



General Certificate of Education

Health and Social Care 8621/8623

HC01 Effective Caring

Report on the Examination

June examination - 2009 series

This Report on the Examination uses the [new numbering system](#)

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Dr Michael Cresswell Director General.

HC01: Effective Caring

Question 1

- 0 1** Asked to name the services described in the question, candidates most often gave correct answers for NHS Direct and a crèche. There was a tendency for candidates to confuse community nursing with domiciliary care, as well as confusion about pre-school, day nurseries and nursery schools. A few candidates incorrectly gave 'informal care' as a service.
- 0 5**
- 0 6** Most candidates gave at least one reason for treating clients well. The highest scoring answers referred to both ethical and practical reasons. Some candidates referred to clients recovering from illness, suggesting that they were ignoring the residential care setting of the scenario.
- 0 7** Most candidates were able to suggest two techniques for reducing the risk of violence from clients, although few gave specific examples.
- 0 8** Many candidates gave two relevant precautions for lifting clients. Some suggested training, but as the question was asking about techniques staff might learn about when training, this was not a valid answer.

Question 2

- 0 9** There were some answers gaining full marks from candidates who were familiar with psychological life quality factors. At the other extreme, some candidates failed to identify any such factors from the scenario. There was some confusion between choice and autonomy and between psychological security and physical safety. Few candidates made the mistake of referring to physical life quality factors.
- 1 0** Most candidates identified two physical life quality factors likely to be absent. Few made the mistake of referring to psychological life quality factors. Relatively few candidates gave relevant practitioners however, with many just referring to a 'care worker', or sometimes to an informal carer.

Question 3

- 1 1** Most candidates had some success in recognising rejection, neglect or discrimination in the scenario. Some candidates wrote about what Pilar should have done, rather than evaluating what she actually did.
- 1 2** The most effective answers suggested a barrier internal to the care worker as the explanation for her unsatisfactory treatment of her client. Preoccupation with own needs and lack of skill, and conformity with workplace norms formed the basis of the better answers.

1 3 A small minority of candidates were able to show how modelling might be used. Most answers just focussed on demonstration or instruction, without reference to a child's imitation.

1 4 Very few candidates showed a clear understanding of working alongside, with many referring to directly intervening or helping with a child's activity.

1 5 Most candidates gave clear answers with relevant examples to illustrate the use of physical contact.

Question 4

1 6 Most candidates showed some relevant knowledge of special schooling, though answers gaining only one or two marks were common. Sometimes points made failed to distinguish between education in a special school and a mainstream school, for example suggestions that special schools had trained staff and were accessible to wheelchairs.

1 7 A minority of candidates recognised that the nature of Rohan's disability meant that supported mainstream schooling was the best option for him. Better answers referred specifically to his high level of intelligence. Some candidates felt that the risk of bullying in a mainstream school outweighed the benefits of access to a full curriculum.

1 8 Access to special education was well understood by candidates from most centres. However, relatively few candidates referred to statementing.

1 9
2 0 Most candidates suggested a relevant barrier to access, although ways of overcoming this often lacked detail. Some candidates assumed that special education is always private, i.e. not funded by the state.