



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

**Health and Social Care**

**HC01**

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

**Unit 1: Effective Caring**

**Final**

***Mark Scheme***

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**Question 1**

Question	Part	Sub Part	Marking Guidance	Mark	Comments
1	01		<p>Up to 10 marks. Advantages include:  <b>Exercise</b>; in walking to and from the library; <b>autonomy</b>; in being able to go out on his own; <b>occupation</b>; and <b>stimulation</b>; in reading newspapers.                      Do not credit if given as disadvantages.                      Disadvantages include:                      Lack of <b>physical safety</b>; risk of injury in town centre e.g. traffic, hypothermia; lack of <b>physical comfort</b>; getting cold when lost; lack of <b>psychological security</b>; anxiety when lost.                      Do not credit if given as advantages.</p> <p>Band 1            8 - 10 marks                      Answers that include most of the relevant physical and psychological LQFs, used appropriately to state advantages and disadvantages. Answers should not include irrelevant factors or errors (e.g. mistaking psychological security for safety).                      Band 2            5 – 7 marks                      Answers as for Band 1 except with some irrelevance or error.                      Band 3            1 – 4 marks                      Answers that include some relevant material but which might only refer to psychological LQFs or only to disadvantages. Alternatively answers which are vague and rambling so that it is difficult to be sure what points are being made.                      Band 4            0 marks                      Answers which fail to refer to relevant LQFs and which fail to identify real advantages or disadvantages.</p>	10	
1	02		<p>1 mark for any plausible suggestion that does not prevent Jack from going to the library.                      Likely answers: a care worker or informal carer to accompany him, ensuring he has a mobile phone with him, give him a map etc.</p>	1	
1	03		<p>Up to 4 marks for explanation, depending on detail. Relevant points include:                      Elderly clients are usually less able to wash or bath themselves; because of a lack of mobility/ flexibility/strength etc. This means that a care worker has to assist/bathe them; so the care worker will see the client undressed; which reduces the dignity of the client/ makes them feel useless. Alternatively credit similar points relating to toileting.                      This might be expressed the other way round i.e. that to preserve dignity the client will wash/go to the toilet on their own; but might not be able to wash properly.</p>	4	

**Question 2**

Question	Part	Sub Part	Marking Guidance	Mark	Comments
2	04		1 mark for naming each way (up to 2) plus 1 dependent mark each for relevant link with scenario. Possible answers: Punishment (1) Julie prevents Marshall from playing with toys (whenever he wets the bed) (1) Rejection (1) Julie tells him she does not love him any more (1).	4	
2	05		1 mark for naming each way (up to 3) plus 1 dependent mark each for specific example of the action. Do not credit rejection or punishment. Likely answers include: bullying; plus e.g. featuring behaviour (repeatedly) demeaning a client. Hostility; plus e.g. featuring expression of dislike. Unfair discrimination; plus e.g. treating clients of one ethnicity differently from those of another. Violence; plus e.g. hitting a client. Neglect; plus e.g. featuring not responding to client's needs. The examples given are illustrations only. Credit examples that clearly illustrate the named way.	6	
2	06		2 marks for definition: Any 2 from: (Care by a person who is) not a practitioner/ professional carer; not trained/ unqualified; unpaid/ voluntary. 1 non-dependent mark for appropriate reference to what Julie might do for Marshall e.g. looking after, caring for, feeding, parenting etc 1 non-dependent mark for different (i.e. not child care/parenting) example e.g. adult caring for disabled elderly relative at home, caring for sick family member.	4	
2	07		1 mark for Health Visitor (Developmental Assessment).	1	

**Question 3**

Question	Part	Sub Part	Marking Guidance	Mark	Comments
3	08		1 mark per point, up to 5. Likely points include: By professional referral (1). Parents/carers or teachers draw attention to the child's need (1), informing the head teacher/ reference to SENCO (1). An assessment/test of the child's education needs/abilities is made (1) possibly by an educational psychologist (1) in consultation with GP/social worker/ Health Visitor (1) and a statement (of educational need) drawn up (1). This requires the local education authority to supply additional resources for the child's education (1).	5	
3	09		1 mark each, (up to 3) for valid reasons. Likely answers include: Child has a physical disability or impairment/ accept relevant named disability e.g. muscular dystrophy (1). Low intelligence/learning disability/ accept relevant named condition e.g. Down's, autism, dyslexia (1). Behaviour problems/ or e.g. ADHD/ hyperactivity (1). Sensory impairment/ or e.g. blindness/ deafness (1).	3	
3	10		1 mark for each correct way, (up to 3), plus up to 1 mark each for accurate detail. Marks are not dependent on each other. Likely points include: A More limited curriculum/adapted National Curriculum (1) e.g. access to fewer subjects (1) B Less academic curriculum (1) greater focus on life/self-care skills (1) C More pupil-centred curriculum (1) e.g. slower paced (1) adapted for individual needs (1). D Smaller pupil-teacher ratio/ smaller classes (1) providing more individual attention/tuition (1) E Staff specially trained for teaching children with disabilities (1) e.g. able to use sign language for the deaf (1) F More provision of appropriate specialised equipment/ resources (1) plus one example e.g. sensory room (1) G More likely to be residential (1) Alternatively credit these points the other way round, e.g. how mainstream schools differ from special schools. Do not credit points about access to, or within, the school. Do not credit differences in pupils.	6	
3	11		1 mark. Likely answers: His impairment was not severe enough to need special provision/ he does not need it; there is a lack of resources/places/funding for such provision.	1	

**Question 4**

Question	Part	Sub Part	Marking Guidance	Mark	Comments
4	12		1 mark each (up to 5) for naming a relevant skill, plus 1 dependent mark each for appropriate link with scenario. Likely answers: Encouraging /rewarding adaptive behaviour/showing approval (1), Dragan says “Good girl” etc (when she has tidied up). (1) Disengagement (1). Dragan ignores her/goes into kitchen when she gets angry (1) Physical contact (1) Dragan gives her a hug (1) Working alongside (1) While Yelena is tidying, Dragan tidies too (1) Setting challenges (1) Dragan says “Let’s see if we can get the whole room tidy.”(1) Not modelling.	10	
4	13		1 mark each for any three plausible answers, which might include: measuring temperature; pulse rate; blood pressure; blood testing/glucose levels (diabetic patients); noticing (changes in) behaviour; food/fluid intake; weight; mobility; sleeping /wakefulness; (change in) appearance; respiration/ coughing; noticing presence of sores/ rashes/ injuries; Credit other relevant answers.	3	
4	14		1 mark for each way, up to 2. Likely answers include: being truthful; acting consistently; doing what you promised to do; not breaching confidentiality. Alternatively credit specific examples of these.	2	