



Examiners' Report Lead Examiner Feedback

January 2021

Pearson BTEC Nationals
In Health and Social Care (31491H)
Unit 2: Working in Health and Social

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Introduction

This was the seventh opportunity for learners to sit this external unit which has generated varying levels of knowledge and understanding of working in health and social care. The format of the paper followed the same format established by the additional sample assessment material published on the Pearson website. The paper consisted of four questions, each based on a case study to cover ill-health, learning disability, physical/sensory disability, and age-related needs. Each question was broken down into sub questions with different weightings from two to eight marks. The marks allocated reflected the command verb of the question, and therefore the level of detail required from the learners. The extended responses were marked by a levels-based approach where the overall quality of the response was considered rather than the specific number of facts stated with those achieving the level 2 and 3 marks addressing the command verb and applying the evidence to the case study given.

Introduction to the Overall Performance of the Unit

Overall learners responded well to the paper, they appeared to have enough time to complete their answers and there were very few questions that had not been attempted. The format of the paper followed those of previous series, and learners who had completed mock exams using the [Sample Assessment Materials](#) (SAMs) available on the Pearson website would have been familiar with the four questions/four scenario format of this examination paper with a focus on people with ill health, learning disability, physical/sensory disability and age-related needs. There was evidence that learners understood working in the health and social care sector with a good knowledge shown of key terminology and areas such as 'empowerment' 'anti-discriminatory practice' and 'barriers affecting access'. However, some learners despite having a good understanding of these key areas were not applying their knowledge to the various scenarios.

Some learners struggled with interpreting the requirements of questions and would benefit from practicing reading exam questions and understanding how the command verbs and marks available link to the answer required by the question. They would also benefit from practising applying their knowledge to case studies as sometimes where a good general understanding was shown they missed the opportunity to gain additional marks by applying their answer to the scenario.

Some learners did not read the question carefully and misunderstood what was required in their answer. For example, question 4b required learners needed to consider the responsibilities a care manager has towards a care assistant and some learners completed detailed responses looking at the responsibilities of the care assistant. Overall, it was pleasing to see a good understanding of different workers and professionals as well as barriers affecting access to services. The most successful responses came from learners who were able to apply effective examination techniques and could explain and justify the points they were making when answering the higher mark criterion levelled questions. Learners who made direct and accurate references to the scenarios often gained higher marks.

Individual Questions

Question 1

Question 1 was based on an adult who had been admitted to a psychiatric unit following a decline in his mental health. Learners were required to show their understanding of how concerns about practice can be raised, the role of health and social care professionals, how the work of staff is monitored and the potential barriers the individual may face when accessing health and social care services.

Q1(a):

Overall, many learners achieved the full 2 marks showing a good understanding of how the parents could raise their concerns. Many responses included complain, speak to a manager, or contact the Care Quality Commission.

2 marks awarded – (1) mark for tell a manager and (1) mark for write to the CQC.

1 (a) Identify two ways his parents can raise concerns about Akram's care.

- 1 Tell a manager in the health care setting
- 2 Write to the care quality commission.

1 mark awarded in total for talk to the manager as no mark could be awarded for talk to a staff member.

- 1 talk to the manger of the psychiatric unit
- 2 talk to a staff member

0 marks awarded – the learner has considered what information may be shared rather than how they could raise their concerns.

1 (a) Identify two ways his parents can raise concerns about Akram's care.

- 1 Inform them of Akram's religious beliefs.
- 2 Ask about upcoming procedures

Q1(b):

Overall, the learners responded well to this question and showed a good understanding of the role of a health professional and a social care professional in supporting the individual when they returned home. Where learners did not achieve full marks, they had sometimes considered the role but had not identified the professional they were referring to. In other cases, they had confused which professionals were health and which social care.

4 marks awarded – (2) marks given for the first response – GP/doctor is a relevant health professional who would monitor the individual. (2) marks given for the second response – social worker is a relevant social care professional who would provide support.

(b) Describe the role of **one health professional** and **one social care professional** who may be involved in caring for Akram when he returns home.

(4)

Health professional

Gp | specialised doctor will closely monitor his health and provide additional treatment if is needed.

Social care professional

Social worker will provide support and help overcome issues Akram may have in his day to day life.

2 marks awarded – both marks were awarded for the second response – social worker would suggest support groups. No marks could be awarded for the first response as 'therapist' is not a relevant health professional.

Health professional

A therapist could provide him with a safe space to speak about his thoughts and situations as well as provide him with information and advice regarding his mental health.

Social care professional

A ^{social worker} ~~therapist~~ may help Akram to make friends and be more sociable by suggesting support groups for him to attend.
or social groups

0 marks awarded – in both responses the learner has considered in some detail what may be done for each area but has not named the professionals they were referring to. If they had named correct professionals this would have achieved the full 4 marks.

Health professional

Managing Akram's medication in order to make sure he is taking the correct dosage.

Social care professional

Catching up with Akram by communicating with him and providing emotional support or being a counselling service so Akram has someone to confide in.

Q1(c):

Overall learners showed some understanding of how the work of staff at the psychiatric unit is monitored with many responses considering Care Quality Commission inspections, service user feedback and line management. As this is a levelled response question to achieve the level 2 and 3 marks, they needed to apply their knowledge to make sure they had explained. Level 1 responses showed an understanding but gave general responses that identified or described and did not explain.

5 marks awarded at the bottom of level 3. The learner has considered relevant ways that the work of staff is monitored and has linked this with the scenario to explain by looking at how and why this is done.

one way the work of staff at the psychiatric unit is monitored is by care managers. Care managers perform evaluations of the staffs care to ensure efficient and a high quality care is being delivered by staff. They also ensure there is enough staff of the right training available so the patients in the psychiatric unit are receiving the right amount of care.

Another way the work of the psychiatric unit staff are monitored is through complaints procedures. If a patient or their family has wrote a complaint or told a member of staff action will be taken to improve the psychiatric unit so that the patient mistake isn't made again, for example Akram's care not being in line with his Muslim beliefs.

Another way the staffs work is monitored is through whistleblowing. This is where a member of staff raising concern of another member of staffs potential malpractice so they are evaluated to see if they're still fit to perform care in the psychiatric unit.

3 marks awarded at the bottom of level 2 – the learner has shown some accurate knowledge and understanding which they have started to explain. The inclusion of CCTV was not considered when agreeing the level and it is important that learners understand this is not a way that the work of staff is monitored.

~~As~~ One way staff are monitored is by having a regular up to date training, this is to make sure all staff have all skills and knowledge needed for their job. Another way staff are monitored is by CCTV in the work place, this is incase anything goes wrong, there is then CCTV in place to see what went wrong and now it can be solved. Another way staff are monitored is by complaints policies, if a service user has a concern or issue about one of the staff it can be raised by a complaint, this will then be investigated and will have an out come, all complaints should be thoroughly investigated and all have an outcome.

2 marks awarded at the top of level 1 - although the learner has shown some elements of knowledge and understanding they have not explained these or linked them to the scenario. Also, some of the information about the Care Quality Commission is not totally accurate.

Staff will be monitored by the care quality commission who will assess the staff on their level of service and grade them. If the service does not meet the requirements they will be asked to improve this and it will be reassessed at a later date. Any concerns raised or complaints made will also be looked into by the CQC and addressed.

Q1(d):

Overall learners were able to show an understanding of what barriers there may be but then some learners did not develop their responses to show that they understand what impact these could have when the individual was accessing health and social care services. As this is a levelled response question to achieve the level 2 marks, they needed to apply their knowledge to the scenario to discuss the impact of these barriers on the individual accessing health and social care services. and for level 3 the response needed to make clear links with the scenario to consider a range of different barriers and the impact of these on the individual accessing services in a well-developed discussion. Level 1 responses showed an understanding of what some barriers may be but overall, these were general statements that were not then developed. In some cases, learners just repeated 'would affect his access' without considering this further.

5 marks awarded in the middle of level 2. The learner has shown some accurate knowledge and understanding which they have linked to the scenario. They have started to consider how these barriers affect his access but have not developed their discussion.

Religious Consideration - Islam may prohibit certain health procedures. It is important to respect these beliefs so as a result he may not be able to access certain services.

Age - Since Akram is a legal adult of 22 years old he may not be entitled to certain benefits or services that is provided to minors, this means that he may need to access alternative services.

mental stability - It is important to consider how coherent Akram may be in considering his healthcare or accessing services, he may not be in the correct frame of mind necessary to do so.

Area factors - Some services may be necessary to travel to or to pay for, it must be considered whether Akram can access these as a result depending on the facilities and funds he or his family have access to.

2 marks awarded in the middle of level 1 – the learner has highlighted personal beliefs and dietary requirements from the scenario. However, they did not develop their responses to discuss the barriers.

As Akram is a Muslim he may face barriers when accessing care due to the personal beliefs of him and his family. An example could be a female caregiver as it's common in the Muslim community for them to request same sex caregivers / healthcare professionals due to personal beliefs of discreetness. Another could be as he's in a Psychiatric unit he is obviously receiving food in there as he is staying overnight for a period of time, it might be as most Muslims are halal it may be tricky for him to maintain his halal diet. A halal diet is a method of sacrificing the animal in a specific way to ensure the animal isn't dirty / unclean it also a halal diet also means that no pork is consumed as pigs are seen as dirty animals in the Muslim culture.

Question 2

Question 2 was based on a young adult with a moderate learning disability who lives at home with his father. Learners were required to show their understanding of social care workers who may work with the individual, ways that health and social care staff may support the father, procedures at the day care centre to keep service users safe and how multidisciplinary working could support the individual and his father.

Q2(a):

Overall, this question was answered well with most learners able to gain marks by naming social care workers. A few learners missed out on marks by including health care workers.

2 marks awarded – (1) for youth worker and (1) for support worker.

2 (a) Identify two social care workers who may work with Jake.

1 youth worker
2 support worker

1 mark awarded – (1) for social worker. The learner has included therapist which cannot be awarded as a social care worker.

2 (a) Identify two social care workers who may work with Jake.

1 Social worker
2 Therapist

1 mark awarded – (1) for care assistant. An occupational therapist could not be awarded as a social care worker.

2 (a) Identify two social care workers who may work with Jake.

1 Occupational therapist
2 Care Assistant

Q2(b):

Where learners gained marks, they showed a good understanding of how the father could be supported. However, some learners focused their answers on how Jake could be supported or how his father could be supported so that he could care for Jake.

4 marks awarded – In the first response 2 marks were given provide care for Jake so his father can take some time off (have a break). In the second response 2 marks were given for complete a carers assessment to provide support that benefits John. Although they have also written about benefiting Jake, we only consider what has been written that is accurate and relevant.

(b) Describe **two** ways that health and social care staff can support Jake's father. (4)

- 1 They could provide part time domiciliary workers to work with Jake so his father is able to take time off work.
- 2 Through completing a carer assessment, he can be provided with the equipment and support that can benefit Jake and John.

1 mark awarded – In the first response (1) mark was given for 'give him advice'. For them to be awarded the second mark they needed to say how that advice would be given. For example, refer to support groups or include in care planning. No marks were given for the second response as this relates to Jake and how his father can help him.

(b) Describe **two** ways that health and social care staff can support Jake's father. (4)

- 1 By giving him advice. This could be advice to cope himself or how to deal with Jake.
- 2 A social worker could come to their house to see how he behaves at home and see what the Jakes father could do to help Jake.

Q2(c):

Some learners clearly understood what procedures were and how staff followed them to keep service users safe. However, some learners did not understand what was meant by procedures and instead named legislation and policies. As this is a levelled response question it is important to remember that marks are not awarded for the number of points included.

4 marks awarded at the top of level 2. Although the learner has referred to policies, they have used appropriate examples to explain some of the procedures. For the procedures included they have also considered why these are followed. Although in parts they have repeated 'keep the service user safe' they have then included some relevant examples of how this keeps them safe.

All staff must follow a range of policies and procedures to keep service users safe. First of all, all staff must wear the provided PPE, this not only keeps the service user safe but also the member of staff. It ensures they're clean and covered at all times, minimising the risk of infection. All staff must follow the medication policy, this involves keeping all medicine out of reach and in a locked cupboard, keeping a chart of what is in there and keeping a record of how much of what medicine has been given to a patient. All staff should be attending regular staff training meetings, this keeps service users safe because it ensures all staff are up to date with the correct policies and procedures and understand to carry out regular risk assessments. All staff can keep a service user safe by following the health and safety policy. This involves storing away anything that can cause harm, cleaning products or medicine. They should be stored in a locked cupboard, out of reach from patients, this protects them because they can't harm themselves with it. Also in the health and safety policy, they should make sure there is regular hand washing facilities to prevent infection.

1 mark awarded at the bottom of level 1. The learner has briefly outlined some procedures but have not developed their response to explain.

(c) Explain the procedures that staff at the day care centre must follow to keep service users safe.

(6)

There are several procedures that staff must follow to keep service users safe. These procedures are the Safeguarding procedure which is ensuring service users are not at risk of being abused or harmed and ensuring service users are not at risk of harming themselves or others. The fire procedure must be followed so this means knowing where fire exits are and how to use fire safety equipment safely such as fire extinguishers or blankets. The whistleblowing procedure must be followed which is reporting any illegal activity that could put service users at risk of harm.

Q2(d):

This was a levelled response which required learners to discuss how multidisciplinary working could support both Jake and his father. Some learners showed an understanding of what support may be appropriate for Jake but often did not relate this to multidisciplinary working. Some learners talked about how individual health and social care workers could provide support but then didn't consider how they work together.

6 marks awarded at the top of level 2. The learner has shown some accurate knowledge and understanding about what multidisciplinary working is and have related this to the scenario to consider how this may support Jake and his father.

(d) Discuss how multidisciplinary working could support Jake and his father. (8)

A multidisciplinary team is a group of professional to ensure that the service user ^{has} ~~has~~ the best outcome.

A multidisciplinary use joint up thinking to assess the needs of Jake and offer a holistic approach to meet both Jake and his father's need. This can be done by a care plan being created so that all aspect of his life Jake and father are supported as it may be hard for them to do it alone.

Also a multidisciplinary team offer effective communication between professionals and Jake and his father ~~so~~ which can ensure that the are listened to, meaning Jakes and his father's needs are met. Also all professional can use joint up thinking to evaluate and assess the support which has been given, meaning that if any support needs to be taken away or they need more support it is known and given as soon as possible. Also the multidisciplinary team can all give advice, can empower Jake ensuring that his decision and his father are taken in account when their is a discussion.

In conclusion multidisciplinary provide a best care and support holistically ~~have regular~~ (Total for Question 2 = 20 marks) meeting to review care given and can raise any concerns which Jakes father may have.

2 marks awarded in the middle of level 1. The learner has shown isolated elements of knowledge and understanding linked to multidisciplinary working and they have briefly considered how this may support Jake. However, they have not developed their response to discuss and have also not considered Jakes father.

(d) Discuss how multidisciplinary working could support Jake and his father.

(8)

One way multidisciplinary working could support is through the communication. If Jake had to go to multiple professionals some information may be forgotten in the process which could lead to med treatment being provided incorrectly. However with a multidisciplinary team information is communicated and agreed on as a team preventing these issues.

As well as this, a multidisciplinary team allows Jake to communicate to many professionals as he needs that all work for the same organisation. This is good because it allows him free access to whatever he needs.

However, ~~it~~ it may be ~~more~~ hard to meet people ~~or~~ instantly. Using the NHS as an example the waiting lists can be very long causing Jake to go untreated for a large amount of time.

Question 3

Question 3 was based on a thirteen-year-old with a long-term visual impairment. Learners were required to show their understanding of health care services provided by the public sector, how a support worker can make sure the individual is not discriminated against, how health and social care staff can support the individual to be independent and how professionals should manage personal information.

Q3(a):

Overall, some learners achieved the full 2 marks by naming two health care services provided by the public sector. Where learners missed out on marks, they sometimes named professionals. It is important that learners refer to GP surgery/practice rather than GP when naming a service or setting.

2 marks awarded for general practice surgery (1) and hospital (1).

3 (a) Identify two health care services provided by the public sector that Zoe may use.

- 1 General Practice Surgery
- 2 Hospital

1 mark awarded for opticians. No mark given for GP as this relates to an individual professional.

3 (a) Identify two health care services provided by the public sector that Zoe may use. (2)

- 1 GP
- 2 Opticians

0 marks awarded as two professionals have been named instead of services.

3 (a) Identify two health care services provided by the public sector that Zoe may use. (2)

- 1 Gp
- 2 Social worker

Q3(b):

Where learners gained marks, they showed a good understanding of how the support worker could make sure the individual was not discriminated against. Some learners lost marks by identifying relevant points but not expanding to describe these.

4 marks awarded – 2 given for first response (follow legislation so she is treated equally) and 2 marks given for second response (provide adaptations/ use appropriate communication strategies so she is not disadvantaged/can participate).

(b) Describe **two** ways the support worker can make sure Zoe is not discriminated against.

(4)

1 By ensuring that her rights are protected under the Equality Act 2010 by making sure she is not treated any differently to those without visual difficulties and is treated equally with respect.

2 Making sure that she is supported and represented in social activities and at school by having her making sure she is not disadvantaged by having other ways of her gaining information such as an audiobook or having material shown for her to use.

2 marks awarded – 2 given for the first response (sat at front/extra resources linked to adaptation to see the class as well as other learners linked to individualised care/treat equally). No marks could be given for the second response as this refers to what the school would do rather than the support worker.

1 Her support worker can make sure that at school she is ~~sat~~^{at} at the front of the class or is provided extra resources to make sure she can see the class as well as other students.

2 Another way her support worker can ensure she is not being discriminated against is by making sure the school has policies in place against discrimination to protect her.

Q3(c):

This is a levelled response which learners needed to link with the scenario and explain how health and social care staff could support the individual to be independent. Overall, where answered well learners showed some understanding of support that could be put in place and how this may help her be independent. Some learners identified or described some relevant points but did not expand on these to explain.

5 marks awarded at the bottom of level 3. The learner has shown some accurate understanding and has linked their response with the scenario. They have started to develop an explanation although in parts this is just a repeat from the question 'being independent'.

one way staff can support zoe to be independent is through giving her person centred care. This is when zoe is included in decision making regarding her care and she can share all of her ideas as well. This will make her more independent because it will mean that she is making responsible choices by herself. Another way staff can support zoe to be independent is through providing her with adaptive equipment. This may be the use of a guide dog or braille, that will help her to do daily activities independently. For example the use of a guide dog may mean that she can go to the shops independently. Staff empowering zoe can also allow her to be more independent. Empowerment is when someone gives you confidence which therefore enabled you to be more independent. Through staff empowering zoe, it will give her the confidence to complete tasks without the help of her support worker, this will allow her to be more independent.

3 marks awarded at the bottom of level 2. The latter part of the response shows mostly accurate knowledge that they have started to link with the scenario. The learner has started to develop an explanation.

one way health and social care staff can support zoe's independence is by respecting her routine. for example, trying to respect her school timetable so she doesn't have to miss out on education, which gives her more independence over her schedule. zoe may also be given an advocate that can speak on her behalf and ensures professionals are working towards giving zoe more independence based on her preferences. Additionally, zoe may be given a personalised care plan which incorporates her own choices regarding her care which gives her more control and independence

1 mark awarded at the bottom of level 1. The learner has not linked their evidence to the scenario and have just included the individual's name. They have shown an element of knowledge and understanding but have not developed this to explain.

Health and Social Care Staff can support zoe by to be independent by letting her have a choice and letting her be able contribute to any decision making that needs to be done. This could be as simple as letting her choose new frames for her glasses that she may need or it could be ~~more complicated like~~ letting her discuss with her mum ^{what} ~~when~~ time she wants her next appointment.

Q3(d):

Overall learners were able to show an understanding of the importance of confidentiality. Some learners did not then develop their responses further to discuss wider aspects affecting managing personal information relevant to the scenario. As this is a levelled response question to achieve the higher-level marks, they needed to apply their knowledge to the scenario to discuss how professionals should manage personal information.

5 marks awarded in the middle of level 2. The learner has shown some accurate knowledge and understanding which has partly been applied to the scenario. They have started to develop a discussion especially around keeping information up to date.

(d) Discuss how professionals should manage personal information about Zoe.

(8)

Professionals should manage Zoe's personal information along the guidelines of the Data protection Act. This ensures any personal information doesn't fall into the wrong hands and get used against her. All her personal information should be kept on a need-to-know basis between professionals who are caring for her. As well as this, any physical documents with her personal information on should be stored safely in a locked cabinet which can only be accessed by Zoe herself or her professionals upon request. If any information is in the form of online documentation it should be stored in a programme with a highly secure password. Any personal information should also be as up-to-date as possible to ensure there are no setbacks regarding her care. For example, if she and her family had moved house and this wasn't updated on her personal documents it could mean that important letters regarding information about her care are sent to the wrong address.

3 marks awarded at the top of level 1. The learner has briefly described some relevant points linked to managing personal information. However, they have not applied this to the scenario or developed a discussion.

Zoe's personal information should only be managed by ^{the} specific individuals who are on a need-to-know basis. Her file should be password protected, if it is a ~~digital~~ digital copy. If her information is on paper, it needs to be kept in a safe or locked cabinet to ensure and protect her confidential information. When discussing her information or situation, individuals should only be in a private meeting room, where they cannot be overheard. This is essential to protect her confidentiality.

1 mark awarded at the bottom of level 1. The learner has considered isolated elements but has not applied these to the scenario or discussed them.

The way professionals should handle info private information about Zoe would be with confidentiality making sure her information isn't accessible to just anybody, they would keep it locked away. However when passing on information between two other service providers it would be through online but they'd have to make sure it's locked away.

Question 4

Question 4 was based on a 74-year-old with Parkinson's living in sheltered housing. Learners were required to show their understanding of personal care needs, the responsibilities a manager has towards staff, empowerment to promote rights, choices, and wellbeing of the individual and the suitability of a specified setting to meet the individual's needs.

Q4(a):

Overall, many learners achieved the full 2 marks showing a good understanding of personal care needs. Some learners misunderstood what personal care needs were and named professionals who could help or identified other aspects of support she may need.

2 marks awarded – the learner has named two relevant personal care needs.

- 1 Washing herself
- 2 Dressing herself

0 marks awarded – the learner has picked out key points from the scenario rather than naming personal care needs.

- 1 ability to walk / look after herself
- 2 Parkinson's disease (Congestion / tremors)

0 marks awarded – the learner has considered what the individual may need help with but not personal care need.

- 1 cleaning the house
- 2 doing her shopping

Q4(b):

Overall, the learners responded well to this question and showed a good understanding of the responsibilities a manager would have towards a care assistant. Where learners did not achieve full marks, they identified responsibilities but did not then expand on these to describe. In other cases, they had considered what the care assistant's responsibilities were rather than the managers.

4 marks awarded – 2 given for make aware of policies and procedures so the care assistant can meet legislative requirements (meet National Occupational Standards/apply high standard of care). 2 given for have a whistleblowing policy so concerns can be raised/keep the care assistant safe.

(b) Describe **two** responsibilities that your manager has towards you in your role as a care assistant.

(4)

- 1 Making sure I, as a care assistant am aware of the policies and procedures in place to ensure I meet legislative requirements.
- 2 The manager has a responsibility to keep the care assistant safe when dealing with patients. This could be making them aware of the whistleblowing policy, if any concerns needed to be raised.

2 marks awarded – 1 mark given for provide training and the second mark was given for to follow the policies and procedures at a high standard/apply high standard of practice. The manager making sure a DBS check is completed is part of employment procedures and is not a responsibility towards the staff.

- 1 To ensure that I am following the policies and procedures at the ~~high standard~~ high standard.
- 2 That I am DBS checked and have correct training to do my job, also offer continual professional development if needed.

0 marks awarded. The learner has considered what the responsibilities of the care assistant are rather than the managers responsibilities towards the staff.

(4)

1 This care assistant should ^{have} ~~be~~ the ability to remain patient and calm in difficult situations like when Janvi is making a hot drink with her tremor.

2 The care assistant should be able to effectively communicate with Janvi in regards to her care plan ensuring that she understands it and is not confused.

Q4(c):

This is a levelled response which learners needed to link with the scenario and explain how the individual could be empowered to promote her rights, choices, and wellbeing. Overall, where answered well learners showed some understanding of empowerment and how this could support her rights, choices, and well-being. Some learners identified or described some relevant points but did not expand on these to explain.

6 marks awarded at the top of level 3 The learner has shown accurate knowledge and understanding which has been linked with the scenario. They have explained for most of their response.

Janvi can be empowered by supporting any cultural needs, beliefs and preferences that she may have; to promote anti-discriminatory practice and ^{support} her choices.

She can be empowered when dignity and independence is promoted as much as possible for Janvi by allowing her privacy when needed and allowing her time to carry out certain tasks on her own.

Her care should be individualised to her ~~only~~ by putting her at the heart of the care provision and allowing her to be involved in her own care to maintain her dignity and ^{boost her} self-esteem as she gets to make choices about her care and her views can be heard.

Equipment may be needed to be provided to enable her to still carry out daily tasks, such as eating and drinking, despite her tremors. This may be adapted cutlery, cup handles ~~etc~~ to aid her in not spilling food or drink on her self, and will promote more independence rather than being fed by the care assistant.

4 marks awarded at the top of level 2. Although the learner has shown mostly accurate knowledge and understanding which they have started to explain this has not been linked with the scenario.

She can be empowered by ensuring that she is at the centre of her care. This ensures that all of her needs are being listened to and met. For example, if she wants a specific type of care, this can be listened to and applied to her care plan. Janvi can also be empowered by providing her an advocate. This will help her because she will be able to have someone to ensure that she is making the right decisions about her care. This will also help her to promote her rights because it can help her to understand her rights and how they can be used.

She can be empowered by making sure that she has access to information when it is needed. For example, if she wants to know something about her condition, she can look into it to gain more knowledge. This will also then help her to make educated choices / decisions about the care she receives.

2 marks awarded at the top of level 1. The learner has shown isolated elements of knowledge and understanding and have tried in part to link this with the scenario. They have not developed their response to explain the points raised.

Janvi can be empowered to promote her rights, choices and well being by staff by showing Janvi still has her independence this could be by for example she finds it difficult to walk allowing her to have a walking stick or wet wheelchair. Allowing Janvi to still have her dignity and still showing her respect. Support Janvi's beliefs and allow Janvi to have her own personal preferences if she does not want to do something or take part.

Q4(d):

Overall learners were able to show an understanding of the suitability of a residential nursing home for the individual in the scenario. As this is a levelled response question marks are not awarded based on the number of points included and for the higher levels, they needed to apply their knowledge to the scenario to discuss why this may be a more suitable setting.

5 marks awarded in the middle of level 2. The learner has shown some accurate knowledge and understanding about why a residential nursing home may be a suitable setting. They have linked this with the scenario and have started to develop a discussion.

In a residential nursing home Sanvi will be monitored closely and therefore should have no accidents, like scalding herself again. ~~She~~ Her symptoms ~~will~~ will also be able to be more closely managed as her Parkinson's disease is getting worse. She also may be able to gain friends which also live in the nursing home, so she will improve ~~socially~~ her social skills. ~~Accidents~~ Accidents will be taken more care of as she will be helped quicker. Daily tasks will also be assisted by nursing home staff so it is easier for Sanvi. There will also be facilities in the nursing home like a special bathroom so it's easy accessible for Sanvi. As well as facilities to assist her with walking. Any medication that Sanvi also takes will be given to her and not forgotten. So overall Sanvi is kept the safest she can be kept.

2 marks awarded in the middle of level 1. The learner has shown isolated elements of knowledge and understanding about why a residential nursing home may be a suitable setting. They have partly linked their response with the scenario but have not started to develop a discussion.

A residential home may be best suited towards Janu...
as they could monitor her all day unlike the care
assistant who only goes once a day.

They ^{would} cover her needs such as preparing & making
meals & hot drinks, feeding, clothing & bathing her. They
could however, let her be independent whilst eating by
providing her with special cutlery which helps people
with Parkinson's.

If they had a wet room or a shower seat, then she could
also ~~she~~ bathe by herself whilst a member of staff
wants for her outside the door. Doing so could improve
her self-confidence & self-esteem.

Summary

The learners generally performed well on this paper. To ensure they perform to the best of their ability it is recommended that they do the following:

- Learners should be familiar and understand the meaning of the command verbs used: identify, describe, explain, and discuss. They should be encouraged to focus on the command words and understand the detail required, for example identify or state does not require any expansion of a point. However, describe, explain, and discuss will always require an expansion.
- Take care to read the questions carefully and highlight or underline key parts. Learners sometimes missed marks by not fully answering questions. For example, in 1b they needed to describe the role of one health professional and one social care professional and some missed marks by not naming the professionals.
- Use the SAMS and for learners to look at and attempt exam style questions which they can they review against the mark scheme.
- Learners need to practice applying their evidence to set scenarios so that they can understand how marks are awarded in the extended levels-based questions. Learners often included a lot of information in their responses but then did not apply it to the given scenario which affected the marks they were awarded.
- When explaining learners need to take care not to repeat the wording from the question and instead consider what the impact will be and why.
- Learners need to develop their understanding of the difference between legislation, policies, and procedures.
- Learners should understand how multi-disciplinary teams work together and how this supports individuals.
- Learners need to develop their understanding of how workers are monitored within the workplace. They also need to understand that CCTV is not used to monitor the work of staff.
- Access scripts for learners so they can review these against the mark scheme and Lead Examiner report. This can be a useful revision tool and they can practice improving their original answers.
- Use examWizard to put together exam papers and mark schemes for learners to practice. It can also be helpful if they practice marking their responses.



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