

L3 Lead Examiner Report 1901

January 2019

**Level 3 National in Health and
Social Care**

**Unit 2: Working in Health and
Social Care (31491)**

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Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

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Working in Health and Social Care (31491)

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	13	25	37	50

Introduction

This was the fourth opportunity for students 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 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 students. 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.

Some students 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 as well as applying their knowledge to case studies.

Introduction to the Overall Performance of the Unit

Overall students responded positively 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 students who had completed mock exams using that 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 students had an accurate understanding, knowledge and direct experience of working in the health and social care sector, they showed a good understanding of key terminology such as 'Equality' and 'Discrimination' and could apply their knowledge to various scenarios.

Some students did not read the question carefully and misunderstood what was required in their answer. For example, question 1a required 'health settings' yet a number of students stated health and social care professionals or non-health settings. Similarly, question 4a required healthcare professionals yet a number of students named health settings, non-healthcare professionals or repeated GP, doctor or occupational therapist when the question specified that answers should be other than these. A significant number of students struggled with the understanding of different roles and responsibilities, particularly when it came to the role of a social worker and occupational therapist, often confusing them with other health and social care workers. Some students also struggled with the term 'accountability' and the difference between 'being accountable' and 'being responsible'. Some students did not read the question carefully and misunderstood what was required in their answer. For example, in Question 3, learners are asked how Joe is accountable, many students misunderstood this and gave examples of what Joe is responsible for.

The most successful responses came from students 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. Students who made direct and accurate references to the scenarios often gained higher marks.

Individual Questions

Question 1 was based on an adult who has issues with substance abuse and mental ill health and requires students to show their understanding of relevant health settings, anti-discriminatory practice, barriers to accessing health and social care services and the ways that health and social care professionals can support service users.

Q1a:

Overall where students achieved the full 2 marks, they showed a good understanding of the different health settings that a community psychiatric nurse might refer someone to. Where students did not achieve full marks, they either named professionals, non-health settings or used settings that were not linked to the case study and were too general such as a hospital.

Some students are still including far too much detail when they are asked to state something. Full marks can be achieved by just naming two relevant settings and no further information is needed.

2 marks awarded – (1) mark for psychiatric hospital/ward and (1) mark for rehabilitation centre. Both health settings are relevant to the scenario.

Case Study Scenario 1: Ill Health	
Marilyn is 32 years old. She has issues with substance abuse and mental ill health. She is currently visited by a community psychiatric nurse.	
Marilyn has just lost her job as a shop worker. She cannot afford to pay her rent and is at risk of becoming homeless.	
1	(a) State two health settings that the community psychiatric nurse may refer Marilyn to, for support. (2)
1	A Psychiatric hospital/ward
2	A rehabilitation centre

Q1b:

The majority of students responded well to this question and were awarded marks for acknowledging that Marilyn should be given equality of care by the nurse or that the nurse should support Marilyn's rights. Where students did not achieve full marks, it was mainly because they had not fully explained their points. Where students gained higher marks, they had expanded their answer to include reference to policies and procedures or relevant legislation.

3 marks awarded – (1) mark ask her permission (follow anti-discriminatory procedures), (1) mark has own input (involve in care planning) and (1) mark ensuring confidentiality (support her rights)

(b) Explain **two** ways the community psychiatric nurse can make sure that they do not discriminate against Marilyn. (4)

1 One way is to always ask Marilyn's permission before they make any decisions about any referrals, medications or treatment. This will ~~not~~ ensure that Marilyn doesn't feel discriminated against as she has her own input to her treatment.

2 Another way would be to always ensuring confidentiality and not disclosing any information about her to people who don't need to know. The only times they would have to not do this is if she's breaking law, ^{at risk of} harming others or ^{at risk of} harming herself.

2 marks awarded – (1) follow policies and procedures (1) follow the Equality Act 2010. The student missed the opportunity to gain the additional marks by justifying these points.

(b) Explain **two** ways the community psychiatric nurse can make sure that they do not discriminate against Marilyn.

(4)

1 The psychiatric nurse should follow the laws of the Equality Act (2010) to ensure she is follow on the laws against discrimination.

2 The nurse should also make sure that she is follow her companies policies about discrimination.

0 marks awarded – as the nurse stating a piece of legislation is not specific enough.

(b) Explain **two** ways the community psychiatric nurse can make sure that they do not discriminate against Marilyn.

(4)

1 The community psychiatric nurse can make sure they don't discriminate against her by stating the Equal rights Act in 2004.

2 Can also make sure they don't discriminate against her by making sure they will help her to come clean and stop abusing the substance intake.

Q1c:

Most students showed some understanding of barriers that may affect access to health and social care services. However, this was a levelled response question and in order to achieve the level 2 and 3 marks they needed to apply their knowledge to the scenario. For level 3 marks they needed to demonstrate accurate and thorough

knowledge of the barriers that would prevent Marilyn from accessing health and social care services ensuring their response was comprehensively linked to the scenario.

Level 1 responses showed an understanding of barriers but gave general responses that were not applied to the scenario and in some cases referred to general barriers that did not link to Marilyn.

6 marks awarded – the response is well linked to the scenario to demonstrate a thorough knowledge of potential barriers for Marilyn.

(c) Explain why Marilyn may not be able to access the health and social care services she needs.

(6)

Marilyn may not be able to access the services for several reasons. As she has just lost her job she may be unable to afford transportation to the services such as clinics and appointments. If she cannot afford to get there unless transport is provided she will be unable to attend. Marilyn's mental health may also provide a barrier to access as she may not be capable of making self referrals and keeping track of appointments. Her mental health may also mean using public transport to get to appointments is challenging. Another reason she may be unable to access health and social care services is that she is at risk of becoming homeless. If she does lose her home then without an address she may be unable to receive letters about appointments and services or ^{be} unable to make them due to the fact she is homeless. It also means she would not be able to be seen in her ~~own~~ home by community nurses and other home based services.

2 marks awarded – the response refers to general barriers and as this was not applied to the scenario it could not be awarded above level 1.

(c) Explain why Marilyn may not be able to access the health and social care services she needs. (6)

Marilyn may not have access to services she needs as she may not be able to afford them. ~~There could be~~ For example, specialised care provided by the private sector. This means she won't be able to get the care she needs as due to financial situation she can't afford it.

Marilyn may not have access to services because of the post code lottery. For example, her local area may not provide or have access to the care or equipment. This means that she will have to travel further which will further increase her financial difficulties or not receive this care.

Q1d:

Overall this question was not answered very well and many of the students did not show a good understanding of the roles of various health and social care professionals. There were a lot of generic responses which picked up marks for showing some understanding and the occasional link to the scenario. These students generally focused more on one type of support for example health care workers. The responses gaining the higher marks demonstrated accurate knowledge and understanding and could link the issues with the scenario. These responses considered both health and social care professionals and the range of support they could give linked to their role and the scenario with judgements and conclusions drawn.

7 marks awarded – response is applied well to the scenario and considers both health and social care professional support. There is some evidence of appropriate conclusions that are justified.

(d) Discuss ways that health and social care professionals could support Marilyn.

(8)

Health and social care professionals can support Marilyn in various different ways one way would be through partnership, this involved many professionals coming together to provide Marilyn with individualised care. This team may include; community nurses, GPs etc. As a consequence certain areas of Shirley's health can be focused on and improved more effectively. Also professionals can support ^{Marilyn} ~~Shirley~~ through empowering her and ensuring she is involved in meetings about her health. This may in turn make Marilyn feel more independent and improve her self-esteem if she feels as though she is helping her to improve her health. Specifically her mental ill health professionals could also help ~~Shirley~~ Marilyn through providing her with advice and support as how she can improve her mental health and her issues with substance abuse. This may involve; social workers attending support groups with her to ensure she feels as comfortable as possible but empowered also. However, although there are many ways professionals provide support, there are some limitations for example, Marilyn may not want the support and preferred to be left alone, as a consequence professionals may struggle to provide Marilyn with the appropriate support which limits how much Marilyn can improve.

2 marks awarded – level 1 response with limited knowledge and understanding shown. The response has few relevant links to the scenario and has not fully considered both health and social care professionals.

(d) Discuss ways that health and social care professionals could support Marilyn.

(8)

Marilyn's Gp could support her by giving her advice ~~and~~ ^{about} her substance and how it will affect her and may even suggest a rehabilitation centre. For her mental health her Gp could ~~prescribe~~ ^{prescribe} her some medication. Marilyn could gain a social care worker that will check in on her daily and give her advice. A support worker could give her one-to-one and always be on call in case Marilyn needs someone to talk to or if she needs help.

Question 2 was based on an adult with a learning disability who lives independently in supported living accommodation. Students were required to show their understanding of methods used to obtain feedback from service users, key areas on the specification around roles and responsibilities including a social worker and care manager, safeguarding, and how social care professionals support individuals.

Q2a:

Overall this question was answered well with most learners able to gain full marks. Most of the responses involved use of questionnaires, surveys, advocates or asking Shirley questions. Even though the question only required them to state two ways of getting feedback some learners are spending time including too much detail.

2 marks awarded – the student has stated two appropriate ways of getting feedback to achieve full marks.

2 (a) State **two** ways that the care manager could get feedback from Shirley.

(2)

1 questionnaire?

2 set up a meeting and ask, with advocate present?

0 marks awarded – the student has misunderstood the question and has instead considered ways to communicate with individuals.

2 (a) State **two** ways that the care manager could get feedback from Shirley.

(2)

1 using a makaton sheet to understand Shirley.

2 Sign language

Q2b:

Some students did not understand the roles and responsibilities of a social worker and included responses such as doing the cleaning, shopping or providing personal care which could not be awarded marks. Those students who gained full marks could describe relevant responsibilities of a social worker and gave examples such as participating in a multi-disciplinary team, providing information and support, acting as an advocate and completing assessments.

4 marks awarded – the student has included relevant information about the

(b) Describe **two** responsibilities of Shirley's social worker.

(4)

- 1 Shirley's social worker is responsible for ensuring that Shirley is receiving effective care, as well as being kept safe from harm. This could include the social worker making sure that the supported living service is suitable for Shirley's needs.
- 2 The social worker is responsible for acting as an advocate if Shirley needs them. This could include ~~the~~ being present in meetings when deciding the best course of action for Shirley's care.

responsibilities of a social worker linked to the mark scheme.

0 marks awarded – the student has not showed an understanding of the responsibilities of a social worker.

(b) Describe **two** responsibilities of Shirley's social worker.

(4)

- 1 one responsibility Shirley's social worker has to do is helping her pay bills that needs to be paid and doing things Shirley needs help with.
- 2 Another thing is by helping her make her food, giving her the right medication that she might need to be taking etc.

Q2c:

Most students showed some understanding of safeguarding covering content such as staff training, risk assessments and staff training. This was a levelled response which required students to demonstrate knowledge and understanding of how the care manager could make sure Shirley was safeguarded. Students who were awarded level 3 marks could apply their knowledge and understanding effectively and accurately to the scenario meeting the requirements of the explain descriptor. Level 1 responses showed an understanding of safeguarding but did not link the responses to the scenario to explain.

6 marks awarded – the student has shown a thorough knowledge and understanding and has linked the evidence well to the scenario to address the role of the care manager in the safeguarding of Shirley.

(c) Explain how the care manager could make sure that Shirley is safeguarded.

(6)

case manager may ensure that Shirley is safe through carrying out relevant risk assessments in her home to identify any potential hazards that could occur & overcome it. Not only that, she should be aware of Shirley's whereabouts at all times so she isn't isolated & at risk of harm due to not having appropriate supervision. As well as that, her care manager may also ensure that they spend the requirements of the data protection act 1998 to prevent breach of confidentiality & Shirley being at risk of exposure to strangers. Also, through the use of CCTV cameras her care manager could ensure that they're aware of Shirley's environment & that it's safe; but should take care and work in accordance with codes of conduct when using CCTV footage of Shirley. Not only that, the relevant procedures for reporting and recording accidents and incidents should be in place in the case of harm, the care manager is responsible for raising concerns to protect Shirley. Shirley should also have access to first aid facilities in the case of an emergency.

2 marks awarded – the response includes generic statements rather than explaining the points raised and linking them with the scenario.

(6)

Safeguarding is to protect individuals from harm, abuse and neglect. The care manager could ensure that Shirley is safeguarded by making sure her information is private following correct policies and procedures and the Data Protection Act 1998. They should also ensure the living area is safe. The care manager should also ensure that all staff working with Shirley have had clear DBS checks.

Q2d:

This was a levelled response which asked students to discuss how social care professionals could support Shirley to live alone. Many students did not focus on social care professionals and responses often confused the roles of health care assistants and support workers, social workers and occupational therapists. Where level 1 and 2 marks were awarded students tended to also focus on the support aspect of the question rather than considering how this would help her to develop independence to live alone. Students who were awarded level 3 marks could successfully apply accurate knowledge and understanding of the roles of various social care professionals to the scenario, effectively showing how Shirley could be supported, but also showed an understanding of the importance of empowering Shirley so that she could live independently.

7 marks awarded – the response has addressed the issues in the scenario well. The student has included relevant information related to the roles of social care professionals to discuss not only supporting Shirley but also how this will help her further develop independence.

Shirley works one day a week. She is often late.

(d) Discuss how social care professionals could support Shirley to live alone.

(8)

They could support Shirley by teaching her time management and organisation skills.

This would help Shirley to be able to get to work on time and have everything she needs on her at the right time. This would ensure that Shirley has some income.

They could support Shirley by helping her to get another job so Shirley is able to have a bigger income to allow her to be able to afford to live alone. This would allow Shirley to increase her independence.

They could bring Shirley to some classes to teach her how to look after herself and how to look after a home. This would allow Shirley to gain the experience she needs for her to be able to live alone without extra support.

They could teach Shirley about how to finance her money. This would allow her to be able to learn to pay rent and bills and also know how much spending money she is able to use for leisure items.

2 marks awarded – the response is very focused on providing practical support rather than developing independence and makes few relevant links to the scenario.

(d) Discuss how social care professionals could support Shirley to live alone.

(8)

Social care professionals such as a care worker could observe what Shirley can do independently and what she struggles to do independently. For example, Shirley is often late to work. This could mean she struggles to wake up or organise her day so she leaves at a time she wouldn't be late. To support Shirley a support worker could provide her with an alarm clock set to when she should wake up and a timetable whiteboard telling her what time to leave the house to get to work and arrange transport to get her there on time. This would support her to live alone but still have assistance with the things she struggles to do independently. Another way she could be supported to live alone is by having adaptations made to her house so that she can do tasks on her own as well as having arranged food deliveries so she is eating a balanced diet.

Question 3 was based on a child with a physical/sensory disability who has a one-to-one support worker. The students were required to show their understanding of the support worker, responsibilities of the support workers employer, how to empower individuals and how to support a service user in dealing with conflict.

Q3a:

Students were required to identify two ways the support worker is accountable in their role. Generally, this question was not answered very well with many students considering his responsibilities in his role rather than identifying ways that Joe is accountable. Where students achieved the full 2 marks, they identified two relevant points such as updating training and an example of the application of codes of practice or policies and procedures. Where students did not achieve full marks, they tended to name tasks that the support worker would undertake with Ritesh.

Question 3 was based on a child with a physical/sensory disability who has a one-to-one support worker. The students were required to show their understanding of the support worker, responsibilities of the support workers employer, how to empower individuals and how to support a service user in dealing with conflict.

2 marks awarded – 1 mark for each response related to examples of the application of the codes of practice and policies and procedures.

3 (a) Identify **two ways that Joe is accountable in his role as a support worker.**

(2)

1 Record incidents

2 Support one individuals dignity

One mark awarded- reporting any discrimination linked to the application of policies and procedures.

3 (a) Identify **two** ways that Joe is accountable in his role as a support worker.

(2)

- 1 help with day-to-day needs such as feeding or taking to toilet.
- 2 ensuring things are reported if any children are mean / there is any discrimination.

Q3b:

Some students struggled with this question and rather than describing how the employer was responsible towards Joe the support worker, they talked about how Joe was responsible to Ritesh. Students who answered this question well showed an understanding that the employer was responsible for safeguarding Joe and used appropriate examples such as carrying out risk assessments and having relevant policies in place such as the lone worker policy. Others gained marks for referring to providing training for Joe and having policies and procedures in place such as whistleblowing.

4 marks awarded – 2 marks awarded for first response - (1) training (1) appropriate expansion to learn about policies and procedures. 2 marks awarded for second response - (1) protect from harm (safeguarding), (1) appropriate expansion risk assessment to minimise risks.

(b) Describe **two** responsibilities that Joe's employers have towards him.

(4)

1 One responsibility that Joe's employers have towards him could be to always ~~expans~~ make sure Joe's training is up to date + if it isn't to send him on training activities where he can learn all the new policies + procedures.

2 Another responsibility is to ensure Joe won't get into any harm, they can ensure this by carrying out a risk assessment. This looks at all the risks he could face and ~~is~~ minimises them.

2 marks awarded – the student has identified safeguarding and training but has not Expanded on these.

1 One responsibility that Joe's employers have is to ensure that Joe is safe while he's working and is never put into any potentially hazardous situation.

2 Another responsibility that they have towards Joe, is to ensure he has had all the appropriate training for the job role he has and undertakes continuous professional development when needed.

Q3c:

Overall students responded well to this question and considered relevant ways that Joe could promote Ritesh's independence. These included for example empowering him, giving choices, developing his communication skills and letting him do things for himself. This was a levelled response which required students to apply their knowledge and understanding effectively and accurately to the scenario in order to gain level 2 or 3 marks. Level 1 responses showed an understanding of promoting independence but did not link the responses to the scenario to explain.

6 marks awarded – the response is comprehensively linked to the scenario and the student has demonstrated accurate and thorough knowledge to consider how the points raised will develop Ritesh's independence.

(c) Explain how Joe could promote Ritesh's independence.

(6)

Joe ^{allowing} ~~making~~ Ritesh ^{to} make ~~for~~ his own decisions and choices will encourage him to think for himself and be more independent. ★

Joe can also encourage Ritesh to go ~~platt~~ places alone depending on how much support he needs. Could be as simple as going to class alone, this will demonstrate his independence and capability to himself and others. Also, make him remember he is not dependant on Joe.

Joe can also teach/show Ritesh how to do some jobs or personal care so when Ritesh is having assistance with these daily routines he can help and do some of them. This will make him feel more independant and raise his self-esteem knowing he can do it himself.

★ As he struggles verbally it could be easy for Ritesh to let Joe speak on his behalf and make decisions for him. However, he will feel much more independant and incontrol if Joe encourages him to do it himself.

2 marks awarded – the student has shown some elements of understanding related to promoting independence but has not explained the points raised or linked them with the scenario.

By Joe stepping back and allowing Ritesh to do certain tasks alone, this will start to gain Riteshs independence.

For example, allowing Ritesh to sit with friends without Joe, as well as, Joe making Ritesh join in with more activities. Another one would be, at break and lunch Joe letting Ritesh sit with friends.

This would build ~~confidence~~ independence within ~~R~~ Ritesh as he would have more freedom, which could make him feel good about himself when he does it.

Q3d:

Overall this question was not answered well with students not always understanding what was meant by conflict. Some responses focused on bullying and the way that the school would deal with it rather than how Joe would support Ritesh to deal with any conflict. This was a levelled response question where students who were awarded level 3 marks could successfully apply accurate and thorough knowledge and understanding. This could have included aspects such as Joe acting as an advocate for Ritesh, strategies and advice that Joe could use to support Ritesh and talking and listening to Ritesh about his issues with justified conclusions linked to the discussion.

8 marks awarded – the student has considered how Joe can support Ritesh in dealing with conflict using relevant strategies and has linked their discussion with potential areas of conflict linked to the scenario.

(d) Discuss how Joe could support Ritesh in dealing with conflict.

(8)

Joe can act as an advocate for Ritesh to raise his concern & promote his rights. He can deal with the conflicts Ritesh experiences by ensuring Ritesh that he is on his side. A conflict Ritesh may experience would be a barrier to a service; therefore Joe can help to resolve this by removing barriers such as communication (acting as advocate). Joe can try to explain to Ritesh why there may be conflict and work with him to resolve it. Joe can inform Ritesh and his parents of complaints procedures they can follow to raise concern to allow for professionals to deal with conflict. He may also experience conflict with his parents as they may not allow him to be independent. Therefore, Joe can explain to his parents the importance of Ritesh's right to independence. Joe can help with conflict at school such as work being too hard & the environment not being suitable to cope and support Ritesh by looking at alternatives and promoting equality to Ritesh.

(Total for Question 3 = 20 marks)

2 marks awarded – the student has included some relevant points related to improving communication and acting as an advocate but these have not been fully developed.

(d) Discuss how Joe could support Ritesh in dealing with conflict.

(8)

one way Joe can support Ritesh in dealing with conflict is by giving him professional advice on how to deal with the situation, so that Ritesh can deal with the conflict in the correct way.

Another way Joe could support Ritesh to deal with conflict would be to help him with his verbal communication. He could ^{allow} ~~help~~ Ritesh to ^{allow} ~~help~~ ^{to resolve} ~~to solve~~ ^{to speak as he wishes to} ~~to speak in the correct way~~ the argument but will be there just in case Ritesh gets stuck or needs extra support.

Also Joe could support Ritesh by acting as an advocate for Ritesh, so if he gets stuck or feels nervous Joe can support him in the situation.

Question 4 was based on a scenario linked to age-related needs with an 85-year-old with Alzheimer's disease and his wife who has arthritis. The students were required to show their understanding of the healthcare professionals who could work with Donald, how an occupational therapist could support his wife Hilary, why a nursing home may be an appropriate care setting for Donald and the potential barriers that may prevent Donald getting a place in a nursing home.

4a: Overall this question was answered well with most students able to identify two healthcare professionals who could work with Donald. Where students did not achieve full marks, they identified social care professionals or repeated GP, doctor or occupational therapist which could not be awarded as they were given in the stem. A few students also missed marks by naming settings instead of professionals.

2 marks awarded for named healthcare professionals

- 4 (a)** State **two** healthcare professionals, other than a GP or occupational therapist, who could work with Donald.

(2)

1 Mental health nurses

2 Psychiatrists

4b: Where students understood the role and responsibilities of an occupational therapist they often achieved full marks. However, some students did not fully understand what an occupational therapist does and gave examples such as helping to provide personal care for Donald or taking Hilary shopping.

4 marks awarded – the student has included home alterations and specialist equipment with each one justified.

1 The ~~the~~ occupational therapist can make adaption in the home to help Hilary such as making ramps so that she would not have difficulties walking up steps and providing her a lift chair for the stairs.

2 The occupational therapist can also provide equipment for her home to help Hilary. For example, they can provide her with a kettle stand that moves when you pour it, so it would not require her to lift the kettle.

4c: This was a levelled response which required students to apply their knowledge and understanding accurately to the scenario in order to gain level 2 or 3 marks. Level 1 responses showed an understanding of some positive aspects of a nursing home but did not link the responses to the scenario. Overall students responded well to this question and demonstrated accurate knowledge and understanding of the type of provision a care home is and how this might benefit an individual with Alzheimer's linking this to the scenario to gain marks at level 2 and 3.

6 marks awarded – the student has demonstrated thorough knowledge and understanding and has discussed why a nursing home may be appropriate for Donald with sustained links to the scenario.

(c) Explain the reasons why a nursing home might be an appropriate care setting for Donald.

(6)

A nursing home might be an appropriate care setting for Donald because he would be surrounded by staff members who would be devoted to his care, and they would also be able to professionally address his problems in a manner that Hilary would not be able to. At home, due to her arthritis, Hilary may not be able to provide for Donald 24/7 which could lead to inconsistencies in the quality of his care, however a nursing home would provide Donald with round the clock care from health and social care professionals. Another reason is that Donald would benefit from the holistic approaches of multi-disciplinary working, as different professionals would be working together with their own levels of expertise to provide the best possible kind of care he needs.

2 marks awarded – the student has demonstrated some elements of understanding although this had not been linked to the scenario given.

(c) Explain the reasons why a nursing home might be an appropriate care setting for Donald. (6)

The nursing home is a suitable place for Donald because he will have the right care, and he will do lots of tasks in a nursing home which will not make him aggressive, as he will stay busy with his nursing home. The nursing home will provide Donald with the correct medication for his disease. The right care for his day to day needs for an example dressing up and toileting, and the right sort of food provide for Donald to eat. Nursing home is also supportive as he will have a care plan of his day to day needs and preferences.

4d: Overall this question was answered well with students able to demonstrate their understanding of the barriers which can impact families trying to access nursing home care for older adults. Most students could describe barriers including financial, geographical and psychological and those who expanded on this to link their response to the scenario and were able to draw and justify conclusions gained higher marks.

8 marks awarded – the response was awarded marks at level 3 as the student had shown accurate and thorough knowledge which was comprehensively linked to the scenario.

The family may face financial barriers when getting Donald a place in a nursing home. This may be because they don't have savings and Donald's income (e.g. pension) is not enough to pay for a place in the home.

Also, there may be geographical/location barriers - for example, the nearest nursing home may be full or unsuitable. It may also mean Donald is placed in a home too far for his family to visit due to travel cost or time, which may prevent the family getting him a place. Furthermore, there may be delays in assessment of his needs by professionals. This may mean that the family cannot find him a suitable home ~~until~~ until his needs have been assessed, e.g. the severity of his Alzheimer's.

Additionally, Donald himself may not want to go into a nursing home and could become aggressive. His personal wishes must be respected as he has a right to decide if he doesn't want to go into a nursing home, which may prevent him getting a place. Some nursing homes cannot take Alzheimer's patients or aggressive patients.

(Total for Question 4 = 20 marks)

5 marks awarded – accurate knowledge and understanding shown with some links to the scenario.

(d) Discuss the barriers that may prevent Donald's family getting him a place in a nursing home.

(8)

One barrier that may prevent Donald from securing himself a place in a nursing home could be his aggression. This may be a problem for nursing homes as they house other vulnerable people ~~xxx~~ perhaps making him seem a less desirable resident over someone who isn't aggressive.

Another barrier may be that nursing homes can cost a lot of money which perhaps Donald's family can't afford. This reduces the amount of nursing homes available and the quality of nursing homes which Donald's family may be concerned about.

Due to the population aging there may be the barrier of many nursing homes being full and difficult to find Donald a place in one. This again may reduce the options for Donald and his family to perhaps some not very nice homes.

Finally, a barrier could be that Hilary doesn't want to "abandon" her husband and feels reluctant to put him into a care home.

2 marks awarded - some knowledge and understanding of barriers shown although there were few links to the scenario.

(d) Discuss the barriers that may prevent Donald's family getting him a place in a nursing home.

(8)

one barrier could be transport. If they do not have access to a car they will have to use public transport, which is costly and not reliable.

Another barrier is the financial cost of him being in a nursing home. As it costs a lot of money they may not be able to afford the care he needs or the accommodation.

Also resources may be a barrier. The ^{Nursing} ~~Care~~ home may not have the correct equipment for Donald's type of care, so they would have to look for a more suitable home which could take a long time to get it.

Another barrier would be geographical. The nursing home might not be local and they may have to travel which could be difficult, they might not be able to get the time to visit Donald if the location of the nursing home is far away.

Summary

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

- Take care to read the questions carefully. Students missed marks by misreading questions, e.g. giving professionals instead of health settings for 1a and including GP, doctor or occupational therapist for 4a when the question specifically said, 'other than' these professionals.
- Students 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 does not require any expansion of a point and some students provided extensive information that was not required for these questions. However, describe, explain and discuss will always require an expansion.
- Use the SAMS and for students to look at and attempt exam style questions which they can they review against the mark scheme.
- Students need to practice applying their evidence to set scenarios so that they can understand how marks are awarded in the extended levels-based questions. Students quite 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.
- Students should understand the difference between health settings and professionals and social care settings and professionals. This could be supported through relevant work experience placements, visits to different settings or perhaps having visiting speakers from the different sectors. This would also support the students in developing an understanding of the roles and responsibilities of different professionals.
- Students need to understand the difference between 'accountability' and 'responsibility' as this was an area often misunderstood. This could also be linked with further developing their understanding of different settings and professionals.

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