

# Health and Social Care

Advanced Subsidiary GCE

Unit **F910**: Promoting Quality Care

## **Mark Scheme for June 2012**

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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.

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## Annotations

Annotation	Description
	Good response/positive
	Negative
	Benefit of doubt
	Cross
	Level 1
	Level 2
	Level 3
	Repeat
	Noted but no credit given
	Tick
	Too vague
	Omission mark
	Development of point

Question		Answer	Mark	Guidance
1	(a)	<p><b>One</b> mark for ONE of</p> <ul style="list-style-type: none"> <li>• you cannot confirm the person's identity / do not know it is her aunt</li> <li>• safety of the children is paramount</li> <li>• such information should be kept secure and safe</li> <li>• need to follow policy / legislation / values of care</li> </ul>	1	Do not accept just confidentiality / needs to be related to policy / procedure.
	(b)	<p><b>One</b> mark for partial definition.  <b>Two</b> marks for clear definition.</p> <p>Restricting access to information about an individual [1] to those who have a justifiable and clear reason to access it [1]</p>	2	Do not accept examples or confidentiality policy.  Accept similar wording.
	(c)	<p><b>One</b> mark for each identification, TWO required  <b>One</b> mark for each description / example , TWO required</p> <ul style="list-style-type: none"> <li>• others may be at risk of harm</li> <li>• when the child is at risk of harming others</li> <li>• when the child informs you that they are being harmed</li> <li>• when the child tells you they are intending to or are breaking the law (serious crime)</li> <li>• when child is at risk of harming themselves</li> <li>• being bullied –pass information on to a named person</li> </ul>	4	Second mark for description of situation. Accept when a professional has serious concerns about a child's development / health.

Question		Answer	Mark	Guidance
1	(d)	<p><b>One</b> mark for each identification, FOUR required  <b>One</b> mark for each example, FOUR required</p> <ul style="list-style-type: none"> <li>• <b>making the welfare of the child paramount</b> – <i>having a child centred approach / meeting children’s needs</i></li> <li>• <b>keeping the children safe and maintaining a healthy environment</b> – <i>safety procedure / ID / locked gates</i></li> <li>• <b>working in partnership with parents / families</b> – <i>involving parents and families, inviting them in, parents evening, daily book to take home</i></li> <li>• <b>making sure children are offered a range of experiences and activities that support all aspects of their development</b> – <i>a well planned curriculum, adhering to policies, ensure all areas / resources are fully accessible</i></li> <li>• <b>valuing diversity</b> – <i>displays / toys / resources reflect equal opportunities</i></li> <li>• <b>equality of opportunity and anti-discriminatory practice</b> – <i>training, good practice, being strong role models</i></li> <li>• <b>maintaining confidentiality</b> – <i>need to know basis, have information about children is kept in a secure place</i></li> <li>• <b>working with others</b> – <i>working with other agencies that support children</i></li> <li>• <b>reflective practitioners</b> – <i>staff training, feedback, staff meetings to share ideas and reflect on how things have been</i></li> </ul> <p><i>Any other practical examples of how these can be applied.  Examples can be interchangeable.</i></p>	8	<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 three main values of care:  equality and diversity = 1 mark  rights and beliefs = no marks  confidentiality = 1 mark</p> <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 ‘learning and development, and equal opportunities.</p>

Question		Answer	Mark	Guidance
2	(a)	<p><b>One</b> mark for partial definition. <b>Two</b> marks for clear definition.</p> <p>Primary socialisation</p> <p>The norms and values learnt [1] from the family / parents, siblings / relatives / guardians / primary caregivers [1]</p>	2	Do not accept just the word 'family' or repeats of the question.

Question		Answer	Mark	Guidance	
				Content	Levels of response
2	(b)	<ul style="list-style-type: none"> <li>family – through language, behaviours, roles</li> <li>media – stereotypical portrayal in soaps / news giving a narrow attitudes towards people. Positive information portrayed this way.</li> <li>peers – listening / imitating peer groups views / taunting people who are 'different', peer pressure.</li> <li>education – learning at school, perhaps more positive portrayal</li> <li>workplace – employees / employers may have a negative / positive of people</li> <li>religion – teach values and attitudes</li> </ul>	8	Focus on explanation not identification of the agencies. Do not credit naming agencies.	<p><b>Level 3: (7 – 8 marks)</b> There will be a detailed explanation of at least two ways the socialisation process could influence a person's attitudes and prejudices. 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.</p> <p><b>Level 2: (4 – 6 marks)</b> They will include a brief explanation of at least two ways the socialisation process could influence a person's attitudes / prejudices. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. <i>Sub-max 4 for one explanation done well.</i></p> <p><b>Level 1: (0 – 3 marks)</b> There may be a explanation of one or two ways the socialisation process could influence a person's attitudes / prejudices. 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>

Question		Answer	Mark	Guidance	
				Content	Levels of response
2	(c)	<ul style="list-style-type: none"> <li>lonely / isolated / excluded / withdrawn – may not want to mix with people, fears going to service</li> <li>low self-esteem / self worth / worthless – slowly begins to erode. Makes them feel unworthy so do not seek help</li> <li>low self confidence – difficult to go and see providers / apply for help / support due to previous experiences</li> <li>depressed – feels very low, hard to motivate themselves</li> <li>stressed / ill health – effects of the experience may bring on illnesses, depression, condition gets worse</li> <li>self-harming – in severe cases may resort to this as a cry for help</li> <li>self-fulfilling prophecy – begin to believe what they have been told and how they have been treated</li> <li>anxious / frightened / scared – if the prejudice / attitudes have been threatening they may not want to go out, leave their homes</li> <li>treat people less favourably / discriminate against them yourself due to your own experiences / attitudes</li> </ul>	10	<p>Analysis of long term effects on people who use services. No credit for just identification of effect.</p>	<p><b>Level 3: (8 – 10 marks)</b> There will be a detailed analysis of at least two long term effects on 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, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2: (5 – 7 marks)</b> They will include a brief analysis (more descriptive in nature) of at least two long term effects on people who use services. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. <i>Sub-max of 5 for one effect done well.</i></p> <p><b>Level 1: (0 – 4 marks)</b> There may be evidence of one or two long term effects on people who use services. 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>

Question		Answer	Mark	Guidance												
3	(a)	<p><b>One</b> mark for identifying barrier. Two required.  <b>One</b> mark for each explanation. Two required.</p> <table border="0"> <thead> <tr> <th>Barrier</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td>information</td> <td>only in one language / no translators, so cannot get information</td> </tr> <tr> <td>facilities</td> <td>no prayer room, so lack privacy</td> </tr> <tr> <td>food choice</td> <td>limited / no options – not meeting dietary requirements</td> </tr> <tr> <td>staff available</td> <td>staff do not reflect population in terms of age, sex / gender, race etc / cultural beliefs on gender of staff</td> </tr> <tr> <td>social exclusion</td> <td>practitioners do not understand cultural differences</td> </tr> </tbody> </table>	Barrier	Explanation	information	only in one language / no translators, so cannot get information	facilities	no prayer room, so lack privacy	food choice	limited / no options – not meeting dietary requirements	staff available	staff do not reflect population in terms of age, sex / gender, race etc / cultural beliefs on gender of staff	social exclusion	practitioners do not understand cultural differences	4	Do not accept repeated barriers.
Barrier	Explanation															
information	only in one language / no translators, so cannot get information															
facilities	no prayer room, so lack privacy															
food choice	limited / no options – not meeting dietary requirements															
staff available	staff do not reflect population in terms of age, sex / gender, race etc / cultural beliefs on gender of staff															
social exclusion	practitioners do not understand cultural differences															
	(b)	<p><b>One</b> mark for each barrier identified. Two required</p> <ul style="list-style-type: none"> <li>• physical</li> <li>• psychological</li> <li>• financial</li> <li>• geographical / location</li> </ul>	2	Do not accept physiological / psychology												

Question		Answer	Mark	Guidance	
				Content	Levels of response
3	(c)	<ul style="list-style-type: none"> <li>• adaptation of premises and facilities to improve access for people</li> <li>• provide transport / volunteer drivers because of disability e.g. epilepsy</li> <li>• campaigns to raise awareness / change attitudes</li> <li>• promotion of self-advocacy to give individuals a 'voice'</li> <li>• funding – identifying additional sources</li> <li>• joint planning and funding between services to increase efficiency / ensure better coverage</li> <li>• leaflets / information in a variety of formats so that it's accessible by all / Braille / signers / hearing loops</li> <li>• outreach services available, eg home visits</li> <li>• reducing / subsidising costs</li> <li>• counselling to help overcome fears and address concerns.</li> <li>• providing advocates</li> <li>• training staff</li> </ul>	9		<p><b>Level 3: (8 – 9 marks)</b> There will be a detailed analysis of <b>at least two</b> ways service providers could facilitate access to services for people with disabilities, 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.</p> <p><b>Level 2: (4 – 7 marks)</b> They will make an attempt to analyse <b>at least two</b> ways service providers could facilitate access to its services for people with disabilities. Answers will be factually correct. There may be some errors of grammar, punctuation and spelling. <i>Sub-max of 5 for one way done well.</i></p> <p><b>Level 1: (0 – 3 marks)</b> There may be evidence of <b>one or two</b> ways service providers could facilitate access to its services for people with disabilities. Answers are likely to be list-like, muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

Question		Answer	Mark	Guidance
4	(a)	<p><b>One mark for each identification, FIVE required</b>  <b>One mark for each explanation, FIVE required</b></p> <ul style="list-style-type: none"> <li>• <b>a policy statement</b> explaining who is covered by the policy and what is meant by goods, facilities and services; stating the aims and outcomes of the policy; the link to the organisation's vision or mission statement and business plan; have reference to the legal requirements; indicate who is responsible for implementation</li> <li>• <b>an implementation plan</b> which includes commitment from senior management and staff; consultation with people who use services, staff and the wider community; the training of staff to promote ownership and good practice; target setting and timescales; establishing methods for monitoring and measuring progress; communicating the policy to people who use services and staff</li> <li>• the ways in which the policy will be <b>monitored</b> to include the collection of data, eg by gender for applications for services, those refused services, complaints, questionnaires / observations.</li> <li>• <b>an evaluation</b> of the policy to see whether the policy has ensured fair representation of people from all groups in the community; high levels of customer satisfaction; a good reputation of the organisation in the local community, reviewing strengths and weaknesses</li> <li>• after evaluation, <b>targets</b> can be set to improve future performance</li> </ul>	10	Order not needed. Explanations are not interchangeable.

Question		Answer	Mark	Guidance
4	(b)	<p><b>One mark for each way identified, FIVE required</b></p> <p><b>Advertising</b></p> <ul style="list-style-type: none"> <li>• advertise in a wide range of areas / publications</li> <li>• use an EO logo</li> <li>• non-discriminatory language in the advert / not applying unnecessary conditions</li> <li>• a range of formats available in relation to application forms</li> <li>• welcomes applications from a wide range of people / positive statements</li> </ul> <p><b>Interviewing / staff selection</b></p> <ul style="list-style-type: none"> <li>• non-discriminatory questions</li> <li>• same questions to all</li> <li>• no personal questions</li> <li>• mixed panel</li> <li>• accessible time and place, especially for different disabilities, eg lift, Braille</li> <li>• analyse monitoring forms for disabled applications</li> <li>• select candidate on merit</li> </ul> <p><b>General</b></p> <ul style="list-style-type: none"> <li>• follow recommendations from policies / CoP</li> <li>• consult relevant commissions / legislation</li> </ul>	5	

Question		Answer	Mark	Guidance
5	(a)	Persistent unwanted conduct / behaviour [1]  Plus <b>one</b> from:  on the grounds of race, gender, sexual orientation, etc [1]  causing a hostile, intimidating, degrading, humiliating environment [1]	2	Do not credit examples.  <b>Accept</b> similar wording.

Question		Answer	Mark	Guidance	
				Content	Levels of response
5	(b)	<p><b>PWUS</b></p> <ul style="list-style-type: none"> <li>• helps to prevent harassment / bullying</li> <li>• ensures that they are treated fairly / with equality (<i>not equally or the same</i>)</li> <li>• promotes opportunity / quality care</li> <li>• trusting relationships</li> <li>• develops self-esteem / self-worth / self-confidence</li> <li>• feels respected / empowerment</li> <li>• helps them feel safe and secure</li> <li>• system of redress / know how to complain. gives them rights</li> <li>• pwus know what to expect</li> </ul> <p><b>Care Workers</b></p> <ul style="list-style-type: none"> <li>• helps to prevent harassment / bullying</li> <li>• helps them do their job effectively</li> <li>• guides them about good practice / legal requirements</li> <li>• helps to protect them from accusations / feel safe</li> <li>• helps them promote quality care</li> <li>• ensures that they are all working to the same high standards / goals</li> <li>• system of redress / know how to complain / gives them rights</li> <li>• trusting relationship</li> <li>• improves reputation of the organisation</li> </ul>	8		<p><b>Level 3: (7 – 8 marks)</b> There will be a detailed explanation of at least two benefits of a harassment policy being implemented to both PWUS and practitioners. 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.</p> <p><b>Level 2: (4 – 6 marks)</b> They will include a brief explanation of at least two benefits of a harassment policy being implemented to both PWUS and practitioners. Answers will be factually correct. There may be some errors of grammar, punctuation and spelling. <i>Sub-max 4 for one group done well. Or one benefit for each group done well. If generic benefits not linked to a group sub-max 4.</i></p> <p><b>Level 1: (0 – 3 marks)</b> There may be evidence of one or two benefits of a harassment policy being implemented to both PWUS and / or practitioners. 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>

Question		Answer	Mark	Guidance	
				Content	Levels of response
5	(c)	<ul style="list-style-type: none"> <li>• allows staff to develop their own knowledge and understanding / know their rights / what to do / guidance</li> <li>• allows staff to promote quality care</li> <li>• helps protect staff from complaints / accusations</li> <li>• ensures staff are updated on current good practice</li> <li>• allows dissemination of information</li> <li>• helps ensure staff have effective communication / care skills</li> <li>• helps motivate staff</li> <li>• helps ensure equality in terms of promotions</li> <li>• raises confidence and ability to do job effectively</li> </ul>	5		<p><b>Level 3: (5 marks)</b> There will be a detailed analysis of at least two benefits of providing staff training on promoting equal opportunities. 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.</p> <p><b>Level 2: (3 – 4 marks)</b> A clear attempt at an analysis of at least two benefits of providing staff training on promoting equal opportunities. Answers will be factually correct. There may be some errors of grammar, punctuation and spelling. <i>Sub-max of 3 marks for one benefit done well.</i></p> <p><b>Level 1: (0 – 2 marks)</b> There may be evidence of one or two benefits of providing staff training on promoting equal opportunities. 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>

Question		Answer	Mark	Guidance	
				Content	Levels of response
6	(a)	<p><b>Equality Act</b></p> <ul style="list-style-type: none"> <li>• defines race / religion / belief as one of the protected characteristics</li> <li>• makes direct and indirect discrimination illegal</li> <li>• protects from harassment and victimisation</li> <li>• covers housing, education, employment transport, public bodies, associations</li> <li>• protects people from discrimination by association.</li> <li>• set up EHRC</li> <li>• aims to eradicate racial discrimination but also promote equal opportunities</li> <li>• system of redress</li> <li>• gives people rights</li> <li>• identifies exemptions from the act</li> </ul> <p><b>Race Relations Act</b></p> <ul style="list-style-type: none"> <li>• protects people from less favourable treatment on racial grounds / skin colour / nationality / ethnicity i.e. makes discrimination illegal</li> <li>• RRA refers to direct and indirect racial discrimination</li> <li>• also covers segregation / victimisation / harassment</li> <li>• applies in employment, education, goods and services, and advertising / housing</li> <li>• positive action – does allow this</li> <li>• set up the Commission for Racial Equality – act as a governing body oversees the working of the act in practice – can institute legal proceedings</li> <li>• incitement to racial hatred is a criminal offence</li> <li>• system of redress</li> <li>• gives people rights</li> <li>• burden of proof is ‘on the accused’</li> <li>• identifies exemptions from the act</li> <li>• amendment act gave a duty to public authorities to promote community cohesion / harmony</li> </ul>	8	Appropriate legislation could also include Human Rights Act.	<p><b>Level 3: (7 – 8 marks)</b> There will be a clear outline of at least two features of the legislation. 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.</p> <p><b>Level 2: (4 – 6 marks)</b> They will include an outline of at least two features of the legislation. Answers will be factually correct. There may be some errors of grammar, punctuation and spelling. <i>Sub-max 4 for one feature done well.</i></p> <p><b>Level 1: (0 – 3 marks)</b> There may be evidence of one or two features of the legislation. 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>

Question		Answer	Mark	Guidance	
				Content	Levels of response
6	(b)	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• helps raise awareness</li> <li>• gives people more rights</li> <li>• more opportunities for ethnic minority groups in society</li> <li>• closed some social exclusion to an extent</li> <li>• more equality in terms of job opportunities</li> <li>• high profile cases have been won and made employees think differently</li> <li>• school curriculum more equality and encouragement to partake in range of subjects</li> <li>• system of redress / support / commission for guidance</li> <li>• helped to reduce racial discrimination</li> <li>• merging of previous laws may make seeking redress easier</li> <li>• one commission could have more influence</li> </ul> <p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• legislation alone does not reduce discrimination / discrimination still exists</li> <li>• more emphasis needed within education, advertising, media etc to improve role models and reduce stereotypes</li> <li>• difficult to police the amount of discrimination occurring / hard to prove</li> <li>• still big differences in social conditions between different ethnic groups</li> <li>• top positions in business and politics still non ethnic minority groups</li> <li>• due to socialisation attitudes may become ingrained.</li> <li>• racial stereotyping still very influential eg influence of the family / media</li> <li>• cost / emotional stress and time to take cases to court</li> <li>• many people unaware of their rights</li> <li>• glass ceiling / drawbridge effect</li> <li>• fear of victimisation</li> <li>• unified commission could lack focus on specific groups</li> <li>• new Equality Act is less well known than other laws, and may take time to embed</li> </ul>	12	<p>Credit current apposite examples of racial issues e.g. Rochdale paedophile ring, John Terry, etc.</p>	<p><b>Level 3: (9 – 12 marks)</b> A well-balanced evaluation of how successful this 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, if any, errors of grammar, punctuation and spelling. <i>For full marks a conclusion must be given.</i></p> <p><b>Level 2: (5 – 8 marks)</b> Sound understanding of <b>at least one</b> strength and <b>one</b> weakness shown. There may be some errors of grammar, punctuation and spelling. <i>Sub-max of 6 for strengths OR weaknesses done well.</i></p> <p><b>Level 1: (0 – 4 marks)</b> <b>At least one</b> 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 may be noticeable and intrusive.</p>

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