

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

HEALTH AND SOCIAL CARE

05830–05833, 05871

Unit 6 January 2023 series

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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.

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Unit 6 series overview

The examination paper assessed knowledge and understanding as well as practical application of personalisation and a person-centred approach to care.

It was clear that most candidates had a good understanding of the key features of personalisation and the ability to link them to scenarios in the questions. However, some candidates were not able to write with enough depth or detail required by each question as understanding of the command verb was poor. This meant that although knowledge was evident the application was weak. This was particularly evident in the questions with the command verb analyse.

Most candidates attempted most questions, and few were left unanswered. There was no evidence of candidates having insufficient time for the paper and many wrote responses on the additional space, although not all made it clear which question their response related to.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> • referred to the command verbs in the questions to determine the depth of response required • had responses that were clear, logical and gave examples and application • clearly understood the principles of personalisation and could apply them to varied scenarios. 	<ul style="list-style-type: none"> • were unable to fully understand the higher level command verbs • were unable to link key features of personalisation to the scenarios • focused on parts of the question rather than all of it • found it difficult to give practical applications of the theory.

Question 1 (a)

1 (a) Identify **three** benefits of personalisation to individuals who receive care.

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[3]

This was a well answered question and many candidates were able to gain full marks. The most common responses regarding benefit were, voice choice and control, independence and empowered to make decisions. It is clear that candidates have a good understanding of the benefits of personalisation.

Question 1 (b)*

(b)* Explain how the Children and Families Act 2014 has advanced the personalisation of health care and education for children with special educational needs and disabilities (SEND).

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[7]

There were two parts to this question and candidates needed to explain the Children and Families Act 2014 and then explain how it has advanced personalised care for SEND children.

Some candidates explained the Act and then did not link it to advancing personalisation. Some candidates were able to discuss ways that the Children and Families Act has advanced personalisation but were unable to relate it to the Act, but instead linked it to general personalisation concepts.

Some candidates focused on EHCP which enabled them to move to Level 2 and Level 3 when they developed their point to make a sound explanation, but many missed the significance of including both family, children and professionals in decision making. Most focused on the child's needs being met in a school setting with examples of how this may be done – for example readers in exams and 1:1 teaching showing a good understanding of how SEND is personalised.

Higher marked questions were able to discuss both the Act and link it to practice for example information and support being given to children and families and the support they receive from professionals as well as personal budgets which were explained well with relevant examples of things it could be spent on.

Misconception



Some candidates wrote in detail about the creation and role of the Children's Commissioner wrongly stating that the Children and Families Act 2014 created this role when it actually strengthened an existing role. The post of Children's Commissioner was created in the 2004 Children Act.

Assessment for learning



Candidates would benefit from a thorough knowledge of this Act and practical examples of how it can be applied in different settings.

Question 1 (c)

(c) Some principles of personalisation are listed below.

Principles:

- Choice and control
- Coproduction
- Inclusive communities
- Independence and rights
- Reviewing.

Complete the table by matching each example with a principle.

Each principle may be used once or not at all.

Examples of personalisation	Principle of personalisation
Professionals working collaboratively to produce a care plan.
Providing an individual with a shower and fitting 'tap turners' to help grip the taps. This enables the individual to take care of their own personal hygiene.
Schoolchildren visit a local residential care home to read to residents.
When individuals who are direct budget holders can employ their own personal assistant who will assist at a time convenient for the budget holder.

[4]

Many candidates correctly matched an example of personalisation with a principle. A few candidates wrongly linked professionals working collaboratively to produce a care plan with the principle of co-production and confused 'independence and rights' with 'choice and control'. Some candidates wrote two numbers in each box, and this meant neither, even if correct, was credited.

Question 1 (d)

(d) State **two** purposes of a relationship circle.

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[2]

Most candidates correctly stated two purposes of a relationship circle although some repeated the same example in different words which was not credited. A few candidates stated negative reasons which were accepted, for example, to identify who the individual least likes or gets on with. 'Identify gaps in support' was not accepted as this is not the function of a relationship circle.

Question 2 (a)*

2 Layla, aged 35, has a physical disability and is a wheelchair user. Layla lives independently and works in an office.

In her spare time, Layla plays basketball and has recently been abroad on holiday.

Twice a week Layla receives physiotherapy and she also attends counselling to support her mental health.

(a)* Analyse the impact of the disability rights movement on Layla's life.

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..... [8]

This question asked candidates to analyse the impact of the disability rights movement on Layla's life. Many candidates misinterpreted this question and wrote an account of the Disability Rights Movement and life before it. This was not credited. Instead, candidates should have analysed the effect on Layla now. Most candidates disregarded the command verb analyse and wrote only positive impacts, and this reduced their marks significantly. A lot of the points made were simplistic and taken from the scenario without analysing the effect on Layla's life.

OCR support

 Candidates should be familiar with the requirements of the command words. See the [Command Verbs resource](#)

Question 2 (b)

(b) Create a one-page profile for Layla.

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..... **[7]**

Most candidates recalled information well from the case study and despite some repetition linked to basketball and counselling, accessed full marks. Where candidates didn't achieve full marks, they were confused by what to include in a one-page profile, instead recording information on good days/bad days or what is important to/for Layla. A variety of different format including lists, tables and written prose were used. Candidates were not penalised for the way they presented their information although it should be noted that a one-page profile should be quick and easy to read.

Question 3

3* Sam, aged 79, has dementia. He lives with his wife Anika, aged 75, who has limited mobility. In the past Sam supported Anika with her personal care and he used to do the food shopping.

Sam's condition has deteriorated and he is no longer able to support Anika. Their son Zac, aged 35, lives nearby. He is worried that his parents are not coping but does not know how he can best support them.

Describe how a person-centred review meeting could benefit Sam, Anika and Zac.

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..... **[8]**

The question differentiated well, and generally responses were Level 2 as there was an imbalance of points made for all three named individuals. Often responses were quite repetitive and generic in content and this question challenged many candidates to show what they understood as there was a lot to consider in answering the question.

To access Level 3, candidates needed to describe a person-centred review and then say how it could benefit Sam, Anika and Zac individually, as their needs were very different – better candidates were able to inter relate them in their response. Details such as the place, time and people present were not credited as this question's focus was on the meeting itself and the impact on the family. Some candidates confused names or used names outside of the scenario.

Many candidates did not describe what would happen at a review and focused on one of the people at the expense of the other two. Others linked Sam and Anika together which was difficult to do successfully with their diverse needs. Most people did not consider Zac or if they did, they said he wouldn't worry about his parents - which was not credited as it was in the stem of the question and was repetitive. Better responses would include Zac being confident that his parents were having their needs met and so he relaxes more, or feels less stressed, or returns to his role as son rather than main carer.

Question 4 (a)

- 4 (a) Possible purposes for using a decision-making chart are listed below.

Tick the **three** correct purposes.

Purposes for using a decision-making chart	Tick (✓) three only
Enhance voice, choice and control	
Inclusive communities	
Maintain independence	
Make decisions	
Uphold rights	

[3]

Most candidates correctly identified three purposes of a decision-making chart.

Question 4 (b)

(b) Possible methods of overcoming challenges are stated below.

Match the challenges, 1-7 in the list, to a method of overcoming them.

Each challenge may be used once or not at all.

Challenges:

- 1 A shortage of trained staff
- 2 Communication barriers
- 3 Focusing on deficits not capacities
- 4 Institutional history of public services
- 5 Lack of clarity over roles and responsibilities
- 6 Personal budget is insufficient to meet care needs
- 7 Respecting choice when alternatives promote better health

Methods of overcoming challenges	Challenge number
Challenge professionals who use a one-size-fits-all approach to care.	
Develop a one page profile outlining a person's strengths and capabilities.	
Recruit staff who respect an individual's right to live how they want to.	
Train staff to use Makaton.	
Use a donut chart.	

[5]

This question asked candidates to match challenges to methods of overcoming them. Most responses were correct.

Some candidates used the same number more than once and this resulted in the response being marked incorrect, even if it was correct, as the question clearly stated each number could only be used once.

Question 5 (a)*

5 Taylor, aged 23, has had a car accident resulting in a brain injury. The injury has limited his mental capacity.

Before his accident Taylor lived in a shared house with his friends and worked as a delivery driver.

A key worker is supporting Taylor as he adjusts to his new circumstances.

(a)* Explain what is meant by enhancing Taylor's voice, choice and control and suggest **two** ways a key worker might do this in practice.

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Some candidates could explain what enhancing voice choice and control was but very few could do it without repeating words in the stem of the question.

Candidates then had to suggest two practical ways that this could be done by a key worker. Practical examples with detail were required for high marks, and few candidates could do this successfully. Many chose only one way. A few selected talking to Taylor and building an effective relationship. The ways were often too vague and giving Taylor choices of food or what to wear were common examples. Examples such as one-page profiles and relationship charts were not appropriate. Candidates who achieved marks from Level 3 commonly discussed applications including advocate, listening, communication chart and decision-making chart. These points were often developed and well structured.

Assessment for learning



Candidates should be clear about the appropriate tools to use to enhance voice choice and control from 3.2 of the specification and not use tools to find out what is important to and for a person which is 3.1 of the specification.

Question 5 (b)

(b) Describe **two** ways an inclusive and competent community can benefit Taylor.

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[6]

This question proved challenging for many candidates. Their response needed to include a way that Taylor could be part of an inclusive community for example a club for brain injured people, an activity within that, for example making friends, and then how it made him feel, for example not isolated. Responses were vague, lacked focus and repetitive and often lacked to three components required.

Assessment for learning



Candidates need to be aware of what community inclusion is and be able to provide examples of it in action linked to the effects it will have on individuals.

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