

## Mark scheme

## Question 1

1(a)(i) *Calum is 12 years old and has a special educational need. He attends a mainstream school. The staff know that Calum has to be reminded to go to the toilet at break times. However on several occasions no-one has reminded him of this, and he has wet himself. Because of this, the other children will not play with him, and shout rude names at him in the playground. Ways of treating people badly include: neglect, rejection, punishment, violence, bullying. From the list above, identify three ways in which Calum has been treated badly. Illustrate each way with reference to the description of Calum. (6 marks)*

1 mark each (up to 3) for selecting each relevant way, plus 1 mark each (up to 3) for illustration. Only give the second mark if the first is correct.

Likely answers:

Neglect (1) on several occasions no-one has reminded Calum to go to the toilet (1)

Rejection (1) the other children will not play with him (1)

Bullying (1) the children shout rude names at him (1)

1(a)(ii) *Outline one client barrier that could explain why people at the school do not treat Calum as well as they should. (2 marks)*

1 mark for identifying a relevant **client** barrier – likely answer: lack of status/power.

1 mark for relevant explanation referring to Calum – e.g. Calum's disability makes it harder for him to communicate/assert his needs.

Accept other valid answers e.g. if Calum conceals his needs, shyness, Calum having poor communication skills etc.

1(b) *Outline two barriers internal to carers and explain how each one might lead to poor treatment of Calum. (4 marks)*

1 mark each (up to 2) for identifying relevant **carer** barriers – likely answers: (negative) attitudes/prejudice; stereotyping; lack of motivation; conformity with inappropriate workplace norms; pre-occupation with own needs; lack of skill. Accept other valid barriers.

1 mark each (up to 2) for explanation of how each barrier might lead to poor treatment of Calum.

Sample part answer: Preoccupation with their own needs or lack of skill (1) might lead staff to treat Calum poorly because they might not know how to treat him appropriately and this might lead them to avoid contact and so neglect him (1).

1(c) *Children with special educational needs can be given support within a mainstream school. Outline how this support is accessed. (3 marks)*

1 mark per point up to 3. Likely points include: A teacher/parent/SENCO suggests that the child might need support/professional referral (1) the child is assessed (1) by an educational psychologist (1) a statement of needs is produced (1) Accept similar points.

Question 2

2(a) One morning, Shaheda visits hospital for an operation on her knee. A consultant surgeon explains what will happen during the operation. He often looks at her to see that she understands, then asks her if she has any questions. He notices that she seems anxious, and tells her that he has performed the operation successfully many times before. He asks her whether she wants to go ahead with the operation. Name three caring skills shown by the consultant surgeon. Link each skill with a statement from the description above. (6 marks)

1 mark for identifying each caring skill (up to 3) plus 1 mark each for link. Likely answers:  
Only give the second mark if the first is correct.

Eye contact (1) 'he often looks at her..' (1)  
Social perception/observation (1) 'he notices that she seems anxious; (1)  
Creating trust/reducing negative feelings (1) 'he tells her he has performed the operation successfully etc' (1)  
Communication (1) 'he asks her if she has any questions'/'he explains what will happen" (1)

2(b)(i) Identify two rights Shaheda has, that were met by the consultant surgeon. (2 marks)

The right for information about the treatment (1)  
The right to refuse treatment/right to treatment (1)

2(b)(ii) Outline two responsibilities Shaheda has in connection with the health care with which she is provided. (4 marks)

1 mark each (up to 2) for identifying responsibilities, plus 1 each for outline/illustration.  
To gain credit, points must serve to outline/describe/illustrate the responsibility (i.e. not give reasons or consequences).  
Likely answers:  
Looking after her own health (1) e.g. seeking medical attention when needed (1)  
Following a healthy lifestyle (1) e.g. taking exercise (1)  
Following advice of practitioners (1) e.g. on keeping the wound dry (1)  
Treating patients/staff with respect (1) e.g. not becoming abusive to staff (1)  
Keeping appointments (1) e.g. a follow-up appointment after her surgery/or giving prior notice (1).  
Returning equipment after use (1) e.g. crutches (1)

2(c) Name one health risk Shaheda might have been exposed to in hospital and suggest one precaution staff could have taken to minimise this. (2 marks)

1 mark for identifying a risk, plus 1 for relevant precaution.

Likely risks include infection/ from MRSA/ HIV/hepatitis. Accept other relevant risks and precautions.

Likely precautions:

MRSA: Washing hands with antibacterial soap/alcohol gel before touching patient; keeping wounds covered by dressings; isolating infected patients; keeping wards clean/free from dust; wearing sterile aprons/gloves.

HIV or hepatitis: Cover cuts/sores with dressing/plaster; dispose of needles/scalpels in sharps container/care in avoiding sharps; cleaning up spills of body fluids/using sterile gloves/disinfectant.

2(d) Which practitioner is likely to have referred Shaheda to the hospital consultant. (1 mark)

GP (1)

Question 3

3(a) Give examples to show how staff at a day care centre for elderly people could provide clients with the following life quality factors: (i) physical safety and hygiene; (ii) occupation; (iii) choice; (iv) social contact; (v) confidentiality. (1 mark each)

1 mark each for appropriate and **specific** examples. Do not credit answers which in effect only serve to define the factor (e.g. "Occupation: give them something to do.")

A wide range of answers is possible. Sample answers:

- (i) keep the floor clear of objects they might trip over
- (ii) organise a game of dominoes
- (iii) ask them whether they would like tea or coffee to drink
- (iv) spend time chatting with them
- (v) not pass on to other clients/visitors etc personal information about the clients

3(b)(i) Explain how physical difficulties can be a barrier to access to day care. (2 marks)

2 marks for explanation of physical difficulties made relevant to this situation. Candidates might answer in terms of transport, distance or access into the centre.

Sample answer: Clients might live a long way from the centre; and are likely to have restricted mobility.

3(b)(ii) Outline one way of overcoming the access barrier to day care caused by physical difficulties. (2 marks)

1 mark for identifying a way, plus 1 mark for relevant detail/clear elaboration.

Sample answer: Provision of community transport service with wheelchair lift.

3(c)(i) Outline what is meant by discrimination on the basis of ethnicity. Give an example of this type of discrimination occurring in a health and social care setting. (3 marks)

1 mark for indication of meaning of ethnicity e.g. by saying 'race', 'skin colour', 'nationality', 'religion', 'culture'

1 mark for indicating that discrimination means different (usually) inferior treatment.

1 mark for valid specific health and social care example, which could be of a client or an employee e.g. staff on a hospital ward paying less attention to a Chinese patient than to other patients.

3(c)(ii) Apart from ethnicity, name three other bases of discrimination. (3 marks)

1 mark each for any 3. Likely answers: sex/gender; sexuality; religion; social class; age; impairment/disability (or one example of the latter).

Do not credit aspects of ethnicity i.e. race, nationality, culture.

Question 4

4(a)(i) *Describe the service provided by each of the following: A nursery school. (3 marks)*

1 mark per point (up to 3) for accurate description. Likely points include: Education/structured play activities (1) for children aged 3 to 4 years (1) prepares children for school (1) attendance part-time/e.g. weekday mornings/or in some cases full-time (1) provided by local authority (1). *Do not credit description of staff.*

4(a)(ii) *Describe the service provided by each of the following: A crèche. (3 marks)*

1 mark per point (up to 3) for accurate description. Likely points include: Play activities (1) for any pre-school aged children (1) provided by an employer for children of employees (1) at or near the workplace/leisure centre/supermarket (1) every weekday/work day (1) full-time (1) sleeping areas (1) meals (1). *Do not credit description of staff.*

4(b) *Bryan and Claire both work for a large company. Since the birth of their first child, Damien, they have each taken leave to look after him. Now both of them have returned to work full time. Damien is 14 months old. Evaluate the suitability for Damien of each of the two services named in part (a) above. (6 marks)*

1 mark for statement/recognition that crèche is suitable for Damien, plus up to 2 marks for justification.

1 mark for statement/recognition that nursery school is not suitable for Damien, plus up to 2 marks for justification.

Justifications are likely to focus on factors including the need for the provision to be full-time; the provision being appropriate for a child of 14 months; the ease of accessibility of the provision in case the (strongly attached) child becomes distressed. Accept other valid justifications.

4(c) *Explain what is meant by informal care. Refer to the example of Bryan and Claire, and to one different example. (3 marks)*

1 mark for definition. Likely points include: Care by a person who is not a practitioner; not trained; unpaid.

1 mark for appropriate reference to *what* Bryan and Claire *might do for* Damien e.g. *looking after, feeding, parenting etc*

1 mark for different (*i.e. not child care/parenting*) example e.g. adult caring for disabled elderly relative at home, *caring for sick family member.*