

# Mark Scheme (RESULTS)

## January 2008

GCE

### GCE Applied Health and Social Care (6944/01)

Question Number	Answer	Mark
1 (a)	<ul style="list-style-type: none"> <li>• Care management is the process for identifying and addressing the needs of individuals</li> <li>• It recognises that each individual's needs are unique and consequently care management is a needs-led process</li> <li>• It tailors services to the individual</li> <li>• Process for implementing care packages</li> <li>• Supports and promotes individual needs</li> <li>• Explains or outlines how care is going to be provided</li> <li>• Promotes holistic care</li> </ul> <p><i>1 mark for partial definition e.g. identifying needs. 2 marks for full definition.</i></p>	max 2

Question Number	Answer	Mark
1 (b)	<p><b>1 mark for partial description</b></p> <ul style="list-style-type: none"> <li>• He can speak on behalf of Mr Lee OR translate on his behalf</li> </ul> <p><b>2 marks for full description</b></p> <ul style="list-style-type: none"> <li>• An interpreter is someone who can fluently speak the particular language of the service user</li> <li>• They are independent and are there to ensure that service user's needs are clearly communicated to the service provider</li> <li>• Role is to help overcome communication difficulties or barriers</li> <li>• To ensure that Mr Lee is understood</li> <li>• May also advocate</li> <li>• Help Mr Lee get his view across</li> </ul>	max 2

Question Number	Answer	Mark
1 (c)	<ul style="list-style-type: none"> <li>• Assessment takes place under the 1990 NHS&amp;CC Act</li> <li>• It focuses on the actual needs of the service user - physical, social, emotional, financial, mental, educational etc</li> <li>• It is needs led rather than service led</li> <li>• Focuses on the strengths of the service user rather than on the weaknesses</li> <li>• It promotes independent living</li> <li>• It will focus on the needs of any carers</li> <li>• Assessment is holistic in nature</li> </ul> <p><i>1-2 marks for 1 - 2 points only identified or 1 point identified and described.</i>  <i>3 marks for 2 points identified and 1 point clearly explained.</i>  <i>4 marks for 2 points identified and explained or 1 point identified and linked accurately to other points.</i></p>	max 4

Question Number	Answer	Mark
1 (d)	<ul style="list-style-type: none"> <li>• Promotes independence/allows him to stay at home</li> <li>• Improve his overall physical health</li> <li>• Provides security and safety</li> <li>• Emotionally he will feel happier</li> <li>• He may be provided with new opportunities to meet new people - day centre facilities</li> <li>• Personal care will be taken care of</li> <li>• Empowered</li> <li>• Help individual live 'normally'</li> <li>• Raise self-confidence</li> <li>• Promote identity - self-concept/self-image/self-esteem</li> <li>• Individual will not feel a burden</li> <li>• Independence is promoted</li> </ul> <p><i>1-2 marks for 1 - 2 points identified only or 1 point identified and described.</i>  <i>3 marks for 2 points identified and 1 point clearly explained.</i>  <i>4 marks 2 points identified and explained or 1 point identified and linked accurately to other points.</i></p>	max 4

Question Number	Answer	Mark
1 (e)	<p><u>Normalisation</u>  Used within health and social care organisations to promote service user independence and is the idea of standard of good care practice when providing care for service users. It aims to keep things the same for the service user. Should not involve massive change for the service user on a day-to-day basis.  A concept proposed by Wolfensberger in 1974. It involves offering services which support people and respects their choices and decisions and where possible empowers them. It promotes independence particularly for those most vulnerable and is the opposite of institutionalisation/warehousing.</p> <p><u>Networking</u>  Part of the assessment process which involves identifying services providers from a range of disciplines and backgrounds who will come together and provide appropriate services which support and promote an individual's health and wellbeing. Its aim is to promote and improve the quality of life and is part of multi-disciplinary working.</p> <p><i>1-2 marks for brief descriptions given - some knowledge but limited.</i>  <i>3 marks for an explanation which demonstrates knowledge and understanding.</i>  <i>4 marks for coherent, accurate explanation.</i></p>	max 8

Question Number	Answer	Mark
1 (f)	<ul style="list-style-type: none"> <li>• Carer will be valued / needs are accounted for</li> <li>• Carer will feel appreciated / has a role</li> <li>• Carer will feel supported and not isolated</li> <li>• Assessment relieves the pressure</li> <li>• Service user may also feel less of a burden</li> <li>• Provides the carer with time off</li> <li>• Without assessment the carer will feel stressed</li> <li>• Carer may become physically or mentally ill</li> <li>• Abuse may occur - physical, mental, sexual or financial</li> <li>• Service user may become neglected</li> <li>• Service user may be at risk of harm</li> <li>• If not assessed carer may not deliver quality service</li> <li>• Promotes carers independence</li> <li>• Gives them time to get on with other aspects of their life</li> <li>• Feel respected and worth something</li> <li>• Promotes self-esteem / self-image / self-concept</li> <li>• They have a say in the care they are providing - have self-worth</li> </ul> <p><i>1-3 marks: answers provided will be brief and vague - limited understanding. May describe/explain one point. Gaps in knowledge evident.</i></p> <p><i>4-7 marks: answers provided will describe and explain two points raised. No linkage or balance evident between points. Answers will tend to be one sided. 6-7 marks will have limited discussion perhaps one or two valid arguments made.</i></p> <p><i>8-10 marks: well-developed answer with points fully explained. Good linkage/coherence between points. Good use of vocational vocabulary. Excellent level of discussion.</i></p>	max 10

Question Number	Answer	Mark
2 (a)	<ul style="list-style-type: none"> <li>• The Act aims to establish/promotes the rights of disabled people with regards to employment, access to goods and services, education etc</li> <li>• It makes it illegal for an organisation to treat a disabled person less equally/favourably than anyone else unless it can be justified</li> <li>• Make reasonable adjustments</li> </ul> <p><i>1 mark for partial explanation e.g. prevent discrimination against disabled people. 2 marks for full definition.</i></p>	max 2

Question Number	Answer	Mark
2 (b)	<ul style="list-style-type: none"> <li>• Strengthen existing legislation and close loopholes to make it more effective</li> <li>• Collective responsibility of the state to protect and support the rights of vulnerable groups</li> <li>• Part of policy - to develop legislation</li> <li>• Responding to the secretary of state who has overall responsibility for the working of the legislation</li> <li>• Identify what is working and what is not</li> <li>• Make changes to improve health and wellbeing</li> <li>• Ensures individuals needs are met</li> <li>• Safeguard and promotes individuals rights</li> <li>• Widen legislation to cover more people</li> </ul> <p><i>1-2 marks for brief descriptions given - some knowledge but limited - gaps in knowledge evidence. 3 marks for an explanation which demonstrates knowledge and understanding. 4 marks for coherent, accurate explanation.</i></p>	max 4

Question Number	Answer	Mark
2 (c)	<ul style="list-style-type: none"> <li>• Updates the individual knowledge / understanding</li> <li>• Raises awareness</li> <li>• Develop knowledge / techniques / approaches</li> <li>• Gain insight into rights and responsibilities / care values</li> <li>• Without it individual may well discriminate</li> <li>• Exclude service users unknowingly</li> <li>• Staff become more productive</li> <li>• Better quality service is provided</li> <li>• Issues are aired, addressed and resolved</li> <li>• Improve communication</li> <li>• Improve standards / quality assurance</li> </ul> <p><i>1-2 marks: answers provided will be brief and vague. May identify points only.</i></p> <p><i>3-4 marks: answers provided will describe and explain points raised. No linkage or balance between strengths and weaknesses evident between points. Little discussion. One sided.</i></p> <p><i>5-6 marks: well-developed answer with points full explained. Good linkage/coherence between points. Good use of vocational vocabulary. Good balance of strengths and weaknesses.</i></p>	max 6

Question Number	Answer	Mark
2 (d)	<ul style="list-style-type: none"> <li>• Promotes a positive self-concept / self-esteem / self-image</li> <li>• Allows of extension of individual's abilities</li> <li>• Promotes independence</li> <li>• Helps individual to develop socially, emotionally and intellectually</li> <li>• Interpersonal and communication skills develop</li> <li>• Less likely to be discriminated against</li> <li>• Gives the individual greater ownership and control by allowing them to make own decisions</li> <li>• Feels valued</li> <li>• Feels 'normal'</li> </ul> <p><i>1 x 2 marks for identifications only given.</i></p> <p><i>1-2 marks for vague and weak descriptions - gaps in knowledge evident.</i></p> <p><i>3 marks for responses which demonstrate some knowledge and understanding.</i></p> <p><i>4 marks for responses which are accurate and well structured. Clear knowledge and understanding demonstrated.</i></p>	max 8

Question Number	Answer	Mark
2 (e)	<ul style="list-style-type: none"> <li>• Raises awareness</li> <li>• Prevents direct discrimination</li> <li>• Society moves towards becoming more inclusive - groups are empowered</li> <li>• Raises tolerance levels</li> <li>• Makes discrimination unlawful</li> <li>• Organisation has specific responsibilities</li> <li>• Widens participation for groups in society - right to work, education etc</li> <li>• Greater equality by promoting vulnerable groups' rights</li> <li>• Challenges stigma and prejudice</li> <li>• Penalties are imposed / name and shame</li> <li>• Indirect discrimination still continues</li> <li>• Some people refuse to change their attitudes</li> <li>• People's views become more entrenched</li> <li>• Can create confusion</li> </ul> <p><i>1-3 marks: answers provided will be brief and vague. May describe/explain one point.</i></p> <p><i>4-5 marks: answers provided will describe and explain two points raised. No linkage or balance evident between points.</i></p> <p><i>6-7 marks: some evidence of discussion taking place.</i></p> <p><i>8-10 marks: well-developed answer with points fully explained. Good linkage/coherence between points. Good use of vocational vocabulary.</i></p>	max 10



Question Number	Answer	Mark
3 (a)	<ul style="list-style-type: none"> <li>• Complaints procedures allow service users to comment on the quality of a service and find redress where quality is poor</li> <li>• It provides a formal process for service provider to respond to issues raised</li> <li>• It is part of quality assurance and indicates how well a service is doing</li> <li>• Ensures that complaint isn't ignored</li> <li>• Designed to promote a better service</li> <li>• Prevents same thing happening again</li> </ul> <p><i>1 mark for partial explanation e.g. get redress. 2 marks for full definition.</i></p>	max 2

Question Number	Answer	Mark
3 (b)	<ul style="list-style-type: none"> <li>• An advocate is someone who will represent the interests of another person who for reasons of illness, disability etc cannot represent themselves</li> <li>• Different types of advocates exist - legal, civil all of whom will highlight their client's needs and ensure that their needs are being met or addressed</li> <li>• They also ensure that they are not discriminated against</li> <li>• They explain what the service users needs and wants</li> <li>• Promotes individuals welfare</li> <li>• Empowers and promotes independence of service user</li> </ul> <p><i>1-2 marks for vague and weak descriptions - gaps in knowledge evident. 3 marks for responses which demonstrate some knowledge and understanding. 4 marks for responses which are accurate and well structured. Clear knowledge and understanding demonstrated.</i></p>	4

Question Number	Answer	Mark
3 (c)	<ul style="list-style-type: none"> <li>• If it is part of the ethos then the workforce is motivated towards quality</li> <li>• It can be written into all policies</li> <li>• Top management commitment exists</li> <li>• Consistency / standards in the service provided</li> <li>• Organisation is people and consumer orientated</li> <li>• Organisation will invest in training and development</li> <li>• Audits / customer satisfaction questionnaires / taking into account the views of consumers is important</li> <li>• Without this then quality is poor</li> <li>• Complains increase</li> <li>• Lose money, contracts and investment</li> <li>• Workforce become disenchanted</li> </ul> <p><i>1-2 marks: answers provided will be brief and vague. May identify points only.</i></p> <p><i>3-4 marks: answers provided will describe and explain points raised. No linkage or balance between strengths and weaknesses evident between points. Little discussion. One sided.</i></p> <p><i>5-6 marks: well-developed answer with points fully explained. Good linkage/coherence between points. Good use of vocational vocabulary. Good balance of strengths and weaknesses.</i></p>	max 6

Question Number	Answer	Mark
3 (d)	<ul style="list-style-type: none"> <li>• Identify and make recommendations for improvement</li> <li>• Service can measure itself against the aspirations and experience of its users</li> <li>• Improve the quality of the service</li> <li>• Identify training needs</li> <li>• Benchmarks are set - clinical governance</li> <li>• Service user feels they have a say</li> <li>• Service user is not ignored</li> <li>• Empowers service user</li> <li>• Only useful if organisation act on it</li> <li>• Loss of reputation</li> <li>• Confidence in service provider / organisation</li> </ul> <p><i>1-2 marks: answers provided will be brief and vague. May describe / explain one point.</i></p> <p><i>3-4 marks: answers provided will describe and explain two points raised. No linkage or balance evident between points</i></p> <p><i>5-6 marks: some evidence of discussion taking place.</i></p> <p><i>7-8 marks: well developed answer with points fully explained. Good linkage/coherence between points. Good use of vocational vocabulary.</i></p>	max 8

Question Number	Answer	Mark
3 (e)	<ul style="list-style-type: none"> <li>• Defines what quality assurance is</li> <li>• Accountability without which quality is poor</li> <li>• Leads to greater efficiency / inefficiency</li> <li>• Cost effectiveness</li> <li>• Provides effective care</li> <li>• Greater flexibility</li> <li>• Standards are maintained</li> <li>• Increases professionalism / de-motivating</li> <li>• Moral issues</li> <li>• Meets the changes within society - public expectation</li> <li>• Legislative requirements / can be penalised otherwise</li> <li>• Accreditation requirements without which organisation has little integrity</li> <li>• International pressure</li> <li>• Redresses issues</li> </ul> <p><i>1-3 marks: answers provided will be brief and vague. May describe/explain one point.</i></p> <p><i>4-7 marks: answers provided will describe and explain two points raised. No linkage or balance evident between points.</i></p> <p><i>6-7 marks: some evidence of discussion should take place.</i></p> <p><i>8-10 marks: well-developed answer with points full explained Good linkage/coherence between points. Good use of vocational vocabulary. Excellent level of discussion.</i></p>	max 10

TOTAL FOR PAPER: 90 MARKS