



GCE MARKING SCHEME

SUMMER 2016

**HEALTH AND SOCIAL CARE - UNIT 5
1625/01**

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCE HEALTH AND SOCIAL CARE - UNIT 5

SUMMER 2016 MARK SCHEME

Question	Answer	Mark	AO1	AO2	AO3	AO4
1. (a)	<p>Award up to 3 marks for identification of likely difficulties with:</p> <ul style="list-style-type: none"> • personal care, e.g. bathing, shaving and washing • preparing a meal • using the toilet independently • carrying out domestic chores, e.g. cooking, laundry • shopping, collecting pension • getting out of bed and chair • dressing • eating a meal <p>(Accept any other reasonable answer.)</p>	3	3			
(b)	<p>Award up to 2 marks for a detailed description.</p> <p>Likely answers may include:</p>					
(i)	<p>Walking frame (Zimmer) Provides support, will help with balance and give greater confidence to move independently.</p>	2	1	1		
(ii)	<p>Rails Will help with balance; grab rails will help Jack get up from toilet, shower, stool; stair rails will provide support when going upstairs.</p>	2	1	1		
(iii)	<p>Motorised scooter Will enable Jack to go out independently; less risk of falls when he is outside.</p>	2	1	1		
(c)	<p>Award up to 3 marks for a detailed description of how a speech therapist provides rehabilitation for individuals who have had a stroke.</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> • a speech and language therapist tackles the damage done to communication skills to enable individuals to regain reading, writing and speaking skills following a stroke • a speech therapist will assess an individual's ability to swallow following a stroke • advise on eating • provide exercises to improve the muscles involved in swallowing <p>(Accept any other reasonable answer.)</p>	3	3			

Question	Answer	Mark	AO1	AO2	AO3	AO4
1. (d)	<p>0-3 marks: Answers that identify at least one welfare benefit with limited discussion. Answers convey meaning, with some use of specialist vocabulary.</p> <p>4-5 marks: Answers that discuss in detail at least two welfare benefits available. Answers are well-structured and clearly expressed. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>Attendance allowance: this is paid to individuals aged 65 and over if their ability to keep safe or look after their own personal care is affected by physical or mental illness or disability. It has two weekly rates: the higher rate which is paid to individuals who require care day and night; and the lower rate for individuals who require care only during the day. Attendance allowance is not means tested, is tax-free and will not affect any other benefits received.</p> <p>Carer's allowance: this is paid to anyone over the age of 16 who spends at least 35 hours a week caring for someone with substantial caring needs. The individual who is being cared for must be receiving a disability-related benefit to qualify. Margaret would be able to apply for carer's allowance for looking after Jack.</p> <p>(Accept any other relevant welfare benefit, such as pension credit, council tax support, housing benefit.)</p>	5	3	2		

Question	Answer	Mark	AO1	AO2	AO3	AO4
1. (e)	<p>0-3 marks: Answers that make some attempt to discuss a care plan, with no reference to Jack's care needs. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>4-6 marks: Answers that discuss Jack's care needs and how they can be met by a care plan. Answers clearly convey meaning, with some use of specialist vocabulary.</p> <p>7-8 marks: Answers that discuss in detail Jack's care needs and how they can be met by a care plan. Answers are well-structured and clearly expressed. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>Legislation: care plans were introduced as a result of the NHS and Community Care Act (1990) which imposed a duty on local authorities to carry out a full assessment on adults over 18 who are eligible for, and require, services from the local authority. Services provided should be individually tailored to meet those assessed needs. The local authority must arrange for a named case manager to be responsible for the assessment and care planning. The care plan should be monitored at regular intervals and reviewed as appropriate.</p> <p>Assessment: Jack's needs would be assessed using set eligibility criteria. The assessment will take into account the views of Jack, his wife, Margaret, other family members and health and social care professionals. Jack's needs would be identified and are likely to include:</p> <ul style="list-style-type: none"> • help with personal care • getting in and out of bed or chair • using the toilet • dressing • having a suitable diet • rehabilitation to improve function (mobility and speech) • social interaction • safety needs 	8			4	4

Question	Answer	Mark	AO1	AO2	AO3	AO4
1. (e) (Cont'd)	<p>Implementation of a care plan: services are planned and contracted out to a range of service providers. Services might include:</p> <ul style="list-style-type: none"> • day centre • falls prevention • aids and adaptations • home care • respite care • intermediate care to provide rehabilitation • referral to voluntary group, e.g. Age UK • community transport <p>Service provision should be linked to how they may meet Jack's care needs, e.g. provision of home care workers would help Jack maintain personal hygiene, get out of bed and get dressed.</p> <p>Monitoring: the care plan will be closely monitored to identify how well the services provided meet Jack's needs and to identify any problems.</p> <p>Evaluation and review: the care plan is evaluated at regular intervals and adjusted according to how well Jack's needs are being met.</p> <p>(Accept any other reasonable answer.)</p>					
	Total for Question 1	25	12	5	4	4

Question	Answer	Mark	AO1	AO2	AO3	AO4
2. (a) (i) (ii)	<p>Award 1 mark for each relevant cause, up to a maximum of 2 marks.</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> • lack of oxygen to the brain (hypoxia or anoxia) before, during or following birth • inefficient placenta in the first 25 weeks of pregnancy • abnormal brain development • infection during pregnancy such as rubella or toxoplasmosis • birth trauma • genetic problems 	2	2			
(b) (i) (ii) (iii)	<p>Award 1 mark for each correct factor that could increase the likelihood of having cerebral palsy, up to a maximum of 3 marks.</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> • difficult or prolonged labour • twins or multiple births • mother's age (below 20 or over 40) • father's age (under 20) • baby's birth weight (below 2.5 lbs/1.1 kg) • premature birth (less than 37 weeks) 	3	3			
(c) (i) (ii)	<p>Award 1 mark for identification of appropriate practitioner, and a further 2 marks for description of care and support provided for Emily.</p> <p>Likely answers may include:</p> <p>Paediatrician will:</p> <ul style="list-style-type: none"> • manage Emily's condition • see Emily at regular intervals to assess her progress • recommend new medication and/or treatments in accordance with current health management guidelines • advise parents how best to manage her condition <p>General practitioner (GP) will:</p> <ul style="list-style-type: none"> • monitor Emily's general health • prescribe medication for general health care and in accordance with paediatrician's recommendations • co-ordinate any community health care services Emily may use 	6 (3,3)	2	4		

Question	Answer	Mark	AO1	AO2	AO3	AO4
2. (c) (i) (ii) (Cont'd)	<p>Physiotherapist will:</p> <ul style="list-style-type: none"> • provide exercises for Emily to prevent weakening of muscles and reduction in stiffness • train parents and care workers in Emily's school to provide appropriate daily exercises • recommend leg and/or arm braces to provide support and improve posture • teach Emily how to carry out daily exercises to help strengthen her muscles. <p>Occupational therapist will:</p> <ul style="list-style-type: none"> • assess Emily at regular intervals to identify problems Emily might have in carrying out everyday tasks • provide any aids that might help Emily with everyday tasks in order to develop independence <p>Speech and language therapist will:</p> <ul style="list-style-type: none"> • teach Emily a series of exercises that can help her speak more clearly • provide special equipment to help Emily communicate more effectively, such as a device similar to a laptop that is covered with symbols of everyday objects and activities (she would then press a combination of symbols to communicate) <p>Social worker will:</p> <ul style="list-style-type: none"> • act as a link between health and social care services and Emily's school • monitor her care plan according to Emily's changing needs • play a key role in the co-ordination of care professionals within the multi-disciplinary team (MDT) which provides care services for Emily <p>Educational psychologist will:</p> <ul style="list-style-type: none"> • assess Emily's educational needs and recommend educational intervention required for Emily at school • be responsible for a Statement of Special Educational Need for Emily or have a major input into an education, health and care (EHC) plan • provide guidance and training if needed for teachers and care workers in Emily's school <p>(Accept any other relevant practitioner.)</p>					

Question	Answer	Mark	AO1	AO2	AO3	AO4
2. (d)	<p>0-2 marks: Answers that make some attempt to discuss the effects of Emily's disability on her parents and sisters. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>3-4 marks: Answers that discuss in some detail the effects of Emily's disability on her parents and sisters. Answers convey meaning, with some use of specialist vocabulary.</p> <p>5-6 marks: Answers that discuss in detail the effects of Emily's disability on her parents and sisters. Answers are well-structured and clearly expressed. Specialist terms used with ease and accuracy.</p> <p>Allow a maximum of 4 marks if the discussion only relates to Emily's parents or sisters.</p> <p>Likely answers may include:</p> <p>Emily's parents:</p> <ul style="list-style-type: none"> • could increase awareness of their inner strength, enhance family cohesion • may increase stress and take its toll on their mental and physical health • may have difficulty in finding appropriate and affordable childcare • may feel guilt, blame or reduced self-esteem • may affect the quality of their relationship, their living arrangements and family structure • may affect the allocation of their time and financial resources to Emily and their other children • may be over-protective of Emily which could hinder her independence as she grows up • will have to plan family activities in which all their children can take part <p>Emily's sisters:</p> <ul style="list-style-type: none"> • may be jealous of Emily because of the additional time her parents spend on her • may feel left out and that they are not as important as Emily • their self-esteem and emotional development might be affected • may not understand Emily's disability • may experience prejudice, bullying or exclusion • will grow up with a better understanding of disability <p>(Accept any other reasonable answer.)</p>	6		3		3

Question	Answer	Mark	AO1	AO2	AO3	AO4
2. (e)	<p>0-3 marks: Answers that make some attempt to discuss the provision for special educational needs (SEN) pupils and how Emily might benefit from this. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>4-6 marks: Answers that discuss in some detail the provision for SEN pupils and how Emily might benefit from this. Answers convey meaning, with some use of specialist vocabulary.</p> <p>7-8 marks: Answers that discuss in detail the provision for SEN pupils and how Emily might benefit from this. Answers are well-structured and clearly expressed. Specialist terms used with ease and accuracy.</p> <p>A discussion of the main points of legislation related to educational provision for SEN pupils should be included in order to achieve the maximum of 8 marks.</p> <p>Likely answers may include:</p> <p>Relevant legislation:</p> <ul style="list-style-type: none"> • The Education Act (1996) – provision for children with special educational needs • Special Educational Needs and Disability Act (2001) • The Children and Families Act (2014) <p>How Emily might benefit:</p> <ul style="list-style-type: none"> • Emily's parents will be given information about the special schools she could attend and can choose a school where Emily could get the best educational support in the right environment • in a special school, Emily will be in a smaller class with additional support from care staff • Emily's education will be more tailored to her specific educational needs and she should make better progress • she will benefit from more specialist equipment and staff • additional funding may be available from the local education authority (LEA) for children with special educational needs • Emily will have access to a broader range of specialist services • special schools often have parent support groups which will give Emily's parents the opportunity to meet other parents of disabled children <p>(Accept any other reasonable answer.)</p>	8	2	2	2	2
	Total for Question 2	25	9	9	2	5

Question	Answer	Mark	AO1	AO2	AO3	AO4
3. (a) (i) (ii)	Award 1 mark for each correct response. Likely answers may include: Any two from: <ul style="list-style-type: none"> • Alzheimer's disease • dementia • arthritis • muscular dystrophy • cystic fibrosis 	2	2			
(b) (i) (ii) (iii) (iv)	Award 1 mark for each correct early symptom of multiple sclerosis, up to a maximum of 4 marks. Likely answers may include: <ul style="list-style-type: none"> • visual problems (blurred vision, colour blindness, loss of vision, flashing lights) • muscle spasms (contraction or stiffness of muscles) • muscular pain, including: tingling, numbness, muscle weakness, etc • mobility problems (balance and co-ordination) • fatigue • cognitive difficulties (thinking, learning and planning) 	4	4			

Question	Answer	Mark	AO1	AO2	AO3	AO4
3. (c)	<p>0-3 marks: Answers that make some attempt to discuss how James' condition might affect his quality of life in the future. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>4-6 marks: Answers that discuss in some detail how James' condition might affect his quality of life in the future. Answers clearly communicate meaning, with some use of specialist vocabulary.</p> <p>7-8 marks: Answers that discuss in detail how James' condition might affect his quality of life in the future. Answers are well-structured and clearly expressed. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> • James will need long-term medication and treatment to control his symptoms • he may have side-effects due to medication • he may be unable to continue his present job as a police officer when his symptoms worsen, which will result in a loss of income, self-esteem, etc • there may be financial implications due to loss of income • he may become depressed and frustrated as his condition deteriorates, which will have a negative effect on his quality of life • his condition could affect his relationship with his wife as she will eventually take on the role of carer • when his condition is advanced, James will find increasing difficulty in carrying out daily activities and his home may need to be adapted or he may need to move to more suitable accommodation • James and his wife will need to consider his long-term prognosis when considering whether to have children, which could lead to anxiety and stress for the couple • James is likely to experience high levels of pain the future which may lead to stress and depression • James may be unable to drive and could be isolated at home <p>(Accept any other reasonable answer.)</p>	8	2	3	3	
(d)	<p>Award 1 mark for correct legislation:</p> <p>The Equality Act (2010)</p> <p>(Accept The Disability Discrimination Act (1995).)</p>	1	1			

Question	Answer	Mark	AO1	AO2	AO3	AO4
3. (e)	<p>0-3 marks: Answers that make some attempt to discuss the responsibilities placed on employers through legislation, and its effectiveness in meeting the needs of individuals like James. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>4-7 marks: Answers that discuss in some detail the responsibilities placed on employers through legislation, and its effectiveness in meeting the needs of individuals like James. Answers convey meaning, with some use of specialist vocabulary.</p> <p>8-10 marks: Answers that discuss in detail the responsibilities placed on employers through legislation, and its effectiveness in meeting the needs of individuals like James. Answers are well-structured and clearly expressed. Specialist terms used with ease and accuracy.</p> <p>Award a maximum of 6 marks for responses that discuss employers' responsibilities but do not assess its effectiveness. Answers should discuss the key requirements of employers and discuss these in relation to individuals with disabilities.</p> <p>Responsibilities placed on employers through legislation:</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> • Disabled workers have the same general employment rights as other workers but also have special rights under the Equality Act (2010) (not in Northern Ireland) which has replaced the Disability Discrimination Act (1995). • Legislation makes it unlawful for employers to discriminate against individuals with disabilities for a reason related to their disability in all aspects of employment unless this can be justified. • Legislation covers recruitment and selection, including: application forms; job descriptions and personnel specifications; recruitment advertising; the application process; shortlisting and interviewing arrangements; medical questionnaires and assessments; references; job offers; terms of employment; promotion; transfer or training opportunities; work-related benefits such as access to recreation or refreshment facilities; dismissal or redundancy. 	10		4	2	4

Question	Answer	Mark	AO1	AO2	AO3	AO4
3. (e) (Cont'd)	<ul style="list-style-type: none"> • Legislation also covers reasonable adjustments in the workplace. The employer has to make reasonable adjustments if employment arrangements, or the workplace itself, put a disabled individual at a substantial disadvantage compared with a non-disabled individuals. The employer must have knowledge of the individual's disability and how they will be placed at a substantial disadvantage compared with others who do not have the particular disability. • Adjustments include: allocating work to someone else; transferring a disabled worker to another post or place of work; making adjustments to buildings; being flexible about working hours – allowing different core working hours and absence from the office for assessment, treatment or rehabilitation; providing training or retraining if the disabled worker can no longer carry out their current job; providing modified equipment; making instructions and manuals more accessible; providing a reader or interpreter. • Under the Equality Act (2010), an employer must not directly or indirectly discriminate against a disabled individual; must not directly discriminate against, harass or victimise an individual because they are associated with a disabled individual. <p>Effectiveness of legislation:</p> <p>Likely answers may include:</p> <p>Employers must offer the opportunity for disabled workers to change to a different job or place of work. This is effective for some disabled individuals but depends on the nature of the job. For example, James is unlikely to be able to continue working as an active police officer due to the physical demands of the job but he could continue working as a desk officer for as long as his condition allows.</p>					
	Total for Question 3	25	9	7	5	4

Question	Answer	Mark	AO1	AO2	AO3	AO4
4. (a) (i) (ii)	Award 1 mark for each type of disability: <ul style="list-style-type: none"> • physical disability • learning disability 	2	2			
(b) (i) (ii) (iii)	Award 1 mark for each possible cause of disability and 1 mark for each correct example. Likely answers may include: Any three from: <ul style="list-style-type: none"> • chromosomal abnormalities, e.g. Down's syndrome • genetic factors, e.g. cystic fibrosis, muscular dystrophy • birth trauma, e.g. cerebral palsy • nutritional factors, e.g. spina bifida, obesity • lifestyle factors, e.g. obesity, lung disease • accidental, e.g. paralysis, cerebral palsy • acute or chronic disease, e.g. multiple sclerosis, muscular dystrophy • environmental factors, e.g. industrial-related disease • age-related factors, e.g. arthritis, Alzheimer's disease (Accept any other reasonable answer.)	6 (2,2,2)	3	3		
(c)	Award up to 3 marks for a detailed description of the difference between an acute and a chronic condition. Likely answers may include: A chronic condition is an on-going condition that can be treated but not cured, whereas an acute condition is short-term and may need immediate attention, but can be cured.	3		3		

Question	Answer	Mark	AO1	AO2	AO3	AO4
4. (d)	<p>0-2 marks: Answers that make some attempt to discuss the range of communication aids Saheera could use to help her communicate effectively. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>3-4 marks: Answers that discuss in some detail the range of communication aids Saheera could use to help her communicate effectively. Answers convey meaning, with some use of specialist vocabulary.</p> <p>5-6 marks: Answers that discuss in detail the range of communication aids Saheera could use to help her communicate effectively. Answers are well-structured and clearly expressed. Specialist terms used with ease and accuracy.</p> <p>Allow a maximum of 4 marks if there is no discussion of effective communication.</p> <p>Likely answers may include:</p> <p>Hearing aids:</p> <ul style="list-style-type: none"> • come in different shapes, sizes and types but all work in a similar way • have a built-in microphone that picks up sound which is processed electronically in the hearing aid • help an individual hear everyday sounds such as the telephone and make it much easier to follow conversations <p>Hearing aids would help Saheera communicate more easily in everyday and social situations.</p> <p>Speech-to-text reporters (STTRs):</p> <ul style="list-style-type: none"> • help individuals with hearing loss access audio information via a laptop or large screen • the reporter types a word-for-word account of what is being said and the information appears on screen in real time for users to read <p>Saheera would be able to follow lectures using this system, enhancing her understanding.</p> <p>Induction loop systems:</p> <ul style="list-style-type: none"> • help individuals who are deaf or hard of hearing pick up sounds more clearly by reducing background noise • work in a particular area when the individual's hearing aid is switched to the 'T' setting (or loop programme), allowing them to focus on sounds, such as a person speaking, from the loop system microphone, rather than the internal hearing aid microphone. <p>This system would help Saheera communicate efficiently and confidently, even in noisy environments, and would make it easier for her in lectures.</p>	6	2	2	2	

Question	Answer	Mark	AO1	AO2	AO3	AO4
4. (d) (Cont'd)	<p>Text phones:</p> <ul style="list-style-type: none"> • can be used to communicate if individuals are unable to hear on an amplified telephone • the individual can either type or speak their part of the call and receive text back that they can read on the text phone screen <p>This would help Saheera use a phone more effectively.</p> <p>Visual message displays:</p> <ul style="list-style-type: none"> • used on public transport, in public buildings, theatres and hospitals, in conjunction with public messaging • enable individuals with hearing difficulties get information by reading the message board <p>This would help Saheera when travelling, using public buildings, etc.</p> <p>(Accept any other appropriate aid and description of how it is used to aid communication.)</p>					
(e)	<p>0-3 marks: Answers that make some attempt to discuss how a range of barriers affects the lives of individuals with disabilities. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>4-6 marks: Answers that discuss in some detail how a range of barriers affects the lives of individuals with disabilities. Answers convey meaning, with some use of specialist vocabulary.</p> <p>7-8 marks: Answers that discuss in detail how a range of barriers affects the lives of individuals with disabilities. Answers are well-structured and clearly expressed. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>Mobility barriers: these include any problems with movement and/or balance caused by illness, disease, accident/trauma or age. Barriers will vary depending on the level of mobility but can result in:</p> <ul style="list-style-type: none"> • restricted access to buildings (e.g. hotels) and transport • restricted activities • limited social interaction • pain and discomfort • reliance on carers • increased health problems, e.g. obesity, muscle wastage, infection 	8	2		2	4

Question	Answer	Mark	AO1	AO2	AO3	AO4
4. (e) (Cont'd)	<p>Prejudice and discrimination: individuals with a disability or impairment often experience discrimination, prejudice and stereotyping. This can result in:</p> <ul style="list-style-type: none"> • restricted social interaction, as individuals may avoid social contact • bullying, as disabled individuals are seen as 'different' • being patronised, as other individuals feel sorry for them • reduced employment opportunities • lower expectations of others • loss of confidence or self-esteem, being self-conscious • anger, frustration, depression <p>Economic barriers: these occur as a result of low income, restricted budgets within health care, social care and education, and affect individuals with a disability or impairment with respect to services, health care, travel, holidays, living expenses. This can result in:</p> <ul style="list-style-type: none"> • lower income due to restricted employment opportunities • limited health care opportunities, e.g. cannot afford to pay for private care • cost of holidays often being higher in order to access suitable accommodation • some disabled individuals requiring, for example, specialist clothing, shoes, diet – which will incur additional expense • limited educational opportunities <p>Communication barriers: these can arise as a consequence of illness, disease, accident/trauma, learning disability, sensory impairment. Barriers will vary depending on the extent of the communication difficulty but may result in:</p> <ul style="list-style-type: none"> • frustration and/or anger when individuals cannot make themselves understood • embarrassment of others who have difficulty communicating with the disabled individual • restricted employment opportunities • the need to learn other forms of communication, such as British Sign Language (BSL) or Makaton • limited social interaction 					

Question	Answer	Mark	AO1	AO2	AO3	AO4
4. (e) (Cont'd)	<p>Access barriers: these include access to public buildings, public and private transport, the workplace, leisure and social facilities and the home. These may result in:</p> <ul style="list-style-type: none"> • limited workplace provision • difficulty in travelling independently • limited leisure and social opportunities • the need to be accompanied <p>(Accept any other reasonable answer.)</p>					
	Total for Question 4	25	9	8	4	4