

Cambridge Technicals Health and Social Care

Unit 6: Personalisation and a person-centred approach to care

Level 3 Cambridge Technical in Health and Social Care
05833 & 05871

Mark Scheme for January 2023

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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PREPARATION FOR MARKING**RM ASSESSOR**

- 1 Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
- 2 Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
- 3 Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

MARKING

- 1 Mark strictly to the mark scheme.
- 2 Marks awarded must relate directly to the marking criteria.
- 3 The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
- 4 If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.

5 Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6 Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.

7 Award No Response (NR) if:

- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8 The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.












9 *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*

10 For answers marked by levels of response:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

Annotations available for marking of scripts

Annotation	Meaning
	Tick – correct answer
	Cross – incorrect answer
	Level 1
	Level 2
	Level 3
	Benefit of doubt (This does count as a mark – so do not ‘tick’ as well)
	Omission mark
	Too vague
	Repeat
	To acknowledge additional pages/ notes were read
	Not Relevant - ‘noted but no credit given’
	Blank Page

DO NOT USE ANY OTHER ANNOTATION

Question		Answer	Marks	Guidance
1	(a)	<p>ANY THREE FROM:</p> <ul style="list-style-type: none"> • gain / maintain control over lives / care received ✓ • have choices over where to receive care ✓ • may remain in their own home ✓ • can maintain their independence ✓ • ensures rights are upheld, e.g. employment, relationships ✓ • included in the community ✓ • receive appropriate information / guidance ✓ • placed at the centre of care ✓ • empowered to make decisions ✓ • Improved quality of life • receives a budget ✓ • improved self-esteem ✓ 	<p>3 (3x1)</p>	<p>DO NOT ACCEPT repeated reasons negatives</p> <p>ACCEPT alternative language and 1 word answers</p>

Question	Answer	Marks	Guidance
1 (b)*	<p>Personalisation of health care and education for children with SEND</p> <ul style="list-style-type: none"> • the views, wishes and feelings of the child and their family are paramount • the child and their parents are involved as fully as possible in decisions about their health care and education • information and support is given to the child and their parents to enable their participation in decision making • inclusion in the community • the child and their parents are supported to achieve the best possible educational and life outcomes <p>Children and Families Act 2014: Education and Health Care Plans</p> <ul style="list-style-type: none"> • Education and health care plans for children and young people up to 25 who need additional support • Educational, health and social needs are identified • Support is put in place to meet needs • Personal budget may be awarded • Different organisations work together to develop EHCPs 	7	<p>Level 3 (6-7 marks) Detailed explanation of how health care and education for children with SEND is personalised. AND Explicit reference to Education and Health Care Plans as the key feature of the legislation with example.</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (4-5 marks) Sound explanation of how health care and education for children with SEND is personalised. AND Some reference to the legislation, EHCPs may be implicit.</p> <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Level 1 (1–3 marks) Limited explanation of how health care and education for children with SEND is personalised. AND Little or no reference to the legislation.</p> <p><i>There is an attempt at a brief explanation that is list like and covers superficial detail.</i></p> <p>0 marks No response or no response worthy of credit.</p>

Question		Answer		Marks	Guidance										
1	(c)	<table border="1"> <thead> <tr> <th>Examples of personalisation</th> <th>Principle of personalisation</th> </tr> </thead> <tbody> <tr> <td>Professionals working collaboratively to produce a care plan.</td> <td>Coproduction</td> </tr> <tr> <td>Providing an individual with an adapted shower and fitting 'tap turners' to help grip the taps. This enables the individual to take care of their own personal hygiene.</td> <td>Independence and rights.</td> </tr> <tr> <td>Schoolchildren visit a local residential care home to read to residents</td> <td>Inclusive communities</td> </tr> <tr> <td>When individuals who are direct budget holders can employ their own personal assistant who will assist at a time convenient for the budget holder.</td> <td>Choice and control</td> </tr> </tbody> </table>	Examples of personalisation	Principle of personalisation	Professionals working collaboratively to produce a care plan.	Coproduction	Providing an individual with an adapted shower and fitting 'tap turners' to help grip the taps. This enables the individual to take care of their own personal hygiene.	Independence and rights.	Schoolchildren visit a local residential care home to read to residents	Inclusive communities	When individuals who are direct budget holders can employ their own personal assistant who will assist at a time convenient for the budget holder.	Choice and control		<p>4 (4x1)</p>	<p>Accept no other answers</p> <p>The correct wording from the questions stem should be used. Accept only minor variations</p>
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Question		Answer	Marks	Guidance
1	(d)	<p>ANY TWO FROM:</p> <p>Purposes of a relationship circle:</p> <ul style="list-style-type: none"> • what is important to / for a person ✓ • who the individual knows ✓ • how close people are to the individual ✓ • identifies people to consult e.g. invite to a meeting ✓ • how the individual knows the people in their network ✓ • who knows who ✓ • who provides care / support ✓ • who could provide more care / support ✓ • care can be tailored to these relationships e.g. time to see relatives ✓ 	<p>2 (2x1)</p>	<p>ACCEPT alternative language DO NOT ACCEPT any other answers</p>

Question	Answer	Marks	Guidance
2 (a)*	<p>The disability rights movement is a global movement which has campaigned for equal opportunities and equal rights for all individuals with disabilities including:</p> <p>Positive impacts +</p> <ul style="list-style-type: none"> • the right to work – employers must make reasonable adjustments, must not discriminate • the right to participate in community life – wheelchair access to transport, leisure, services • the right to live independently – personal budgets to pay for support, adjustments • social model versus medical model of disability – inclusive and competent communities, focusing on strengths not incapacities • legislation – disability as a protected characteristic, personal budgets, voice, choice and control, no decision about me without me <p>Limitations -</p> <ul style="list-style-type: none"> • direct discrimination – employees with disabilities may be treated less favourably • indirect discrimination – policies/practices that apply to all may have a worse impact on individuals with a disability • failure to make reasonable adjustments • harassment – disabled individuals are treated in ways that humiliate them • victimisation – disabled individuals are treated badly when they make a complaint against an employer 	8	<p>Annotate positive impacts + Negative impacts –</p> <p>Level 3 (7-8 marks) Detailed analysis of the impact of the disability rights movement AND Balance of positive impacts and limitations <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (4-6 marks) Sound analysis of the impact of the disability rights movement AND Positive impacts and limitations, may not be balanced <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>SUB MAX 5 Sound analysis of at least 1 positive or negative impact</p> <p>Level 1 (1–3 marks) Limited analysis of the impact of the disability rights movement AND Only positive impacts or limitations <i>There is an attempt at a brief analysis that is list like and covers superficial detail.</i></p> <p>0 marks <i>No response or no response worthy of credit.</i></p> <p>Historical information may be given. Do not credit</p>

Question		Answer	Marks	Guidance
2	(b)	Information presented is easy to read at a glance ✓ <ul style="list-style-type: none">• Personal details e.g. name, address age ✓• Employment/work ✓• Lives independently ✓• Playing basketball ✓• Going on holiday ✓• physiotherapy ✓• counselling / receives support for mental health ✓• Hobbies ✓• Routines ✓• Wheelchair/disability ✓	7 (7x1)	ACCEPT 7 from the answer list

Question	Answer	Marks	Guidance
3*	<p>Person-centred review meeting:</p> <ul style="list-style-type: none"> • Family at the centre • information shared • actions generated • to meet changing needs • to review the budget • to ensure care relationships are adequate / effective • to update / develop person-centred plans / records <p>Benefits for Sam and Anika</p> <ul style="list-style-type: none"> • receive medication / support for their condition • may receive personal budgets • receive support with daily living • can maintain their independence / rights are upheld • are involved as much as possible in decisions about them • have voice, choice and control <p>Benefits for Zac</p> <ul style="list-style-type: none"> • clarity about his role / responsibility • can help generate actions / solutions • can voice his concerns / be heard <p>know his parents have the support they need / less worry</p>	8	<p>Level 3 (7-8 marks) Detailed description of a person-centred review meeting. AND Balance of benefits independently for Sam, Anika and Zac.</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (4-6 marks) Sound description of a person-centred review meeting. AND Benefits for Sam, Anika and Zac, may lack balance.</p> <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>SUB MAX 5 1 benefit described in depth and 2 briefly</p> <p>Level 1 (1–3 marks) Limited description of a person-centred review meeting. AND Limited relevance to the scenario.</p> <p><i>There is an attempt at a brief explanation that is list like and covers superficial detail.</i></p> <p>0 marks <i>No response or no response worthy of credit.</i></p>

Question		Answer		Marks	Guidance
4	(a)			3 (3x1)	Credit only 3 correct answers
		Enhance voice, choice and control	✓		
		Inclusive communities			
		Maintain independence	✓		
		To make decisions	✓		
		Uphold rights	✓		

Question		Answer		Marks	Guidance
4	(b)	Methods of overcoming challenges	Challenge Number:	5 (5x1)	No mark should be awarded if: <ul style="list-style-type: none"> more than one number is given in the box the answer is not clear and could be interpreted as more than one definition e.g. an unclear 1 or 4 – annotate TV
		Challenge professionals who use a one-size-fits-all approach to care.	4		
		Develop a one page profile outlining a person's strengths and capabilities.	3		
		Recruit staff who respect an individual's right to live how they want to.	7		
		Train staff to use Makaton.	2		
		Use a donut chart.	5		

Question	Answer	Marks	Guidance
5 (a)*	<p>Enhancing voice, choice and control</p> <ul style="list-style-type: none"> • Individuals have the right to have their views, wishes, needs heard • Professionals need to understand how Taylor would like to be supported / his wants and needs / what is important to/for Taylor/independence • Individuals have the right to choose how they want to be cared for / where they live / who is involved in their care • Individuals should be supported to enable them to have control over their lives / decisions / care • Using accessible tools e.g. communication chart, decision making chart <p>AND ANY TWO PRATCIAL APPLICATIONS FROM:</p> <ul style="list-style-type: none"> • communication chart – how does Taylor communicate, what support does he need, how could support be improved • decision making chart – what decisions can Taylor make, what decisions would he like others to make, who should be involved • building an effective relationship – understanding Taylor’s strengths/ capacities/ goals/ needs/ wishes • person-centred review – Taylor at the centre, co-produce solutions, generate actions • advocate – to represent Taylor’s views • personal budget – decide how and where it is spent on care services • inclusive community – enabled to participate 	7	<p>Level 3 (6-7 marks) Detailed explanation of enhancing voice, choice and control. AND Two suggestions of how this can be done in practice <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (4-5 marks) Sound explanation of enhancing voice, choice and control. AND Two suggestions of how it may be done in practice OR Brief explanation of enhancing voice, choice and control AND Two suggestions of how it may be done in practice <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Level 1 (1–3 marks) Limited explanation of the meaning of enhancing voice, choice and control. AND One or more suggestion of how it may be done in practice <i>There is an attempt at a brief explanation that is list like and covers superficial detail.</i></p> <p>0 marks <i>No response or no response worthy of credit.</i></p>

Question		Answer	Marks	Guidance
5	(b)	<p>ANY THREE FROM:</p> <ul style="list-style-type: none"> Leisure facilities make adaptations to enable inclusion so Taylor can attend services / groups / performances / events ✓✓✓ Voluntary organisations welcome participation by individuals with disabilities so Taylor can volunteer to help others ✓✓✓ Public services, e.g. libraries train staff to have a welcoming attitude so Taylor feels supported ✓✓✓ Charities work to develop partnerships between those with disabilities and those without so Taylor can develop friendships/relationships / community fund raising ✓✓✓ Enjoy time with like-minded people ✓✓✓ Enable Taylor to feel valued/empowered/safe/not isolated/ supported ✓✓✓ Enable Taylor to feel independent ✓✓✓ 	6 (3x2)	<p>THREE MARKS A detailed description of inclusive community AND How it will benefit Taylor</p> <p>TWO MARKS: A description of inclusive community AND How it will benefit Taylor.</p> <p>ONE MARK: How Taylor might benefit OR Limited or basic description</p> <p>DO NOT ACCEPT repeated examples</p> <p>ACCEPT other appropriate examples</p>

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