capabilities rather than their deficits means.

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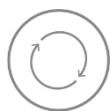
.....

.....

..... **[6]**

Very few candidates accessed marks in Level 3, perhaps because many candidates did not respond to the command verb which meant achieving marks in top of Level 1/bottom Level 2. For example, candidates confidently answered using the question stem but then did not give the required examples to achieve higher marks. Examples, when they were given, weren't often explained in sufficient detail to justify higher than Level 2 in most examples and some were more list like and factual, rather than explanatory and specific.

#### Assessment for learning



Teach candidates what focusing on a person's capabilities rather than their deficits can mean for individuals. Make sure candidates address the plural requirements in questions, for instance, 'using examples'.

### Question 4 (a)

- 4**
- (a)** Describe the purpose of a review meeting.

.....

.....

.....

.....

.....

..... **[4]**

Candidates tended to achieve four marks here. Candidates performed well when discussing the purpose of a review meeting. They cited, for example, what is working, what is not working and to review the budget. Incorrect responses lacked description or there were only one or two points made, and many wrote about the role of a facilitator.

## Question 4 (b)

(b) State **three** ways that a care team could make an individual feel at the centre of the review meeting.

- 1 .....
- .....
- .....
- 2 .....
- .....
- .....
- 3 .....
- .....
- .....
- [3]

Most candidates were able to access full marks here. Where some didn't they either offered repeated responses or comments that were too vague, for example check they are happy or the use of body language.

## Question 4 (c)\*

(c)\* Explain with examples the term 'generate actions'.

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.....

.....

.....

.....

..... [6]

Generally, candidates found it hard to achieve Level 3 in their responses. Instead the majority achieved two to three marks. Candidates made good reference to what generate actions means. In the main, there was a lack of explanation and limited examples,

### Assessment for learning



The term 'generate actions' needs to be taught as many responses were vague. The process of generating actions should be taught to candidates to make sure they can explain this sufficiently to gain marks.



## Exemplar 3

Generating with actions is meant by discussing on the individuals actions, meaning @ the actions the individual is proceeding to do are safe or ~~the~~ suitable ~~actions~~ enough for ~~the~~ the individuals ~~to be~~ safety. An example for this may be the patient may want to drink alcohol on specific days; ~~the~~ However professionals need to generate the individuals action's <sup>within their</sup> ~~on their~~ health history or if the body <sup>within</sup> is ~~at~~ ~~a~~ suitable standards to take in alcohol.

This response does not explain what to generate actions means or give correct examples of what this means in practice.

## Question 4 (d)

(d) A review meeting has just taken place.

State **three** examples of the role of a facilitator at a review meeting, other than to generate actions.

- 1 .....
- 2 .....
- 3 .....

[3]

Most candidates accessed the three full marks. Some less successful candidates could not give any suitable examples despite having just worked through a whole paper where they could have used any number of question stems or question contexts as stimulus. Incorrect responses included make notes, plan a meeting rather than noting that the question is about action while in a meeting, and inviting who they want, confusing the question with Question 4 (b).

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