

Examiners' Report/
Principal Examiner Feedback

Summer 2012

GCE Health & Social Care (6944) Paper 01
Unit 7 - Meeting Individual Needs

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Publications Code UA031665

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General comments

This paper has not changed in format or context. It consists of three questions, each total to 30 marks. Each question commences with a short case study or scenario which provides some direction for candidates and gives them the opportunity to focus their thoughts. Each set of questions starts with shorter questions which focus on knowledge and understanding of the specification whilst remaining questions focus on application of knowledge of which the preceding case study may be of help in prompting or focusing knowledge. It is important to remember that this paper is the synoptic paper for the qualification and therefore candidates are also rewarded for bringing in relevant knowledge from other units. It is also worth highlighting that on long questions where extended writing is required candidates are rewarded for the quality of their written communication.

Strengths

Overall examiners have reported the following strengths in candidate responses:

- Strong demonstration of knowledge and understanding
- Good understanding of the unit specification
- Good level of centre preparation for the examination
- Few gaps in the paper reflecting adequate knowledge and understanding
- Good interpretation of the question stem
- Good use of vocational and technical language

Areas for improvement

Examiners have also highlighted the following areas for improvement:

- Not fully extending answers sufficiently to maximise marks
- Unnecessary repetition of the question stem
- Often there was a lack of balance in responses
- Lack of specific knowledge of some parts of the unit specification particularly on theoretical concepts and legislation
- Unnecessary use of additional paper to make initial notes which did not need to be included with the script
- Bullet pointed answers which should be discouraged
- Spelling punctuation and grammar weak in some responses

Question 1

At the heart of this question was emphasis on an elderly man who was moving into residential accommodation and focused on the caring planning which was undertaken. The case study also focused on the rights of this elderly man given that English was not his first language.

Part (a) tested knowledge of a translator and was satisfactorily completed with basic knowledge referring to the need for the translator to communicate needs through translating languages. There was no real grasp of the importance of it in promoting rights.

Part (b) saw some weak responses where candidates misinterpreted the question by focusing on the overall process of assessment planning and providing responses such as implementation, monitoring and reviewing and not concentrating on what the actual assessment would consist of. ie needs, strength and weaknesses.

There was some good insight shown by candidates in part (c) and a positive awareness of how the move to the residential home and the assessment could help promote his independence. However responses tended to focus on the PIES and became rather repetitive around self esteem, confidence etc.

In part (d), a good level of understanding of the importance of respecting culture when planning care was demonstrated. However, some irrelevant information about the Human Rights Act rather than focusing in the actual question stem was seen. Good use of vocational language being used appropriately and good understanding of the effects of not respecting culture.

There was generic understanding of the question stem of part (e). Answers did relate to the case study which helped many candidates to focus but once again over use of PIES and some very repetitive answers were viewed. Responses did tend to focus overtly on the negative impact of caring as opposed to the positive, ie. The devotion, bond etc.

Question 2

This question focuses on people working in organisations and how they can promote a positive care environment. The context for this question was disability. The case study scenario has been positively written to reflect how disabled people can influence positively service provision.

In part (a) candidates did not need specific knowledge or understanding of disability legislation although helpful. This question was adequately answered with most candidates achieving 1 mark.

Part (b) is a familiar type of question which candidates have reacted positively to with some good responses reflecting sound knowledge and understanding. Majority of marks fell into mark band 2.

Part (c) focused on empowerment with many good responses. The main problem is that many candidates did not extend their explanation of points

further, they generally stated points but did not discuss the implications of the point they had raised sufficiently enough.

Part (d) was a weakly answered question. Lots of legislation quoted both correctly and incorrectly but no real substantive understanding of the importance of legislation in promoting rights was demonstrated. There was a lot of repetition of the question stem and use of terms such as self concept which is not relevant to the question. Numerous responses fell into mark band 1.

Question 3

Focused on a young woman who has mental health issues and has had to be restrained and consequently complains about her treatment. This final question typically focuses on policy, practice and quality assurance but historically, is not sufficiently understood and answered.

Part (a) was well answered. Many candidates had a good understanding of the importance of a complaints procedure and achieved 2 marks.

In part (b), candidates demonstrated good understanding of the importance of counselling with good links being made between points. Many candidates achieved 3 marks.

Part (c) saw a generic understanding of how resources can affect provision of services. Some very basic limited responses but also some very solid well linked responses. Most candidates achieved 3 marks.

Part (d) was answered weakly with many candidates providing brief, vague and very limited response. Candidates showed minimal understanding of the importance of monitoring standards. Responses tended to be highly repetitive with some irrelevant points being raised about lack of empowerment and impact on self concept. Majority of responses were at the top of level 1 and bottom of level 2.

The responses in part (e) showed little in depth understanding of why central government need to monitor and then change legislation. Responses tended to be vague, descriptive and tended to digress from what the question was asking and were at the top of level 1 and bottom of level 2.

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