



General Certificate of Education

Health and Social Care 8621

Advanced Subsidiary Single Award

HC01 Effective Caring

Report on the Examination

2007 examination - January series

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HC01 Effective Caring

General comments:

As in previous series, candidates' descriptions of services were sometimes vague and under-specified – mainly in question 3.

Candidates generally showed a good understanding of life quality factors, though they found it difficult to give concrete examples of how these could be provided in a care setting.

A very small number of candidates failed to turn over the final page of the examination paper and therefore missed out question 4. Candidates should expect 4 questions in every GCE Health and Social Care paper at AS and A2.

Comments on specific questions

Question 1

(b)(ii) Weaker answers tended to give vague descriptions of what might happen during a needs assessment. Some included information about what might happen after a needs assessment (planning care etc). This was not relevant.

1(b)(iii) Most candidates showed accurate knowledge of domiciliary care, with only a few mistaking this for residential care.

Question 2

(a)(i) A significant minority of candidates did not appear to know about day surgery, and answered in terms of a GP's surgery (which did not receive credit). Some candidates gave specific examples, such as a cataract operation.

(c) A wide range of barriers was suggested, many of which were relevant. These included barriers internal to carers as well as client barriers. Candidates who could name two barriers, describe what they meant and show specifically how they might lead to poor treatment, scored full marks.

Question 3

(a) Descriptions of the service provided at a nursery school sometimes lacked enough detail to make them distinguishable from other early years services. Mentions of the provision of education, preparation for primary education and the age range for which the service is provided, were suitable answers.

(b) Most candidates were able to define choice and psychological security, though many wrongly assumed that stimulation meant the same as motivation. Candidates were most successful in giving an example of how choice could be provided, but had more difficulty in thinking of concrete ways of providing stimulation or psychological security. Some candidates mistook psychological security for physical safety, and gave examples of locked doors.

(c) Some candidates suggested barriers to access to nursery education that were not valid, for example assuming that a child with a physical disability would not be allowed to attend. The most effective answers concentrated on physical barriers, ignorance and lack of resources, as described in the specification. It is important for candidates to be able to discriminate between

questions that ask about 'barriers to treating people well' and questions that ask about 'barriers to access'.

Question 4

(a) This was answered quite well, with many candidates recognising that the treatment received by the lady described in the scenario showed both positive and negative features. How many marks candidates scored depended a lot on their ability to organise their answers systematically. Most candidates recognised that the scenario included examples relating to confidentiality, choice and effective communication. Fewer candidates recognised the example of occupation.

(b) Many candidates were able to suggest two ways of looking after health that related to lifestyle, although some failed to elaborate these ways. For example some candidates scored 1 mark by suggesting stopping smoking, while others scored 2 by suggesting eating a balanced diet and specifying 5 portions of fruit and vegetables every day.

(c) Some candidates made the mistake of suggesting lifestyle factors again here, though many made appropriate suggestions. Among the inappropriate suggestions were those that did not relate to the person's own health, such as returning NHS equipment when it was no longer needed.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website