



General Certificate of Education

Health and Social Care 8621/8623/8626/8627/8629

HC15 Clients with Disabilities

Report on the Examination

June 2010

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HC15 Clients with Disabilities

General Comments

Candidates generally seemed well prepared for this examination showing sound understanding. Candidates' responses ranged across nearly the full mark range suggesting well-prepared candidates could gain high marks. Even the weaker candidates seemed able to attempt all questions equally.

The best candidates were more creative in their answers, used scenarios effectively and showed an ability to organise thoughts coherently for the longer style questions.

Question 1

01

Most candidates were able to suggest at least one practitioner and could outline their role. A few weaker candidates did not know the precise name of the job role.

02

Most candidates gained full marks, but a few confused aids with adaptations.

03

Most candidates correctly named the Disability Living Allowance. The name of the benefit had to be accurate to secure the mark.

04

Few candidates gained full marks and assumed that the 'team' referred to anyone who cared for Theo, including his parents.

05

Most candidates gained marks. Generally the LQFs were well known. A few candidates assume 'occupation' is about having a job, rather than understanding that it is having something interesting or worthwhile to do.

Question 2

06

Most candidates gained some marks here although only a few showed the greater technical knowledge required to gain the full 5 marks available.

07

Many candidates gained full marks

08

Very few candidates achieved top mark band answers, which required thoughtful consideration of the barriers which may have affected Mark and his parents, showing a knowledge of Downs. Weaker candidates entered into the special school versus mainstream debate, which was not relevant to this question or mistakenly talked about physical barriers to public transport which is not relevant to Downs.

09

Many candidates accurately described the Access to Work Scheme. If using the DDA, candidates struggled to get the full 4 marks as they did not know sufficient specific detail relating to work.

Question 3

10 – 14

Generally sound technical knowledge was shown of the areas of the brain which control function.

15

Precise aspects of the DDA relating to employment were required here, so marks were not given for general statements about the DDA giving equality to people with disability.

16-18

Only a few candidates gained full marks for the questions about aids, as only the more able candidates could describe different benefits for each aid. Explaining that an aid would help someone see better, for example, was insufficient and candidates were required to consider the wider impact of the aid on a person's life. There were, however, a few excellent and inventive answers. The response of 'glasses as an aid to help someone see better' was not awarded any marks.

Question 4

19 - 20

There were some well-prepared candidates who were able to gain full marks here.

21

Generally all candidates were able to access marks here, showing a thoughtful awareness of the impact of Alzheimer's upon a family. However, many candidates could not precisely describe respite care and so were unable to secure top band marks. Top band responses also require well-expressed and logically-organised responses.

Grade boundaries

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