



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# General Certificate of Education

## Health and Social Care 8621/8623/8626/8629

*HC01 Effective Caring*

# Mark Scheme

*2006 examination - January series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

## Effective Caring

HC01

### Question 1

- (a) Children (1) people with disabilities (1)

*(2 marks)*

- (b) (i) 1 mark per point, up to 4.

Provision of long-term accommodation; help getting dressed/undressed; toileting; bathing; meals; supervision/alarm system; own/personalised rooms; lounge; activities etc.

*(5 marks)*

- (ii) Credit any 3 of the following points: She could have a needs assessment (1) probably done by a social worker (1) to find out whether her present living conditions were adequate (1) taking into account her health problems (1) risks of accidents/ill health (1) existing informal care (1) and (depending where she lived) any savings (1) to see whether social services would fund her care (1). She could apply direct to a residential home (1) if she was going to pay the cost of care herself (1).

*(4 marks)*

- (iii) Marks should be awarded for each evaluative point made (up to 4). Alternatively, if a point is elaborated with accurate detail, an additional mark can be awarded for this.

Advantages include:

- Reduced risk of accidents
- Improved nutrition
- Opportunities for social contact
- 24 hour care

Disadvantages include:

- Loss of independence
- Reduced contact with daughter
- Care from unfamiliar people
- Distress /disorientation caused by leaving own home

NB Do not credit points relating to advantages/disadvantages for Glenys

*(4 marks)*

- (c) Any 2 points from: Use a hoist (1) Get training in lifting techniques (1) Get another member of staff to help (1), plus specific lifting tips. (1)

*(2 marks)*

**Total 15 marks**

**Question 2**

- (a) (i) Conformity with inappropriate workplace norms (1) *(1 mark)*
- (ii) Pre-occupation with own needs and lack of skill (1) *(1 mark)*
- (iii) Stereotyping (1) *(1 mark)*
- (iv) Lack of motivation (1) *(1 mark)*

- (b) (i) 1 mark each for evaluative points, plus up to 2 marks each for explanation. Credit relevant references to inappropriate use of techniques including eye contact, failing to show approval etc. A range of answers is possible.

Example answer: Gwen's response was not appropriate (1). Staring at the boy is likely to upset him more (1) this use of eye-contact (1) usually seems hostile (1). Ordering the boy to stop crying is likely to be ineffective (1). Telling him that 'nobody likes a cry-baby' is likely to add to his feeling of rejection (1) and suggests that Gwen disapproves of him (1) *(4 marks)*

- (ii) 1 mark for naming a relevant technique, plus 1 mark for outlining. Likely answers:

Physical contact (1) A cuddle (1)  
Distraction (1) interesting the boy in a different play activity (1)  
Marginally-relevant suggestion plus outline – 1 mark each. *(5 marks)*

- (c) Ethical: Those who provide care for others have a duty to maintain an acceptable quality of life for them (or similar) (1)

Practical: Clients who are treated well tend to behave more agreeably/co-operatively (or similar) (1). *(2 marks)*

**Total 15 marks**

**Question 3**

- (a) Freedom from pain (1) She has stomach ache (1)  
Nutrition (1) she has eaten nothing/ does not like the hospital food (1) *(4 marks)*

- (b) Psychological security (1) she is worried about her operation (1)  
Effective communication/social contact (1) she does not speak English/patients and staff do not speak her language (1)  
Social support (1) no visits from her family (1)

Marginally-relevant answers linked to scenario – 1 mark total each. *(6 marks)*

(c) (i) Her GP (1)

*(1 mark)*

(ii) 1 mark for any of the following points, up to 4.

A shortage of staffing (1) e.g. not enough GPs (1) can lead to a delay in getting an appointment (1) or not enough medical/nursing staff at hospital (1) can lead to long waiting times (1) or cancellations of operations (1). Not enough equipment (1) e.g. scanners (1) can delay diagnosis (1). Accept other relevant points which show knowledge of resources.

*(4 marks)*

**Total 15 marks**

#### **Question 4**

(a) (i) Yes. (1) Impairment (accept disability) (1)

(ii) No. (1) Accept any valid reason e.g. nursery classes not suitable/designed for them. (1)

(iii) Yes. (1) Religion (accept ethnicity) (1)

*(6 marks)*

(b) 1 mark for any of the following points, up to 3.

Education for children with disabilities (1) usually more severe (1) e.g. learning disability etc (1). Specially trained staff (1) small pupil-teacher ratio/more individual attention (1), specialised equipment/adaptations (1) plus example (1). Sometimes residential (1). Curriculum adapted to needs of children with specific disabilities (1).

*(3 marks)*

(c) 1 mark each for explaining/showing understanding of the technique, plus 1 mark for elaborating/illustrating it. Likely answers:

[Working alongside]: staff member sits beside pupil, working on the same kind of task as them (1), e.g. both making model animals out of clay (1)

[Modelling]: staff member demonstrates some behaviour for pupil to copy/demonstrates acceptable behaviour (1), e.g. making a telephone call/saying 'please' etc (1)

[Setting challenges]: Staff member suggests pupil does something which stretches their abilities/is near the limit of their abilities (1), e.g. "Now see if you can swim a complete length of the swimming pool." (1)

*(6 marks)*

**Total 15 marks**

**Paper Total 60 marks**