

Health and Social Care

Advanced Subsidiary GCE

Unit **F910**: Promoting Quality Care

Mark Scheme for June 2013

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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ADDITIONAL OBJECTS: You **must** annotate the additional objects for each script you mark. If no credit is to be awarded for the additional object, please use annotation as agreed at the SSU, likely to be 'seen' or the highlighting tool.

CROSSED OUT, RUBRIC ERROR (OPTIONAL QUESTIONS) AND MULTIPLE RESPONSES

Crossed-out Responses: Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions: Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses: When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.















Contradictory Responses: When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**): Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**): If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response): Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

Annotations

Annotation	Meaning
	Positive
	Negative
	Benefit of doubt
	Cross
	Example/Reference
	Level 1
	Level 2
	Level 3
	Repeat
	Too vague
	Tick
	Development of point
	Omission mark
	Noted but no credit given

Subject-specific Marking Instructions

Use +/- to indicate where candidates have made positive/negative responses to 'evaluate' and 'assess' questions. Clearly annotate all valid responses, being careful not to obscure candidate writing.

Question		Answer	Marks	Guidance
1	(a)	<p>One mark for each, FOUR required</p> <ul style="list-style-type: none"> • media • education (school) • peers (friends) • workplace (work) • religion 	4x1	<p>Do not accept examples of agencies, eg television, employment, magazines, teachers</p> <p>Accept:</p> <ul style="list-style-type: none"> • work
	(b)	<p>One mark for explanation, THREE required One mark for example, THREE required</p> <ul style="list-style-type: none"> • role models – copying ideas and thoughts from significant people • what they are taught and demonstrated to them at school • main carers and primary influence - may teach their children ideas • show negative portrayals, and role models within a variety of different media - distorted representations of certain groups • peer pressure and influence of peers ideas and thoughts • through teachings of a particular faith • own experiences – may influence how they act and what they believe, especially if they have experienced stereotypical treatment • learning – work-based culture 	3x2	<p>Do not credit identification of agency.</p> <p>Accept appropriate examples related to attitudes and prejudices.</p>

Question		Answer	Marks	Guidance
1	(c)	<p>One mark for each barrier, THREE required One mark for explanation, THREE required</p> <p>Psychological may feel isolated, fear of discrimination/racism/stigma, mental health issues, not know they are ill</p> <p>Financial lower incomes/transport costs, unemployment, postcode lottery, cost of treatment</p> <p>Cultural experiencing racism/cultural differences/ values, ethnocentrism, values about their condition</p> <p>Communication/language not speaking English as first language, unaware of services, may have sight/hearing difficulties, speech impairment</p> <p>Location/geographical postcode lottery, poor services, rural/long distance from service</p> <p>Physical mobility issues, access to facilities, transport issues; discrimination due to features/side effects of medication</p>	<p>3x1 3x1</p>	<p>Accept 'postcode lottery' once only.</p> <p>Accept cultural barrier linked to a language problem (but credit once only).</p>

Question		Answer	Marks	Guidance
1	(d)	<p>One mark each, FOUR required</p> <ul style="list-style-type: none"> • angry • upset/unhappy/sad/hurt • left out/excluded/lonely/isolated • social exclusion • withdrawn • low self-esteem/self-worth/inadequate • humiliated • embarrassed/ashamed • frustrated • low self-confidence • anxiety/stress • may not be able to use service • conditions may worsen • won't want to use the service • lack of access to services • confused 	4x1	Accept other suitable effects.

Question	Answer	Marks	Guidance
2 (a)	<p>One mark for each identification, FIVE required One mark for each example, FIVE required</p> <ul style="list-style-type: none"> • making the welfare of the child paramount – having a child centred approach/meeting children's' needs • keeping the children safe and maintaining a healthy environment – safety procedure/ID/locked gates • working in partnership with parents/families – involving parents and families, inviting them in, parents evening, daily book to take home • making sure children are offered a range of experiences and activities that support all aspects of their development – a well-planned curriculum, adhering to policies, ensure all areas/resources are fully accessible • valuing diversity – displays/toys/resources reflect equal opportunities • equality of opportunity and anti-discriminatory practice – training, good practice, being strong role models • maintaining confidentiality – need to know basis, have information about children is kept in a secure place • working with others – working with other agencies that support children • reflective practitioners – staff training, feedback, staff meetings to share ideas and reflect on how things have been 	5x1 5x1	<p>Candidates often do not use exactly the same words but as long as it means the same – please use some professional judgement.</p> <p>If candidates use:</p> <ul style="list-style-type: none"> • rights and beliefs - no marks • equality on its own – no marks <p>Do not accept 'welfare of the child' on its own, but do accept 'it's the most important thing' or similar, instead of paramountcy, eg accept 'welfare of the child is most important'.</p> <p>Accept</p> <ul style="list-style-type: none"> • learning and development <p><i>Accept other practical examples of how these can be applied. Examples can be interchangeable.</i></p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
2	(b)	<p>May refer to Equal Opportunities, Bullying, Confidentiality, Harassment</p> <ul style="list-style-type: none"> • helps to prevent harassment/ bullying/discrimination • ensures that they are treated fairly/with equality/needs are met (<i>not equally or the same</i>) • promotes opportunity • develops self-esteem/self-worth/self-confidence/feels respected • increases safety and security • system of redress/know how to complain • helps practitioners do their job effectively • guides staff about good practice/legal requirements • helps to protect staff from accusations/feel safe • ensures that staff are all working to the same high standards/goals/ consistency of care • gives rights/know what to expect • gives a voice 	5	Credit responses that may link to named legislation, but are still valid.	<p>Level 2 (4–5 marks) There will be a detailed outline of at least two purposes of policies that would promote quality care for children and young people. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 1 (1–3 marks) There will be a basic outline of at least one purpose of policies that would promote quality care for children and young people. List like answers should be placed in this band. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>0 – response not worthy of credit.</p>

Question		Answer	Marks	Guidance
3	(a)	<p>One mark for partial definition Two marks for a full definition</p> <p>As a result of making a complaint/raising concerns, you are treated unfairly</p>	2	<p>Accept similar wording.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> treating somebody differently/badly (without linking it to a complaint)
	(b)	<p>One mark for each, THREE required</p> <ul style="list-style-type: none"> vulnerable adults, eg PoVA, DDA, MHA, CSA, VBS, DBS, MCA,HRA men and women, eg Equality Act, Sex Discrimination Act; Equal Pay Act, HRA older people, eg Equality Act, Disability Discrimination Act, MHA, CSA, MCA,HRA 	3x1	<p><i>Accept accurate abbreviations</i></p> <p><i>Accept Equality Act for men and women AND older people.</i></p> <p><i>'Act' must be included where relevant, to achieve credit.</i></p> <p><i>Accept Human Rights Act only once.</i></p> <p><i>Accept Equality Bill</i></p>

Question		Answer	Marks	Content	Guidance
3	(c)	<p>Equality Act</p> <ul style="list-style-type: none"> prohibit sex discrimination in education, employment, access to goods and services, management of premises, housing covers direct and indirect discrimination covers victimisation/harassment changed the definition of gender re-assignment discrimination on the basis of a protected characteristic. Perception/association/third party is now an offence women have the right to breastfeed in public places Pay secrecy clauses have been made illegal <p>SDA</p> <ul style="list-style-type: none"> makes sex discrimination illegal covers marital status covers direct and indirect discrimination use it as a system of redress set up EOC/EHRC – this could be used to phone/contact for advice and to find out their rights prohibit sex discrimination in education, employment, access to goods and services, management of premises, housing covers victimisation/harassment gives rights and guidance defines exemptions burden of proof is on the accused 		<p>Do not accept: RRA Children Act</p> <p>No credit can be awarded if legislation doesn't link directly to vulnerable adults, men and women, older people.</p> <p>Do not credit naming of the legislation (do not annotate the legislation).</p>	<p>Level 3 (8–10 marks) There will be a detailed analysis of at least two ways this legislation protects people who use services; these will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2 (5–7 marks) They will make an attempt to analyse (more descriptive) at least two ways this legislation protects people who use services. Answers will be factually correct for the most part. There may be some noticeable errors of grammar, punctuation and spelling. Sub-max of 5 for one way fully developed/legislation not identified.</p> <p>Level 1 (1–4 marks) There may be a basic outline/description of how the legislation protects people. Answers are likely to be list-like, muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>0 – response not worthy of credit.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>PoVA/Disclosure and Barring Service</p> <ul style="list-style-type: none"> • set out as part of Care Standards Act 2000 • applies to care workers – both paid and unpaid • protects as it places a duty on employers to refer a care worker to PoVA if by their misconduct they harmed or placed at risk of harm a vulnerable adult • DBS formed from the merger of the Criminal Records Bureau and Independent Safeguarding Authority • defines what is meant by ‘vulnerable adult’ • checks suitability of applicants before employment • provides a list of unsuitable staff <p>Disability Discrimination Act</p> <ul style="list-style-type: none"> • protects disabled people in employment, goods & services, land, property and education • provides a commission • system of redress • gives them rights • makes disability discrimination illegal • covers victimisation and harassment • covers direct and indirect discrimination <p>Mental Health Act 2007</p> <ul style="list-style-type: none"> • sets out processes and safeguards for patients with a mental disorder (sectioning procedures) • ensure that people with serious mental disorders which threaten their health or safety of public can be treated irrespective of their consent where it is necessary to prevent harm to self or others 			

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> • introduces new 'appropriate medical treatment test' • prevents them being detained against their will in cases where this is unnecessary • introduces supervised community treatment • provides a duty to provide advocates • nearest relative consulted • empowers and gives them a voice <p>Mental Capacity Act</p> <ul style="list-style-type: none"> • gives adults rights to make their own decisions • person is given all practicable help before anyone treats them as not being able to make their own decisions • an unwise decision does not presume incapacity • anything done or a decision made on behalf of a person who lacks capacity must be done in their best interest <p>Human Rights Act 2000</p> <ul style="list-style-type: none"> • gives people constitutional rights, including vulnerable adults • positive duty upon 'public bodies' to act compatibly with the 1950 European Convention on Human Rights; to intervene proportionately to protect the rights of citizens • gives redress 			

Question		Answer	Marks	Guidance
4	(a)	<p>One mark for action, TWO required One mark for explanation, TWO required</p> <ul style="list-style-type: none"> • speak/report to her supervisor to log and get advice/report what's happening/protect Molly • speak to the resident – find out why they're taking the medication/point out dangers • record details of the incident so that it is all recorded and abides by the law • refer to policies/procedures so she can see what to do • consult medic re consequences of taking medicine in order to protect both residents • check the resident's health as a result of taking the medication • check the other resident's health to ensure they are not ill due to lack of their medication • take the medication away to prevent further harm • check storage of medication/dispensary to see if there are issues about dispensing safely • monitor the residents to ensure no repeat behaviour 	<p>2x1 2x1</p>	Accept other appropriate explanations.
	(b)	<p>One mark for each, THREE required</p> <ul style="list-style-type: none"> • when a person who uses services is at risk of harm • when others may be at risk of harm • when the person who uses services is at risk of harming others • when the person who uses services is intending to or breaking the law (a serious crime) 	3x1	<p>Do not accept:</p> <ul style="list-style-type: none"> • when at risk

Question		Answer	Marks	Guidance
4	(c)	<p>One mark for each identification, FOUR required One mark for explanation, FOUR required</p> <ul style="list-style-type: none"> • staff training to ensure they are aware of policy/legislation/care values/procedures • monitor/observe staff so they can reflect and improve • mentoring systems to help staff and give them advice/support • staff meetings to share concerns, communicate ideas • appropriate resources/equipment so they can do their job safely and effectively • good handover procedures to ensure consistency in care and good standards • provide policies/procedures/guidelines/values of care handbooks to ensure staff work within the law/give guidance • good management structure – clear and effective management • appraisals/reviews/mock inspections to focus on best practice and improvement • quality assurance eg questionnaires to get feedback from pwus 	<p>4x1 4x1</p>	<p>Do not accept naming values of care - candidates must explain how the organisation could promote their use.</p> <p>Do not accept 'checks'.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
5	(a)	<ul style="list-style-type: none"> • relying on family /friends for support • deprivation/poverty/low income • discrimination/abuse/bullying • fear of vulnerability • lack of access/less care in community services • stigma/stereotyping • reduction in benefits/new capability checks • exclusion from material resources • exclusion from social relations • exclusion from civic activities • exclusion from basic services • exclusion from neighbourhood • allowed more of a voice in society • positive employment practices • voluntary activities • greater sense of expectation • better representation through media/sport 	10		<p>Level 3 (8–10 marks) There will be a detailed analysis of at least two issues that disabled people could face in society today. Contemporary and relevant examples should be given. These will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling. Level 3 answers likely to be balanced.</p> <p>Level 2 (5–7 marks) They will include a brief analysis of at least two issues that disabled people could face in society today. Answers will be factually correct. There may be some errors of grammar, punctuation and spelling. Sub-max 5 for one issue done well.</p> <p>Level 1 (1–4 marks) There may be analysis of one or two issues that disabled people could face in society today. List like answers should be placed in this band. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>0 – response not worthy of credit.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
5	(b)	<p>Strengths</p> <ul style="list-style-type: none"> + helps raise awareness + gives disabled people more rights + more opportunities for disabled groups in society + more equality in terms of job opportunities + defines what is a disability + high profile cases have been won and made employees think differently + school curriculum - more equality and encouragement to partake in range of subjects/more inclusion in mainstream education + system of redress/support + helped to reduce discrimination + increased access + EA – legislation merged = process of redress easier <p>Weaknesses</p> <ul style="list-style-type: none"> - legislation alone does not reduce discrimination/discrimination still exists – need to work harder at changing attitudes - more emphasis within education, advertising, media etc to improve role models and reduce stereotypes - difficult to police the amount of discrimination occurring/hard to prove - still big differences in pay between people with disabilities and others - top positions in business and politics still held by people without disabilities - stereotyping still very influential eg influence of the family/media - cost/emotional stress and time to take cases to court - many people unaware of their rights - fear of victimisation - Equality Act may have lost focus on disability issues - adaptations expensive - changes in legal aid support for employment tribunals (often not given) 	10	Do not credit/annotate named legislation.	<p>Level 3 (8–10 marks) A well-balanced discussion of how successful legislation has been. At least two strengths and two weaknesses will be covered in detail. These will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling. For full marks a conclusion must be given.</p> <p>Level 2 (5–7 marks) Sound understanding of at least one strength and one weakness shown. There will be noticeable errors of grammar, punctuation and spelling. Sub-max of 5 for strengths OR weaknesses done well.</p> <p>Level 1 (1–4 marks) At least one strength or weakness identified but not clearly discussed. May just focus on strengths or weaknesses. Answers in this band are likely to be list-like, muddled and lack technical detail. Errors of grammar, punctuation and spelling will be noticeable and intrusive</p> <p>0 – response not worthy of credit.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
6		<ul style="list-style-type: none"> • adaptation of premises and facilities to improve access for people <i>this can be costly and time consuming</i> • provision of transport /volunteer drivers because of financial /rural location reasons <i>hard to get volunteers, cost of transport, hard in very remote areas</i> • campaigns to raise awareness/change attitudes. <i>Hard to change attitudes, campaigns often do not get heard, advice ignored</i> • promotion of self-advocacy to give individuals a ‘voice’ <i>limited service, not always known about or appropriate. Could be abused</i> • funding – identifying additional sources. <i>Funding is being reduced. Hard to know how to access funding</i> • joint planning and funding between services to increase efficiency/ensure better coverage. <i>May be competition between resources, time to manage and meet, who has ultimate responsibility</i> • leaflets/information/interpreters in a variety of formats so that it’s accessible by all. <i>Costly to produce and distribute. People may be unaware that this is available</i> • outreach services available, eg home visits. <i>Cost and logistics of providing this service. Staff numbers required and resources needed</i> • flexible opening hours – to allow for people who work/care. <i>Limited resources, staff shortages.</i> • staff available to cater for different cultural values/beliefs/needs <i>not always available, staff shortages, shifts</i> • resources – food, prayer rooms, facilities, toys, play areas etc <i>can be costly, space restrictions</i> • staff training – aware of requirements/barriers/communication/ specialist skills <i>but can be costly to implement/update, staff reluctant to upskill/participate</i> 	15	<ul style="list-style-type: none"> • way positive • negative 	<p>Level 3 (12–15 marks) There will be a detailed evaluation of at least two ways service providers could facilitate access to services for people, these will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling. For full marks a conclusion will be given.</p> <p>Level 2 (6–11 marks) They will make an attempt to evaluate at least two ways service providers could facilitate access to its services. Answers will be factually correct. There may be some errors of grammar, punctuation and spelling. <i>Sub-max of 7 for one way done well or just positives/ways or negatives.</i></p> <p>Level 1 (1–5 marks) There may be evidence of one or two ways service providers could facilitate access to its services. Answers are likely to be list-like, muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>0 – response not worthy of credit.</p>

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