

Commentary on candidate evidence

The candidate evidence has achieved the following marks for each section of this course assessment project.

Candidate 1

Is it always better for people requiring care to be cared for at home?

Section A – Analyse two aspects of human development in relation to an individual(s) requiring a care service

The candidate was awarded **7/8 marks** in this section for the following.

Cognitive:

- ◆ Descriptive mark up to second reference. **(1 mark)**
- ◆ ‘Poppy’s cognitive development may be affected by her hearing impairment ... This may cause delays...’ (developed point) **(2 marks)**
- ◆ ‘...impacting Poppy’s ability to learn, memorise and store new information.’ **(1 mark)**

Physical:

- ◆ Descriptive mark up to bottom of page. **(1 mark)**
- ◆ ‘... tire easily from the amount of energy.... This information suggests Casteel may take longer...’ **(1 mark)**
- ◆ ‘...a healthy infant is born with, leading to Casteel having difficulty...’ **(1 mark)**

Section B – Explain three needs of your chosen individual(s) requiring a care service, in relation to your brief

The candidate was awarded **12/12 marks** in this section for the following.

Emotional Need for Independence:

- ◆ ‘She’s currently dependant on her mums... MS will experience depression’ (reference) **(2 marks)**
- ◆ ‘Regaining her independence would increase her self-esteem... life after diagnosis.’ **(1 mark)**
- ◆ ‘...reablement worker. They would teach Alexandria how to use...’ **(1 mark)**

Social Need for Interaction:

- ◆ 'Jonathan has a **Social Need for Interaction**, ... joy and a sense of purpose-...' (1 mark)
- ◆ 'Lack off social interaction can impact upon mental health... risk of depression...' (1 mark)
- ◆ '... many opportunities for interaction through group social activities...' (1 mark)
- ◆ '... chance to form friendships outside his home, ...' (1 mark)

Section C – Evaluate features of positive care practice within two care services accessed by your chosen individual(s) receiving care

The candidate was awarded **12/12 marks** in this section for the following.

Residential Care Home:

- ◆ Up to the reference – generic mark (1 mark)
- ◆ '**“Responsive Care and Support”** can positively impact by ensuring Alexander received the right type of care for him... communicated in a way Alexander can understand.' (2 marks)
- ◆ '...it ensures Alexander will have a better outcome in terms of his care and quality of life.' (1 mark)
- ◆ 'An advantage of this is that when people are treated as an individual...' (1 mark)
- ◆ '...carers may experience compassion fatigue.' (1 mark)

Hospital:

- ◆ Up to the UK Government reference – generic mark (1 mark)
- ◆ '... by safeguarding patients and services providers ... harassment and discrimination.' (1 mark)
- ◆ 'This helps provide a safe, secure and judgement free environment...' (1 mark)
- ◆ 'promoting equal access and equality of opportunity' (1 mark) ... 'legally required to make reasonable adjustments including ...' (1 mark)
- ◆ 'This provides an inclusive environment for Lillia ... her need for communication is met.' (1 mark)

The Anti-discriminatory Practice section could get **2 marks** as well, but the candidate had already reached full marks.

Section D – Analyse three social influences in relation to your chosen individual(s) in receipt of a care service

The candidate was awarded **15/15 marks** in this section for the following.

Mass Media:

- ◆ Accurate description **(2 marks)**
- ◆ 'This frequent negative portrayal... causing them to fear and marginalise her ... attached to her mental illness.' **(1 mark)**
- ◆ 'According to research, compared to the general public, ...' **(1 mark)**
- ◆ '... which can affect her self-esteem and cause her to be reluctant about seeking out support when needed.' **(1 mark)**

Religion:

- ◆ Accurate description **(2 marks)**
- ◆ '... her decision as going against her values, and faith.' **(1 mark)**
- ◆ '... may pressure her into refusing a blood transfusion, in fear of becoming an outcast...' **(1 mark)**
- ◆ '...can reduce Sarah's life chances ... risk of further deteriorating while in the hospital...' **(1 mark)**

Peers:

- ◆ Accurate description **(2 marks)**
- ◆ '... lack understanding of hearing impairments ... judging and discriminating ... bully her.' **(1 mark)**
- ◆ '... educational attainment, by causing her enjoyment and interest ... to decrease ... being in a discriminatory environment.' **(1 mark)**
- ◆ 'Their opinions towards her can ... developing low self-esteem and low self-worth.' **(1 mark)**

Section E – Explain the relevance of three sociological theories in relation to your brief

The candidate was awarded **16/18 marks** in this section for the following.

Symbolic Interactionism:

- ◆ Accurate description **(2 marks)**
- ◆ 'This is relevant to my brief, as the theory would suggest that as Labels ... towards individuals,' **(1 mark)**
- ◆ 'It can result in him being stigmatised and discriminated against by society.' **(1 mark)**
- ◆ 'To divert Marcel from being medically labelled ... having a carer at home would be the best option.' **(1 mark)**
- ◆ 'This ensures he will receive care from people who do not judge or label him.' **(1 mark)**

Functionalist:

- ◆ Accurate description **(2 marks)**
- ◆ ‘... where she would be safe and be removed from the influence of her dysfunctional family unit.’ **(1 mark)**
- ◆ ‘... and by not fulfilling its purpose of primary socialisation.’ **(1 mark)**
- ◆ ‘Functionalist would suggest ... which are classed as deviant behaviour.’ (1 mark and 1 developed point) **(2 marks)**

Conflict Theory:

- ◆ Accurate description **(2 marks)**
- ◆ ‘... which provides them the opportunity ... at a faster rate by paying for it.’ **(1 mark)**
- ◆ ‘This is relevant to my brief, as due to Timothe’s low socio-economic status, ... limited access to opportunities and services.’ **(1 mark)**

Section F – Evaluate the relevance of three sociological theories in relation to your brief

The candidate was awarded **12/18 marks** in this section for the following.

Person-Centred Theory:

- ◆ Accurate description **(2 marks)**
- ◆ ‘A therapist at the facility can deliver core conditions by listening to him ... acceptance and genuine support.’ **(1 mark)**
- ◆ ‘... provides unconditional positive regard can help him to work on forgiving himself...’ **(1 mark)**

This part was more of an analyse than an evaluation.

Social Learning Theory:

- ◆ Accurate description **(2 marks)**
- ◆ ‘... would be beneficial for the staff at the children’s homes ... can influence the development of new behaviours...’ **(1 mark)**
- ◆ ‘In relation to my brief, the theory would suggest ... exposed to negative role models.’ **(1 mark)**
- ◆ ‘... would provide her with a new set of positive role models ... advice and support ... manage and change her behaviours...’ **(1 mark)**

Operant Conditioning:

- ◆ Accurate description **(2 marks)**
- ◆ The use of positive reinforcement through Effective method used to nurture ... learning of new positive behaviours **(1 mark)**

This part was more descriptive/application than evaluative.

Section G – Referring to your report, provide a conclusion in relation to the brief

The candidate was awarded **5/5 marks** in this section for the following.

- ◆ ‘This is because there are many areas to consider ... exactly that-an individual.’ **(1 mark)**
- ◆ ‘... including their needs and personal preferences.’ **(1 mark)**

- ◆ 'While delivering care at home doesn't mean it would work for others.' **(1 mark)**
- ◆ '...care as their home environment may not be safe...' **(1 mark)**
- ◆ '...experiencing triggers...' **(1 mark)**

Section H – Present appropriate pieces of referenced information from a variety of sources

The candidate was awarded **2/2 marks** in this section for the following.

- ◆ Accurate in the body text references (**1 mark**)
- ◆ Accurate referencing in a reference list (**1 mark**)

Overall, the candidate was awarded **81/90 marks** for their project.