OCR
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CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

HEALTH AND SOCIAL CARE

05830–05833, 05871

Unit 6 January 2021 series

Contents

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

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Unit 6 series overview

The examination paper assessed candidates' knowledge and understanding of personalisation and a person-centred approach to care. Candidates needed to demonstrate they knew the key features and benefits of personalisation, identifying how these are applied in practice.

The current, and ongoing Coronavirus pandemic has impacted on learning. We are fully aware candidates might not have had the same level of support for their learning as they might usually expect. Or there could have been more focus on certain topics than others during teaching; this became evident when candidates responded in detail to some answers, and very briefly to others.

In addition, as a result of this the cohort sizes were very much smaller.

Candidates who did well on this paper generally did the following:	*Candidates who did less well on this paper generally did the following:*
• Provided structured, detailed and focused responses to the questions set. • Applied their learning to extended response questions, addressing the question to good effect. • Understood the principles, practices and approaches required when applying a person-centred approach.	• Did not focus on the question sufficiently. • Did not respond in sufficient detail to meet the rigours of the question. • Missed part of a question, instead focused on the first part of the question. • Demonstrated limited understanding of the key terms and approaches used.

Question 1 (a)

1   (a)   Explain **one** way in which a person-centred approach leads to good practice in care
          settings.

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....**[3]**

Most candidates achieved 2 marks. Candidates may have misunderstood the question and referred to
what staff should do, and not how a person-centred approach leads to good practice.

	AfL	How a person-centred approach leads to good practice should be taught to candidates to ensure they can explain this sufficiently to gain marks.

Question 1 (b)

(b) Describe **three** roles that the local authority has in relation to health and social care.

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2 ....

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3 ....

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[9]

There were some excellent examples of the roles given, but three distinct examples were needed, and were often not given. Often the response dissolved into vagueness and offered nothing in addition to perhaps the first sentence, or first example. Very few candidates achieved full marks but many achieved 6 marks overall. At times responses lacked knowledge with weak terminology used.

Question 1 (c)

(c) Debbie, 79, lives in a residential care home.

Which **three** examples of care practices give Debbie choice and control?

Tick (✓) **three** boxes.

Examples of care practices	Tick (✓) 3 only
Ask Debbie what time she would like breakfast	
Meet to review the support Debbie needs	
Provide Debbie with assistance to take the bus into town	
Give Debbie information about different treatment options	
Involve Debbie when making decisions about her care	
Make adaptations to improve Debbie's mobility	

[3]

Most answers were accurate.

Question 2 (a)

2 (a)* Alison, 15, is non-verbal and is only able to communicate her needs to her family. She does not like noisy or crowded places.

Alison attends a special school where she enjoys painting and gardening, but does not like group activities.

A key worker provides Alison with individual support.

Describe at least **two** ways in which the key worker could develop a person-centred plan for Alison.

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....[7]

The question differentiated well, enabling greater detail to lead to increased marks being given accordingly. Weaker responses were not always relevant to Alison and lacked detail.   Often answers were quite repetitive in content. Many candidates referred to the review meeting rather than creating a plan as requested and were too vague. Candidates repeated different types of communication tools, and not two separate ways as the question demanded.

Candidates wrote about how to make Alison feel more comfortable rather than how to create a person-centred plan.

Question 2 (b)

(b)* Explain the importance of having a person-centred review meeting for Alison.

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....**[7]**

Weak knowledge was reflected in responses, particularly in relation to why it is important to have a review meeting. Some candidates wrote about what a person-centred review meeting is rather than the importance of this meeting for Alison, or the importance of the review meeting for her family rather than for Alison.

Candidates often wrote similar responses in 2a and 2b, not understanding the difference between the way to get information for a plan and the importance of reviewing a plan.

Candidates were not specific enough about Alison, and many higher marks were missed due to this.

The question differentiated well.

Question 2 (c)

(c) List **four** ways of ensuring Alison feels as comfortable as possible at her review meeting.

1 ....

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2 ....

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3 ....

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4 ....

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[4]

This question was not always responded to well. Candidates responses were often incorrect, too generic or not linked to Alison. Candidates did not relate to putting Alison at the centre of the meeting.

Question 3 (a)

3 (a)* Describe how personalisation became a key principle in health and social care, and the barriers which had to be overcome.

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....[10]

Very few candidates were able to access full marks from Level 3. Candidates often gave far too much information regarding the historical context without responding to the actual question. A few candidates described the barriers only, missing the initial part of the question. More able candidates gave very interesting, thought provoking and correct responses which were a pleasure to mark. The second part of the question, relating to barriers, was weaker. Some candidates were able to identify the barriers which needed to be overcome, but not why personalisation came into being.

	AfL	Candidates should be taught about the barriers which had to be overcome to help personalisation to become a key principle.

Question 3 (b)

(b) Explain the meaning and use of 'top tips'.

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....**[3]**

Many candidate responses were vague and repetitive. Weak knowledge was demonstrated overall. Some candidates had correctly referred to the example of the '2 minutes' as a top tip, but for the individual, when it is not for the individual, but is for the quick sharing of key care information between professionals. Many candidates were not aware of this or that it is specifically a 'quick' tool for sharing key information. Candidates often wrote about the care worker rather than the individual and their needs.

Question 3 (c)

(c) List **two** reasons why an individual would have a managed account.

1 ....

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2 ....

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[2]

Often only one answer given was correct. Other answers given were too generic and not specific enough to meet the mark scheme.

Question 4 (a)

4 (a)* Gill is the manager of a school for children with disabilities. There is a large staff team as the children need individual care.

Explain at least **two** ways in which Gill could ensure the staff use a person-centred approach at the school.

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....**[7]**

Most candidates struggled to explain how staff could ensure a person-centred approach, often writing about what could be done by staff to implement a person-centred approach but not how Gill could facilitate this. Less able candidates responded with 'they could do this/do that' as opposed to 'organise/facilitate/arrange', supported and overseen by Gill.

	AfL	Candidates would gain further marks if they applied their knowledge and were taught about the role of the manager in supporting staff to a person-centred approach.

Question 4 (b)

(b) Jason, 15, attends a school for children with special needs.

He has cerebral palsy which causes difficulties with his movement, coordination and development. His key worker has organised a person-centred review.

Describe **two** purposes of having a review meeting for Jason.

1 ....

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2 ....

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[4]

The most common correct responses were 'to meet changing needs and review the budget'. But often answers were too vague or repetitive, at times the second answer not offering any different information from the first.

Question 4 (c)

(c) State **one** question which could be asked at Jason's review.

....

....**[1]**

Generally answered well. Candidates gave a wide range of answers, with very few incorrect. The ones that were incorrect were often focussing on the school and not Jason's care, or were too vague.

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