

GCE

Health and Social Care

Unit **F910**: Promoting Quality Care

Advanced Subsidiary GCE

Mark Scheme for June 2014

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Tick
	Cross
	Unclear
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Benefit of doubt
	Effective evaluation
	Level 1
	Level 2
	Level 3
	Level 4
	Not answered question
	Own figure rule
	Noted but no credit given
	Too vague
	Omission

Question		Answer	Mark	Guidance
1	(a)	<p>One mark for each. Three required</p> <ul style="list-style-type: none"> • angry/annoyed • frustrated • withdrawn • humiliated • embarrassed • low self-esteem/self worth/worthless • low self confidence • depressed • sad/upset/unhappy • devalued • stressed/ill health • lonely/isolated/excluded • self-harming • disempowered/learned helplessness • self-fulfilling prophecy • anxious/frightened/scared/intimidated. 	<p>3 3x1</p>	<p>Accept any suitable likely effects Do not accept examples of abuse. The number of ticks should match the mark awarded. Do not accept 'worried' as this is in the stem.</p>

	(b)	<p>Three aspects from: Values of Care</p> <p>Promoting the equality and diversity of service users Promoting individual rights and beliefs Maintaining confidentiality</p> <p>Three explanations from:</p> <ul style="list-style-type: none"> • meeting mobility/individual needs, • using preferred name • enable PWUS to make informed decisions • allowing choices in food/dress • allowing choice in activities • provide place/time to pray • maintaining privacy for older people • non-discriminatory language. • keep details/files safe • need to know basis/ information to be kept confidential. • acknowledge any culture/religion that is relevant 	<p>6 3x1 3x1</p>	<p>Accept just - equality or diversity - rights or beliefs.</p> <p>Answers are relatively interchangeable but must be applied to what the workers are going to do. Do not accept 'equal opportunities' as a value of care</p> <p>Accept any other appropriate examples</p>
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Question		Answer	Marks	Guidance	
1	c	<p>Provide training for staff on policy/legislation/values of care so they follow correct procedures and adopt appropriate attitudes</p> <p>Mentoring system to help staff and give them advice/support</p> <p>Monitor their staff's performance so they can reflect and improve.</p> <p>Staff meetings to share concerns/communicate service users needs/ share good practice</p> <p>Good handover procedures to ensure consistency in care and good standards</p> <p>Provide appropriate adaptations/resources/equipment so they can do their job correctly</p> <p>Provide policies/ procedures / guidelines – to ensure staff understand how attitudes can influence practice</p> <p>Good management structure - a clear hierarchy and procedures. Approachable and effective managers</p> <p>Appraisals – to reflect current practice and look for improvements</p> <p>Quality assurance procedures to get feedback. e.g. feedback forms.</p>	6	<p>Content</p> <p>Focus on explanation not identification of ways.</p> <p>Focus on organisation not staff.</p> <p>Level 3 – at least 2 ways clearly explained</p> <p>Level 2- at least two ways done well</p> <p>Level 1- May only be one way.</p>	<p>Levels of response</p> <p>Level 3: (5-6 marks) There will be a detailed explanation of at least two ways an organisation can ensure its staff promote quality care. 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>Level 2: (3-4 marks) The work will include a brief explanation of at least two ways an organisation can ensure its staff promote quality care. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. Sub max 3 for one way explained well.</p> <p>Level 1: (1-2 marks) There may be an explanation of one or two ways an organisation can ensure its staff promote quality care. 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 – no response worthy of credit.</p>

Question		Answer	Mark	Guidance
2	a	<ul style="list-style-type: none"> • The child's life is at risk/ child's right to life • Child not old enough to give/refuse consent • Child not old enough/competent enough to have made conscious decision on their religion • The law protects the child/paramouncy principle/professional duty to protect life. 	2 2x1	Do not accept Every Child Matters. Do not accept the child will die/not survive as this is in the stem.
	b	<p>One mark for each identification. Two required</p> <ul style="list-style-type: none"> • When the person is at risk of harming others • When you have been informed a person is being harmed (abuse) • When you have been informed a serious crime is going to be committed • When you are informed a person is harming themselves 	2 2x1	Do not accept just 'at risk'
	c	<p>One mark for a partial definition. One mark for a full definition. An individual's ability to effectively communicate, convey, negotiate or assert his or her own interests, desires, needs and rights/choices.</p>	2 2x1	

Question		Answer	Marks	Content	Guidance
					Levels of response
2	d	<ul style="list-style-type: none"> helps to prevent misuse of information/keeps their information safe improves trust/relationships develops self-esteem/self-worth/self-confidence/feel respected helps them feel safe and secure system of redress/know how to complain gives them guidance/know what to expect/do gives them rights protects them against accusations a better reputation of the organisation. Informs them of their legal responsibilities. promotes quality care 	9	<p>Focus should be on analysis of benefits linked to a confidentiality policy.</p> <p>Level3- at least two benefits well analysed. Must be related to confidentiality.</p> <p>Level 2- at least two benefits.</p> <p>Level 1- may only be one benefit</p>	<p>Level 3: (8-9 marks) There will be a detailed analysis of at least two benefits of a confidentiality policy. 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: (4-7 marks) They will include a brief explanation of at least two benefits of a confidentiality policy. Answers will be factually correct. There will be some noticeable errors of grammar, punctuation and spelling. Sub max 4 for one benefit done well/ no link to confidentiality (generic response)</p> <p>Level 1: (1-3 marks) There may be evidence of one or two benefits of a confidentiality policy. 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 will be noticeable and intrusive. 0 marks – no response worthy of credit.</p>

Question		Answer	Mark	Guidance
3	a	<p>One mark from:</p> <p>The Equality Act</p>	1	<p>Accept abbreviations Year not required.</p> <p>Accept the Disability Discrimination Act even though this is no longer valid.</p> <p>Accept POVA, DBS, Mental Health Act, Mental Capacity Act, The Human Rights Act, Care Standards Act.</p>
	b	<p>One mark for identifying barriers – Two required</p> <p>One mark for description – Two required</p> <p>physical- lack of facilities/adaptations/access/mobility/transport issues</p> <p>psychological-may feel isolated. Fear of discrimination/ stigma based on disability/ do not believe they need help.</p> <p>Financial/economic-lower incomes/transport costs, unemployment due to disability</p> <p>cultural-experiencing cultural biases against people with disabilities.</p> <p>communication/language-difficulty in understanding/communicating due to medication, learning difficulties, disability</p> <p>location/ geographical -postcode lottery, poor services.</p>	<p>4</p> <p>2x1</p> <p>2x1</p>	<p>Description must relate to people with disabilities.</p> <p>Location and Physical descriptions could be interchangeable -do not credit twice.</p> <p>Do not accept 'fear' without an explanation linked to disability.</p> <p>Accept minor misspelling of psychology e.g. psychological.</p>

Question		Answer	Mark	Guidance
3	c	<ul style="list-style-type: none"> • attitudes hard to change • legislation alone does not reduce discrimination • difficult to police the amount of discrimination occurring/hard to prove • stereotyping still very influential eg influence of the family/media • cost and time of training staff • cost of adapting buildings. • cost/emotional stress and time to take cases to court • many people unaware of their rights • fear of victimisation • difficulty in ascertaining what is a reasonable adjustment • some places are exempt 	6 Level 2 Explanations done well. Relevant examples. QWC high. Level 1 More descriptive or list like QWC low	<p>Level 2: 4 -6 marks There will be a detailed explanation why legislation designed to protect people with disabilities may not be effective. Examples given will be relevant. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 1 1-3 marks There will be a basic outline of why legislation designed to protect people with disabilities may not be effective 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 will be noticeable and intrusive. Sub max 3 if generic answer only or only a basic explanation.</p> <p>0 marks – no response worthy of credit.</p>

Question		Answer	Marks	Guidance	
3	d			Content	Levels of response
		<ul style="list-style-type: none"> lonely / isolated / excluded / withdrawn – may not want to mix with people, fears going to service low self-esteem / self-worth / worthless – slowly begins to erode. Makes them feel unworthy so do not seek help low self-confidence – difficult to go and see providers / apply for help / support due to previous experiences depressed – feels very low, hard to motivate themselves stressed / ill health – effects of the experience may bring on illnesses, depression, condition gets worse self-harming – in severe cases may resort to this as a cry for help self-fulfilling prophecy – begin to believe what they have been told and how they have been treated anxious / frightened / scared – if the prejudice / attitudes have been threatening they may not want to go out, leave their homes treat people less favourably / discriminate against them yourself due to your own experiences / attitudes do not go to service therefore condition may worsen fail to get employment/ unable to access housing /education or other services. 	9	<p>Analysis of effects on people with disabilities. No credit for just identification of effect.</p> <p>Level 3 – At least two effects QWR high</p> <p>Level 2- At least one effect QWC Medium</p> <p>Level 1- May be only one effect. QWC low.</p>	<p>Level 3: (8 – 9 marks) There will be a detailed analysis of at least two effects on 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>Level 2: (4 – 7 marks) They will include a brief analysis (more descriptive in nature) of at least two effects on people with disabilities. 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>Level 1: (1 – 3 marks) There may be evidence of one or two effects on people with disabilities. 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 marks – no response worthy of credit.</p>

Question		Answer	Mark	Guidance
4	a	<p>One mark for each example. Two required</p> <p>Indirect</p> <p>Height restrictions Requiring uninterrupted previous service/work history Not employing single parents as they are more likely to be women. Part time workers not given promotions.</p> <p>Direct</p> <p>Stating men/women are not suitable for a particular job Stating women/men cannot wear certain clothes. Sexist comments or jokes. Only asking women questions regarding childcare.</p>	2	<p>Accept any suitable example.</p> <p>Definitions (for guidance) Must link to Sex Discrimination. Indirect sex discrimination occurs when an employer/organisation applies a provision, criterion or practice equally to both women and men that puts one sex at an unfair disadvantage Direct sex discrimination is less favourable treatment of a woman than a man (or vice versa) because of their sex.</p> <p>Do not accept just verbal abuse without a relevant example/explanation.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
4	b	<p>Equality Act</p> <ul style="list-style-type: none"> women and men, including transsexual people, sex are one of the protected characteristics makes direct and indirect discrimination illegal protects from harassment and victimisation covers housing, education, employment transport, public bodies, associations protects people from discrimination by association. set up EHRC aims to eradicate sex discrimination but also promote equal opportunities system of redress gives people rights identifies exemptions from the act protects married people public bodies have duties to promote equality ensures equal pay for equal work 	8	<p>Appropriate legislation could also include Human Rights Act and the Sex Discrimination act.</p> <p>Level 3- At least 2 features done well. QWC High</p> <p>Level 2- At least 2 feature. QWC mid</p> <p>Level 1- May be only 1 feature. QWC low.</p>	<p>Level 3: (7 – 8 marks) 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>Level 2: (4 – 6 marks) 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. or a generic response not linked to men and/or women.</i></p> <p>Level 1: (1 – 3 marks) 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> <p>0 marks – no response worthy of credit.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
4	c	<p>Interviewing</p> <ul style="list-style-type: none"> • non-discriminatory questions to avoid bias • mixed panel - eg, gender to ensure fairer representation & balanced views • make sure panel are trained - so they know correct procedures for interviewing • all candidates asked the same questions - to ensure all candidates get a fair interview • no personal questions - so that certain groups are not disadvantaged • accessible interview times and place - so groups not disadvantaged eg school run mums • appoint/shortlist on merit - to ensure best candidate gets the job not based on discriminatory issues • analysis of monitoring forms / data to ensure they are receiving applications from a wide range of groups • consult relevant commissions / legislation/policies to ensure compliance with legal requirements 		<p>Level 3 –At least two ways , clearly linked to equal opportunities for men and women. QWC High</p> <p>Level 2 – At least two ways. QWC mid</p> <p>Level 1- May be only one way. QWC low.</p>	<p>Level 3 [8-10marks] There will be a detailed analysis of at least two ways interviewing procedures could ensure equal opportunities for men and women. These will be developed logically and there will be evidence of synthesis within the work. There must be explicit clear links to how the ways help men and/or women with relevant supporting examples. 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] There will attempt to analyse (more descriptive in nature) at least two ways interviewing procedures could ensure equal opportunities for men and women. Answers will be factually correct. There may be occasional errors of grammar, punctuation and spelling. <i>Sub-max of 5 if only one way done well or if not related to men and/or women</i></p> <p>Level 1 [1-4 marks] One or two ways interviewing procedures could ensure equal opportunities for men and women. 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> <p>0 marks – no response worthy of credit.</p>

Question		Answer	Mark	Guidance
5	a	<p>One mark for partial definition. Two marks for clear definition</p> <p>Primary socialisation The norms and values learnt from the family/ parents, siblings/relatives/guardians/primary caregivers</p>	2	Do not accept just the word 'family'.
	b	<p>One mark for each identification. Four required One mark for each description. Four required.</p> <ul style="list-style-type: none"> • media - stereotypical portrayal in soaps/news giving a narrow attitudes towards people. Positive information portrayed this way. • peers– listening/imitating peer groups views/taunting people who are 'different'. Peer pressure. • education – learning at school, perhaps more positive portrayal • workplace/employment/work– employees/employers may have a negative/positive of people • religion – teach values and attitudes 	8	<p>Accept positive and negative links to attitudes.</p> <p>Do not accept friends, school , radio, TV, magazines etc.</p>

Question		Answer	Mark	Guidance
6	a	<p>One mark for each identification. Four required One mark for each purpose. Four required</p> <ul style="list-style-type: none"> • an implementation plan 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; To inform users how to carry out the policy, to ensure staff understand the policy. • the ways in which the policy will be monitored to include the collection of data/surveys/questionnaires e.g. gender for applications for services, those refused services, complaints to find out what people think. • an evaluation 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; meetings to discuss. See whether targets have been met/what needs to be changed. Review of strengths and weaknesses • after evaluation, targets can be set to improve future performance. Timescales can be agreed. 	8	Order not required

Question		Answer	Marks	Content	Guidance
					Levels of response
6	b	<p>Weaknesses</p> <ul style="list-style-type: none"> legislation alone does not reduce discrimination/protect rights discrimination still exists – need to work harder at changing attitudes more emphasis needed within education, advertising, media etc. to improve role models and reduce stereotypes difficult to police the protection of PWUS's rights /hard to prove PWUS may be vulnerable groups so more prone to abuse/discrimination stereotyping still very influential e.g. influence of the family/media cost/emotional stress and time to take cases to court/seek redress many people unaware of their rights fear of victimisation <p>Strengths</p> <ul style="list-style-type: none"> helps raise awareness gives people more rights more opportunities /access for PWUS more equality in many organisations high profile cases have been won school curriculum more equality and encouragement to partake in range of subjects system of redress/support 	12	<p>Level 3- at least 2 strengths and 2 weaknesses QWC high.</p> <p>Level 2- At least one strength and one weakness or 2 strengths/2 weaknesses done well. QWC mid</p> <p>Level 1- May be only one strength or only one weakness QWC low</p>	<p>Level 3 [9 -12 marks]</p> <p>A well-balanced evaluation of how effective legislation is in promoting PWUS's rights . 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 10 marks or more a conclusion/judgement must be given.</p> <p>Level 2 [5- 8 marks]</p> <p>Sound understanding of at least one strength and one weakness shown. There will be noticeable errors of grammar, punctuation and spelling. Sub-max of 6 for strengths OR weaknesses done well.</p> <p>Level 1 [1-4 marks]</p> <p>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 marks – no response worthy of credit.</p>

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