



General Certificate of Education

**Health and Social Care
8626/8629**

HC15 Clients with Disabilities

Report on the Examination

January 2010

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HC15: Clients with Disabilities

General Comments

Candidates generally seemed well prepared for this examination, showing sound understanding and therefore scoring highly. Their responses ranged across nearly the full mark range. Several candidates achieving 60+/80.

Question 1 generally proved the most accessible and question 4(d) proved the most challenging.

Question 1

In part (b) the word ‘ways’ was crucial here and required candidates to say **how** the social worker could assess Bryan. Weaker candidates did not answer the question and repeated that the social worker would carry out a needs assessment.

Part (d): many candidates knew about day care and there were many possible points to make. Weaker candidates referred to home care. There were many references to Bingo and, candidates who were guessing, exposed rather ageist views, one referred to day care as ‘a sort of nursery for the elderly.’ Candidates should be encouraged to move beyond stereotypes.

For part (e) many candidates who knew the life quality factors were able to secure top marks here as there were several possible LQFs which could be made relevant to the case study and day care. No marks were awarded if LQFs were not identified or correctly named. Choosing LQFs which were not so relevant to the case study meant full marks could not be achieved; equally stating the name of the LQF without relating it to the case study and day care could only achieve one mark.

Question 2

Part (a): several candidates secured top marks. For part (iii), ‘meningitis’ was not accepted as an answer as it is not a ‘disability condition’

In part (b) most candidates gained marks, but some listed several disability conditions detected by the tests which included a condition which is not detected by the tests, like cerebral palsy; marks, therefore, could not be awarded for the other conditions listed.

For part (c) there were many high mark answers showing a good level of technical detail and/or the ability to discuss ethical issues

Question 3

(a) Most candidates knew common signs and symptoms of cystic fibrosis.

(b) Most candidates knew common treatments and were able to refer to appropriate practitioners; marks were not awarded for the practitioner if the treatment was inappropriate.

(c) Many candidates were well prepared for this question and were able to secure at least half marks. This was a stretch and challenge question and as a result only the best candidates had sufficient technical detail to gain 10 marks.

Question 4

Question 4 in general proved to be the most challenging of the four questions requiring candidates to apply knowledge successfully to answer the questions fully. Often failure to gain marks in, part (d) especially, was due to not reading the question carefully or trying to answer with learnt answers to questions previously set.

(b) There were several top mark answers showing excellent technical knowledge.

(d) Many candidates answered a previously set question about the strengths and weaknesses of mainstream and special school. As a result they were marked in band C ‘poorly focussed on the question’ and could not achieve more than half marks.

This was a ‘stretch and challenge’ question which required candidates to suggest appropriate, realistic and practical ways of accommodating a child with MD in a mainstream school.

Knowledge about MD and ‘statementing’ IEPs (Individual Education Plans) or DDA requirements was relevant. The scenario stated that ‘the relevant staff met to discuss the key issues in order to provide the necessary support for Mark’ therefore answers which said there would not be support or criticised staff for being prejudiced or not knowing about MD were not appropriate.

A few candidates showed both excellent knowledge and the ability to answer the question and did achieve full marks.

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