



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

Health and Social Care 8621/8623/8626/8629

HC01 Effective Caring

Mark Scheme

2007 examination - January series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Effective Caring

HC01

Question 1

- (a) (i) Social perception. (ii) Setting challenges (iii) Disengagement (iv) Gaining compliance. (4 marks)
- (b) (i) 1 mark for any one from: social worker; social work assistant; occupational therapist. (1 mark)
- (b) (ii) Any 4 marks from: practitioner will observe/assess living conditions; independent-living skills; question client/informal carer about these; ask client to perform simple task; find out about existing support. Accept examples of these, e.g. 'ask the client to make a cup of tea', 'watch how Beryl climbs stairs;' etc. (4 marks)
- (b) (iv) Up to 3 marks for description: care worker visits clients in own homes (1), helps them to get up/go to bed (1), dressing (1), cleaning (1), cooking (1).
Up to 3 marks for evaluation. 1 mark per point plus 1 mark for elaboration/reasoned argument/justification.
Likely points include: provides social contact; and stimulation; reduces risks to client; improves nutrition; and hygiene; enables Beryl to retain independence/ remain in community. Accept other relevant points. (6 marks)

Question 2

- (a) (i) Any 4 marks from: Surgery in which a patient does not have to stay in hospital overnight/surgery as an outpatient (1), can be performed within 2 hours of arrival (1) which requires only a local anaesthetic (1) and uses endoscopy/minimally invasive/keyhole surgery (1).
Plus example such as cataract/gall bladder removal/keyhole surgery on knee (1). (4 marks)
- (a) (ii) Following consultation with hospital consultant (surgeon) (1) accept via referral from GP (1 mark)
- (a) (iii) 1 mark each for any 2 from: Leads to faster recovery; reduces risks of infection; reduces risks of anaesthesia; less time-consuming. (2 marks)
- (b) 1 mark each for any 2 from: The community nurse will visit the patient at home; monitor patient's health/recovery; change dressings; give injections if necessary. (2 marks)
- (c) 1 mark each (up to 2) for identifying plus 2 marks each for description/elaboration. Barriers might include attitudes/prejudices; stereotyping; lack of motivation; lack of time/resources; preoccupation with own needs and lack of skill; client lack of status/power; client hostility/obstructiveness. Accept other relevant barriers.
Sample answer: lack of motivation (1) means that the community nurse is not really interested in doing the job (1) so s/he might treat the patient carelessly or in too much of a hurry (1). (6 marks)

Question 3

- (a) Any 2 marks from; education/structured play (1) for 3-4 year olds (1) part-time e.g. weekday mornings (1) prepares for primary education (1) follows Foundation Stage curriculum (1).
Accept other relevant points. (2 marks)

- (b) 1 mark for each definition (up to 3) plus 1 mark each for relevant specific example.

Likely answers:

(i) The opportunity to make decisions about your situation/ being given options. (1) E.g. Provide a range of play activities and let Carl decide which he wants to do.(1)

(ii) The presence of events/activities increasing arousal to a comfortable level/absence of boredom. (1) E.g. Provide materials which are varied in colour/texture/sound; provide interest e.g. reading an exciting story.

(iii) Absence of fear/anxiety or feeling safe (1). E.g. Allow Carl to get to know staff on a visit with a parent, before starting; comfort Carl if he gets anxious or upset. (6 marks)

- (c) 1 mark each (up to 2) for identifying barriers plus 1 each for description/application to example.
Likely answers:

Inadequate resources (1) there are not enough places in the nursery school for every child who needs one (1)

Ignorance (1) Carl's parents do not know about the nursery school/do not know how to apply (1)

Physical difficulties (1) it is difficult for Carl to get to the school e.g. rural area/no transport (1)
(4 marks)

- (d) 1 mark for naming service, plus up to 2 marks for description, depending on detail and accuracy.
Likely answers:

Health visitor developmental assessment (1) using screening tests to find out whether child's development is within the range of normal (1) e.g. testing hearing/observing motor milestones (1)

Day nursery (1) For children aged a few months up to 5 (1) provide care/play resources (1) sleeping areas (1) food (1) usually while parents are at work (1)

Creches (1) a workplace day nursery (1) for children of employees during the day/working hours (1) Playgroups/preschools (1) provide play activities (1) for 3-4 year olds (1) 1 or more sessions per week (1)
(3 marks)

Question 4

- (a) Up to 4 marks for identifying relevant life quality factors: occupation; confidentiality; effective communication; choice. Others e.g. dignity might be relevant depending on how candidate uses them.

Up to 2 marks each for relating life quality factor to scenario.

Likely answers:

Occupation (1) was provided by having magazine/toys (1) so that patients would have something to do while waiting/would not get bored (1)

Confidentiality (1) was breached by the GP (1) by referring to Mrs Khan's dizzy spells in front of other patients (1)

Effective communication (1) was not provided by the GP (1) looking out of the window/not giving eye contact (1) appearing not to listen/appearing to assume that Mrs Khan was repeating what she had said before 'Yes, yes, usual story' (1)

Choice (1) the GP offered alternative treatments (1) counselling with or without medication (1)
(9 marks)

(b) 1 mark for identifying each way (up to 2) plus 1 mark each for detail/example.

Likely answers:

Eat a balanced diet (1) including plenty of fruit and vegetables (1)

Take regular exercise (1) e.g. by walking to work (1)

Many other answers are possible including answers about diet, smoking etc.

(4 marks)

(c) 1 mark for relevant suggestion plus 1 mark for detail. Likely answers;

Self-treat minor ailments (1) e.g. minor cuts/colds/ and headaches (1).

Listen carefully to health advice (1) e.g. on when to take medication (1).

Attend appointments (1) or give notice if this is not possible (1)

Accept other relevant answers, including other points from your Guide to NHS.

(2 marks)

‘Your guide to the NHS’ also lists the following responsibilities of service users:

Look after your own health and follow advice on a healthy lifestyle.

Care for yourself when appropriate. (For example, you can treat yourself at home for common ailments such as coughs, colds and sore throats.)

Give blood if you are able, and carry an organ donor card or special needs card or bracelet.

Listen carefully to advice on your treatment and medication. Tell the doctor about any treatments you are already taking.

Treat NHS staff, fellow patients, carers and visitors politely, and with respect. We will not accept violence, racial, sexual or verbal harassment.

Keep your hospital appointment or let the GP, dentist, clinic or hospital know as soon as possible if you cannot make it. Book routine appointments in plenty of time.

Return any equipment that is no longer needed.

Pay NHS prescription charges and any other charges promptly when they are due and claim financial benefits or exemptions from these charges correctly.