



**General Certificate of Education (A-level) Applied
June 2011**

Health and Social Care

HC15

**(Specification
8621/8623/8626/8627/8629)**

Unit 15: Clients with Disabilities

Report on the Examination

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Principal Examiner's Report

General Comments

Candidates generally seemed well-prepared for this examination, showing sound understanding.

Candidates' responses ranged across the full mark range suggesting well-prepared candidates could gain high marks. Even the less-able candidates seemed able to attempt all questions equally. The best candidates showed good technical knowledge, 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, 02, 03 The vast majority of candidates knew at least two signs or symptoms of MS and gained at least two marks for describing the typical progression of the disease. Fewer candidates showed the technical knowledge to gain high marks on the causes of MS. Less-able candidates seemed not to read the questions properly and were describing symptoms in question 02 instead of the 'progress'.

04 Generally knowledge of the Life Quality Factors (LQFs) is secure. Over half of candidates secured at least 4 marks. Candidates were able to select suitable LQFs and relate them well to the scenario. Several candidates assume 'occupation' is about having a job rather than understanding that it is having something interesting or worthwhile to do. Candidates must learn the correct naming of LQFs as marks are not awarded if the LQFs are inaccurate.

Question 2

05 Good knowledge about diagnostic tests was demonstrated with the vast majority of candidates securing at least 5 marks. Ultrasound alone is not a diagnostic test.

06/07 Most candidates gained full marks.

08 Most candidates were able to describe three methods of reducing the incidence of genetic disorders. Unlike the previous occasion when this question appeared there was no need to discuss ethical issues. Many candidates still did this and so wasted precious time when no marks were available for this.

Question 3

09 The vast majority of candidates secured at least 2 marks showing a good knowledge of cystic fibrosis (CF).

10 Similarly most candidates were able to suggest two practitioners involved in the care of someone with CF with just under half of candidates securing full marks for this question.

11 Very few candidates achieved top marks. This question required thoughtful consideration of how to provide for a child with cystic fibrosis in a mainstream school. However, there were some excellent answers which showed a detailed knowledge of CF. Less-able candidates mistakenly referred to wheelchair access and special educational needs provision via statementing. More-able candidates realised that intelligence is not affected by CF and issues about physical access were irrelevant. Most candidates were able to recognise the benefits of other students not knowing about Maddie's condition in relation to prejudice and discrimination. There were some good ideas about providing a room for 'percussion' therapy, access to Maddie's medication and a good diet.

Question 4

12 Well over 50% of candidates secured at least half marks here showing a good knowledge of appropriate aids and adaptations for someone with osteoarthritis. The aid had to be linked to a daily living task, so answers like 'stair lift for going upstairs' were not credited as they do not link an aid to a daily living task. Similarly, hiring a carer, is not an appropriate 'aid' or 'adaptation'.

13 Well over half of candidates knew the physical life quality factors, although 'exercise' was not seen as a relevant physical LQF for this scenario.

14 In the past knowledge of legislation has been a weakness, but there were some impressive answers with at least half of the candidates securing half marks. Only a small percentage secured top band answers, however, with many candidates losing marks because they did not 'discuss' or indicate 'to what extent'. 'Discuss', requires candidates to look at positive and negative outcomes and top band answers also require a conclusion. Less-able candidates showed knowledge of the DDA and NHS and Community Care Act but did not link the detail in the legislation to 'quality of life'. For example, explaining the care management process alone will not be enough; the candidate must show how this system has improved the 'quality of life' of the people with disabilities. This could refer to the care management system enabling people with disabilities to enjoy increased independence by remaining in their own homes.

Grade boundaries

Grade boundaries and cumulative percentage grades are available on the AQA website at www.aqa.org.uk/over/stat.html