

**CAMBRIDGE TECHNICALS LEVEL 3 (2016)**

**Examiners' report**

# **HEALTH AND SOCIAL CARE**

**05830–05833, 05871**

**Unit 6 January 2024 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.

A full copy of the question paper and the mark scheme can be downloaded from [Teach Cambridge](#).

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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.

This examination series saw a reduction in the overall level of response in comparison to more recent series. Fewer candidates were able to access all the questions. Many candidates used the additional pages to continue their responses, with most indicating that they had done so. There was clear evidence that there was sufficient time to complete the paper.

As with previous exam series the point-based questions were accessible by the majority of candidates, with many gaining a high percentage of correct marks.

When compared to the most recent exam series fewer candidates provided Level 3 responses. There was evidence that candidates clearly understood the importance of understanding and applying personalisation and person-centred approaches to all aspects of service provision. The evaluate question (Question 1 (c)) on the usefulness of modelling behaviour to overcome challenges was answered well by just a small number of candidates. Many candidates did not analyse the usefulness of modelling and those that did, their responses were often one-sided, either focusing on the benefits or limitations. Very few candidates were given marks from Level 3.

Questions on the extra pages were labelled clearly, but there seemed to be less use of extra space compared to the last paper.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> <li>• provided structured, detailed and focused responses to the questions set</li> <li>• applied their learning to extended response questions, addressing the question to good effect</li> <li>• understood the principles, practices and approaches required when applying a person-centred approach</li> <li>• understood how a person-centred approach can benefit individuals in every aspect of daily living</li> <li>• appeared to respond to questions evenly, so made good use of the allotted time.</li> </ul>	<ul style="list-style-type: none"> <li>• did not focus on the question sufficiently</li> <li>• did not respond in sufficient detail to meet the rigours of the question</li> <li>• missed part of a question, instead focusing on the first part of the question</li> <li>• demonstrated limited understanding of the key terms and approaches used</li> <li>• left questions blank with no attempt made to respond to them</li> <li>• struggled to 'explain' and 'evaluate', therefore under performing on these questions.</li> </ul>

### Question 1 (a)

1

(a) Identify **two** key features of personalisation.

1 .....

.....

2 .....

.....

**[2]**

Most candidates were given full marks here. The most common responses were 'voice, choice and control', 'Personal budgets', and 'co-production'. Where candidates did not get full marks the most common error was offering an impact or consequence of personalisation. There also appeared to be more variety in the responses. Previous series have had a narrower range of responses, more directly linked to the five key features of personalisation identified in the examination specification.

### Question 1 (b) (i)

(b) Describe the meaning of the following terms.

(i) Values-based recruitment

.....

.....

.....

.....

**[2]**

Many candidates were given one mark here. Responses that achieved full marks were able to offer comments on how values and skills will be drawn out through questioning or scenarios at application and/or interview as examples. Those who didn't gain any marks were offering a vague paraphrasing of the question stem.

### Question 1 (b) (ii)

(ii) Resistance to change

.....

.....

.....

..... [2]

Many candidates gained one mark here. Responses that achieved full marks were able to offer comments on individuals fearing a change due to loss of power or more uncertainty. Where candidates didn't gain any marks, they were offering a vague paraphrasing of the question stem and/or a vague example.

### Question 1 (b) (iii)

(iii) Respecting choice

.....

.....

.....

..... [2]

Many candidates were given one mark here. Responses that achieved full marks were able to offer comments on the struggles professionals have and the need for non-judgemental practice.

Where candidates didn't get any marks they were offering a vague paraphrasing of the question stem and/or a vague example.



### Question 2 (a)

2 Amit is 15 and uses a wheelchair as he has difficulty walking. Amit also has some communication issues.

Amit's mum is his main carer. Sam, a professional carer, also helps Amit's mum.

Amit sees a physiotherapist once a week and has a review every six months with Doctor Kofi at the hospital.

Amit's sister sometimes visits but lives far away. Amit stays with his dad every other weekend. In the school holidays, Amit will sometimes stay with Charlie, a paid respite carer.

At school, Amit has help from his teacher and a teaching assistant. Amit has lots of friends at school.

(a) Complete the relationship circle below to show the information about Amit.

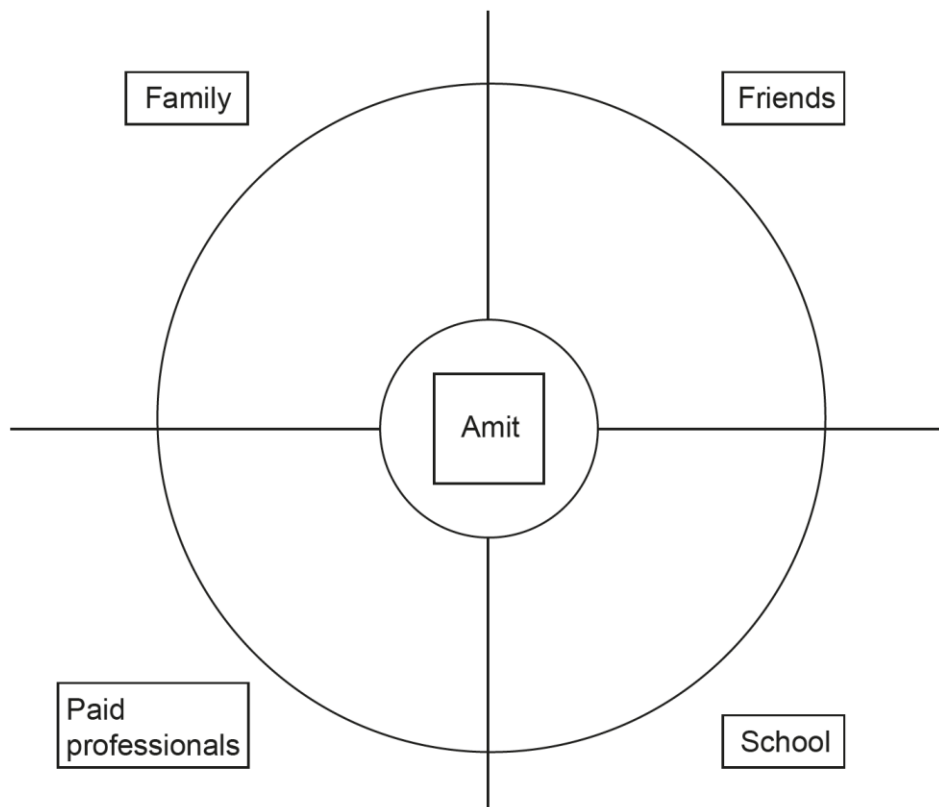
Use the headings:

**Family**

**Friends**

**Paid professionals**

**School**



[4]



This question was answered well. Candidates seemed to have been slightly confused as to how to respond to this question in terms of layout, with some opting to add layers to the diagram to indicate how close they were to the individual.

Where candidates didn't gain full marks they missed one of the paid professionals or didn't record a friend, perhaps thinking they needed to name a specific friend.

### Question 2 (b)

(b) Fair Access to Care guidelines were published by the Government in 2003.

Identify **one** way the guidelines may help Amit.

.....

..... [1]

Generally, responses were lacking clarity here. Candidates performing well here identified how the guidelines gave individuals access to professionals. Candidates not gaining marks here offered vague links to Amit's care which would have been more relevant to 2 (c) (ii).

### Question 2 (c) (i)

(c) The Care Act of 2014 removed geographical barriers.

(i) Explain what this means.

.....

.....

..... [2]

Most candidates gained full marks by commenting on the continuity of care and access to services this provides for individuals. Some candidates referred to physical barriers such as wheelchair users accessing services for example, and the use of public transport and ramps.



### Question 3 (a)\*

3

(a)\* Evaluate **two** impacts of personalisation.

Impact 1 .....

Impact 2 .....

Evaluation

.....

.....

.....

.....

.....

.....

[6]

Very few candidates gained marks in Level 3, perhaps because many candidates did not respond to the command verb, which meant getting marks in top of Level 1/bottom to mid-Level 2 as positive impacts were discussed with more confidence.

Candidates commonly identified positive impacts such as 'remaining in own home' and 'independence' or 'empowerment'. When negatives were offered, 'care is limited to budget' was common.

### Question 3 (b)

(b) Identify **three** personalisation tools other than a relationship circle.

Describe how each tool can support an individual to make decisions.

1 Decision-making tool .....

How it could support an individual

.....  
.....  
.....

2 Decision-making tool .....

How it could support an individual

.....  
.....  
.....

3 Decision-making tool .....


How it could support an individual

.....  
.....  
.....

[6]

Candidates got five or six marks for this question. Most commonly cited tools were 'communication charts', 'one-page profile', 'good day/bad day', 'doughnut chart', 'routines' and 'top tips'. Candidates showed a good understanding of 'one-page profiles' and 'good day/bad day' tools but struggled to explain a 'doughnut chart' and/or 'decision-making chart', therefore only getting the mark for identifying the tool.

#### Assessment for learning

 The role of different personalisation tools and how each one supports an individual to make decisions should be taught to candidates to make sure they can describe this sufficiently to gain marks.

### Question 4 (a)\*

4

(a)\* Explain **two** purposes of a review meeting.

.....

.....

.....

.....

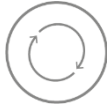
.....

.....

..... [6]

Very few candidates gained marks in Level 3, perhaps because many candidates did not respond to the command verb which meant achieving marks in the top of Level 1/bottom Level 2. For example, candidates confidently identified purposes of the meeting such as 'to review the budget', 'to generate actions' and 'to meet changing needs'. However, these weren't often explained in sufficient detail to justify higher than Level 2 in most examples; some were more list like and factual, rather than explanatory and specific.

#### Assessment for learning

 The role of review meetings was not explicit and many responses were vague. The purposes of review meetings in relation to personalisation should be taught to candidates to make sure they can explain this in sufficient detail to gain marks.

### Question 4 (b)\*

**(b)\*** An individual is asked to make a self-assessment of their needs for a review meeting.

Explain **two** ways that this will assist everyone at the meeting.

.....

.....

.....

.....

.....

.....


.....

.....

**[6]**

Generally, candidates found it hard to gain Level 3 in their responses. Instead the majority gained two or three marks. Candidates made good reference to how self-assessments allow individuals to lead their meetings and be centre of their care, but struggled to explain this further. Less successful candidates discussed just a review meeting with no reference to self-assessment.

**Assessment for learning**



The role of self-assessment of needs for individuals was not explicit and many responses were vague. The impact of self-assessment on personalisation should be taught to candidates to make sure they can explain this sufficiently to gain marks.

### Question 4 (c)

(c) Identify **three** ways an individual can be made to feel comfortable at the review meeting.

1 .....

.....

2 .....

.....

3 .....

.....

[3]

Most candidates were able to get full marks here. Where some didn't, they either offered repeated responses, or comments that were too vague.

Most common responses were 'time', 'location', 'refreshments' and 'who should attend'.

### Question 4 (d)

(d) At the review meeting the following actions are discussed:

- reviewing the budget
- updating records
- generating actions.

Describe how **one** of these actions may positively affect an individual.

Action

.....

Positive effect

.....

.....

.....

[3]

Candidates tended to get two marks here. Candidates performed well when discussing 'reviewing the budget'.

### Question 4 (e)

(e) State **two** questions that could be asked at the review meeting.

1 .....

.....

2 .....

.....

[2]

Most candidates got the two full marks. Some less successful candidates could not give any suitable questions, despite having just worked through a whole paper where they could have used any number of question stems or question contexts to create them.



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