

GCE

Health and Social Care

Unit **F910**: Promoting Quality Care

Advanced Subsidiary GCE

Mark Scheme for June 2016

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2016

1. Annotations

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
	Level 1
	Level 2
	Level 3
	Noted but no credit given
	Too vague
	Omission

Question		Answer	Mark	Guidance
1	a(i)	<p>One mark for each appropriate action</p> <p>Record the conversation/ event/incident Inform a supervisor/boss Consult policies/guidelines Reassure Wayne</p>	2x1	
1	a(ii)	<p>One mark for each identification. One mark for each explanation.</p> <p>Explanations:</p> <ul style="list-style-type: none"> • Treated without respect • Harmed • Cannot speak out/ no voice • Health will get worse • Constant fear of abuse/pain • Does not feel safe • Not treated as individuals by staff <p>Effects:</p> <ul style="list-style-type: none"> • anger • frustration • withdrawn • humiliated • embarrassed • low self-esteem/self-worth/worthless • low self confidence • depressed • sad/upset • devalued • stressed/ill health • lonely/isolated/excluded • self-harming • disempowered 	2x1 2x1	<p>Accept reasonable explanations of effect on health and well-being e.g. Wayne may lack confidence in being able to trust staff and so not report pain and so his health gets worse</p> <p>List like answers – i.e. just identification max 2 marks</p>

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> • anxious/frightened/scared • lack of trust • discomfort/pain 		
1	b	Equality Act	1	Year not required Do not accept POVA or HRA

Question		Answer	Marks	Guidance	
				Content	Levels of response
1	c	<p>Ways:</p> <ul style="list-style-type: none"> • Observations /inspections with feedback • Questionnaires/surveys for analysis(sources of feedback) • Service user forums/groups to gain feedback • Meetings to discuss concerns • Clear management structure so concerns can be raised so staff are aware. • Mentoring systems to help staff check understanding/practice • Appraisal systems to help check progress review targets • Comment boxes- allows anonymous feedback • Complaints investigated /reviewed • Handover procedures/records kept • Policies analysed/revised 	8	<p>Level 3</p> <p>At least two ways clearly discussed.</p> <p>Level 2</p> <p>At least one way discussed.</p> <p>Level 1</p> <p>May only be one way.</p>	<p>Level 3 (7-8marks)</p> <p>There will be a detailed discussion of at least two ways. 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 – 6 marks)</p> <p>They will make an attempt to discuss at least two ways. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. <i>Sub-max of 4 for one way done well</i></p> <p>Level 1 (1 – 3 marks)</p> <p>There may be evidence a discussion of one or two ways. Answers are likely to be list-like, muddled and lack technical detail. Errors of</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
2	b	<ul style="list-style-type: none"> Keeps practitioners up-to-date and so help ensure equality of opportunities by knowing best practice Allows practitioners to address concerns/seek help and so avoid/ help stop discriminatory practice Informs practitioners of responsibilities and rights so they know when they should/could seek redress/ know laws Helps practitioners apply ideas to everyday roles- training documents and information can be used/ guidelines Informs them of the values of care so they can promote equality and diversity Allows practitioners to reflect and improve their own practice/increased confidence/self-esteem Challenges negative views/ assumptions. Protects providers from accusations 	7	<p>Level 3</p> <p>Clear discussion on how training helps ensure equality of opportunity and anti-discriminatory practice</p> <p>Level 2</p> <p>Clear attempt at discussion</p> <p>Level 1</p> <p>Brief discussion</p>	<p>Level 3: (6 - 7 marks)</p> <p>There will be a detailed discussion on how training helps ensure equality of opportunity and anti-discriminatory practice. The discussion 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 – 5 marks)</p> <p>The work will include a brief discussion on how training helps ensure equality of opportunity and anti-discriminatory practice. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1: (1-2 marks)</p> <p>There may be an outline of how training helps ensure equality of opportunity and anti-discriminatory practice. 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 – response not worthy of credit.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
2	c	<p>Benefits:</p> <ul style="list-style-type: none"> • Helps providers do their job effectively / raises awareness about bullying at school • Ensures that all are treated fairly / with equality (not equally or the same) • Guides all about good practice / legal requirements regarding protecting children • Helps to protect them from accusations / or discrimination / feel safe • Reduces bullying • Ensures that they are all working to the same high standards / goals • System of redress / know how to complain • Improve reputation of the setting • Promotes trust / good relationships • Gives them rights • Improves self-esteem/self-confidence • Able to focus on school work/ better attendance/aids learning 	9	<p>Benefits may be to providers or users</p> <p>Level 3</p> <p>At least two benefits analysed- clearly applicable to a bullying policy</p> <p>Level 2</p> <p>May be one or two benefits analysed</p> <p>Level 1</p> <p>May be only one benefit</p>	<p>Level 3 response: (8-9 marks)</p> <p>There will be a detailed analysis of at least two benefits. These will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. Answers will explicitly link the benefits to a school. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 response: (5-7marks)</p> <p>They will include a basic analysis of at least two benefits. Answers will be factually correct, link to school may be limited/implicit. There may be some errors of grammar, punctuation and spelling. <i>Sub-max 5 for one benefit done well.</i></p> <p>Level 1 response: (1-4 marks)</p> <p>Limited evidence of one or two benefits. Answers where benefits do not apply to a bullying policy /school should be placed in this band. 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 – response not worthy of credit.</p>

Question		Answer	Mark	Guidance
3	b	<p>One mark for brief description Two marks for clear description</p> <ul style="list-style-type: none"> • Fear of diagnosis/finding out - aware that as they age their health is likely to deteriorate. • Not want to be a burden as they are older they may feel others need to support them • Fear of losing independence • Fear of being abused/ neglected • Fear of discrimination/stigma because of ageism • Embarrassed about condition(with link to older people) • Scared of humiliation as they may be less able to understand new technology • Stereotyping, e.g. talking loudly to them/ not telling them information as they assume they would not understand. 	2x2	<p>Accept any reasonable description that could link to older people</p> <p>Do not award scared of needles, do not know they are ill</p>

Question		Answer	Marks	Content	Guidance
					Levels of response
3	c	<p>Ways:</p> <ul style="list-style-type: none"> • Children may copy behaviours caregivers show to them/see them as role models • Language used towards./about older people • Resources bought for the children/read/shown to them • Positive caring practice could be encouraged • Learn norms and values from family/providers • Cultural/religious values taught by family <p>Accept other suitable examples of primary socialisation.</p>	7	<p>Ways must relate to family/caregivers. They may be positive or negative.</p> <p>Level 3</p> <p>At least two ways analysed</p> <p>Level 2</p> <p>May be only one way analysed</p> <p>Level 1</p> <p>May be only one way</p>	<p>Level 3 response:(6-7 marks)</p> <p>There will be a detailed analysis of at least two ways. These will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. Link to older people is explicit There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 response: (4-5marks)</p> <p>They will include a basic analysis of at least two ways. Link to older people may be implicit. Answers will be factually correct. There may be some errors of grammar, punctuation and spelling. <i>Sub-max 4 for one way done well.</i></p> <p>Level 1 response: (1-3 marks)</p> <p>Limited evidence of one or two ways. 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 – response not worthy of credit.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
4	a	Purpose: <ul style="list-style-type: none"> • Give providers /PWUS rights • Guidelines for providers to spot harassment • Helps reduce/stop harassment • The policy defines harassment/raises awareness • Source of redress • Helps self-esteem/confidence/feel safe/feel protected • Providers know their legal responsibilities • Helps organisation avoid damage to reputation 	5	Level 2 Detailed explanation Level 1 Attempt at explanation	Level 2 (4 - 5 marks) They will include a detailed explanation of the purpose of a harassment policy. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling. Level 1 (1 - 3 marks) There may be evidence of an explanation of the purpose of a harassment policy. List-like answers should be placed in this band. Answers are likely to be muddled and lack technical detail 0 marks – response not worthy of credit.

Question			Answer	Mark	Guidance
4	b	(i)	One mark for each agency. Three required Agencies: <ul style="list-style-type: none">• Education• Peers• Workplace/employment• Media• Religion	3x1	Do not accept primary agency i.e. Family

Question		Answer	Marks	Content	Guidance
					Levels of response
4	b(ii)	<p>Explanations:</p> <ul style="list-style-type: none"> • Media through watching / copying / role models • Education copy teachers, conformity, curriculum / stereotyped • Peers imitate, feel need to conform share / learn ideas from them • Workplace learn workplace culture, copy others behaviour • Religion values, morals, teachings, influence people 	7	<p>Do not accept primary agency</p> <p>Level 3</p> <p>At least two agencies.</p> <p>Level 2</p> <p>One or two agencies.</p> <p>Level 1</p> <p>May be only one agency.</p>	<p>Level 3 (6-7 marks)</p> <p>There will be a detailed explanation of how two or more agencies could influence attitudes towards men/women. 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- 5 marks)</p> <p>They will make an attempt to explain how one or two agencies could influence attitudes towards men/women. There may be some noticeable errors of grammar, punctuation and spelling. <i>Sub-max of 4 for one agency done well.</i></p> <p>Level 1 (1 - 3 marks)</p> <p>There may be evidence of one or two attempts at explanation. 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 marks – response not worthy of credit.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
5	a	<p>Equality Act:</p> <ul style="list-style-type: none"> • Women have the right to breastfeed in public places • Prohibits 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 the perception of a protected characteristic is now an offence/ illegal • Burden of proof is on the accused • Gives rights and guidance • Defines exemptions • Use it as a system of redress • Covers nine protected characteristics • Covers discrimination by association • Set up EHRC this could be used to phone/contact for advice and to find out their rights <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 – 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 <p>Equal Pay Act</p>	8	<p>Level 3</p> <p>Detailed outline of 2 features</p> <p>Level 2</p> <p>May be one feature –sub max 4</p> <p>Level 1</p> <p>May be one feature.</p>	<p>Level 3 (7 - 8 marks)</p> <p>There will be a detailed outline of at least two features of the legislation, related to men and women. 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)</p> <p>They will include a brief outline of one or two features of the legislation. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. <i>Sub-max 4 for one feature done well.</i></p> <p>Level 1 (1 - 3 marks)</p> <p>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 – response not worthy of credit.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> Men and women should be paid the same for like work Accept HRA 			

Question		Answer	Marks	Guidance	
				Content	Levels of response
5	b	<ul style="list-style-type: none"> not aware that they have been harassed against therefore do not take their case forward unaware of their rights /do not know the law well enough fear of victimisation – worried it may actually make them be treated even worse/lose job cost / time / emotional cost of taking a case to court may put people off difficult to prove – so people won't bother as it's unlikely to result in positive outcome embarrassment / shame – about what's happened denial / fear of accepting what's happened – not able to cope with the reality of the situation workplace culture- want to fit in/not supported by others 	7	<p>Level 3</p> <p>Detailed discussion</p> <p>Level 2</p> <p>Brief discussion</p> <p>Level 1</p> <p>May be list like</p>	<p>Level 3: (6-7 marks)</p> <p>There will be a detailed discussion. The discussion 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: (4-5 marks)</p> <p>The work will include a brief discussion. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1: (1-3marks)</p> <p>There may be an outline of why people may not seek redress. 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 – response not worthy of credit.</p>

Question		Answer	Marks	Content	Guidance
					Levels of response
6	a	<ul style="list-style-type: none"> • Campaigns to raise awareness / change attitudes • Promotion of self-advocacy to give individuals a 'voice' • Funding – identifying additional sources • Joint planning and funding between services to increase efficiency / ensure better coverage • Leaflets/ information in a variety of formats - so that it's accessible by all • Outreach services available, e.g. home visits • Trained staff • Extending opening hours – to allow for those who have other commitments to access the service • Provide interpreters • Range of staff – to reflect local population • Flexible appointment times to suit needs • Transport provision • Provide counselling 	5	<p>Ways must relate to people with disabilities and not related to physical barriers ,e.g. adapted transport</p> <p>No mark for describing the barrier</p> <p>Level 2</p> <p>At least 2 ways explained.</p> <p>Level 1</p> <p>May be only one way.</p>	<p>Level 2 (4 - 5 marks)</p> <p>They will include a detailed explanation of at least two ways barriers for people with disabilities can be overcome. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling. Clear link to people with disabilities</p> <p>Level 1 (1 - 3 marks)</p> <p>There may be evidence of a way to overcome barriers. List-like answers should be placed in this band. Answers are likely to be muddled and lack technical detail. Sub-max 3 for one barrier done well/</p> <p>0 marks – response not worthy of credit.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
6	b	<p>Positives:</p> <ul style="list-style-type: none"> • Helps raise awareness • Gives people more rights, e.g. breastfeeding in public • More opportunities in society • Closed pay differentials to an extent • More equality in terms of job opportunities • High profile cases have been won and made employees think differently • School curriculum more equality and encouragement to partake in range of subjects • System of redress/support • Helped to reduce discrimination • Activity of commission supports people • Legislation is reviewed and updated • More groups covered by introduction of Equality act • New aspects of discrimination now included (perceived and by association) • Improved access <p>Negatives:</p> <ul style="list-style-type: none"> • More emphasis needed within education, advertising, media etc to improve role models and reduce stereotypes • Difficult to police the discrimination/hard to prove • Still big differences in pay between groups • Top positions in business and politics still not in proportion to groups in society • Stereotyping still very influential e.g. influence of the family/media • Cost/emotional stress and time to take cases to court • Many people unaware of their rights • Glass ceiling/drawbridge effect • Fear of victimisation • Legislation alone does not reduce discrimination/ discrimination still exists – need to work harder at changing attitudes 	15	<p>Do not award marks for naming legislation Level 3</p> <p>Explicit link to how effective/ineffective legislation has been in reducing discrimination</p> <p>Level 2</p> <p>Implicit link to how effective/ineffective legislation has been in reducing discrimination</p> <p>Level 1</p> <p>Brief attempt at discussing how legislation has been effective/ ineffective.</p>	<p>Level 3 (11 -15 marks)</p> <p>A well-balanced evaluation of how successful legislation has been. 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. The extent to which legislation has been effective must be explicit. Conclusion needed for full marks</p> <p>Level 2 (6- 10 marks)</p> <p>Sound understanding of how legislation has been effective. There may be occasional errors of grammar, punctuation and spelling. <i>Sub-max of 8 for one sided discussion</i></p> <p>Level 1 (1-5 marks)</p> <p>An attempt at discussing how legislation is effective. 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>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> • Many people unaware of how to seek redress • Organisations may be resistant to change e.g. institutional racism 			0 marks – response not worthy of credit.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2016

