

Health and Social Care

Advanced Subsidiary GCE

Unit **F910**: Promoting Quality Care

Mark Scheme for January 2011

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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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| Question | Expected Answer | Mark | Rationale |
|----------|---|------------|---|
| 1 (a) | <p>One mark for any appropriate example of direct racial discrimination, ONE required</p> <ul style="list-style-type: none"> • verbal abuse • physical abuse • refusal to access, eg job, education, goods and services | [1] | <p><i>Accept examples of these linked to racial</i></p> <p><i>Do not accept 'calling names' on its own.</i></p> |
| (b) | <p>One mark for any appropriate effect of racial discrimination on an individual, THREE required</p> <ul style="list-style-type: none"> • upset/sad/unhappy • angry • frustrated • withdrawn • annoyed • humiliated • embarrassed • low self-esteem/self worth/worthless • low self confidence • depressed • devalued • stressed/ill health • lonely/isolated/excluded • self-harming • self-fulfilling prophecy • anxious/frightened/scared • difficult to get employment • experience poverty | [3] | Accept any other suitable effect. |
| (c) | <p>Name one piece of legislation that aims to protect people who have experienced racial discrimination</p> <ul style="list-style-type: none"> • Race Relations Act • Human Rights Act • Equality Act | [1] | <p>No date required.</p> <p>Must state 'Act' for mark.</p> <p>Accept Equality <i>Bill</i> this series.</p> |

| Question | Expected Answer | Mark | Rationale |
|----------|---|------------|---|
| 1 (d) | <p>One mark for identifying barriers, THREE required One mark for explanation, THREE required</p> <ul style="list-style-type: none"> • psychological - may feel isolated; fear of discrimination / racism / stereotyping / stigma • financial - lower incomes / transport costs, unemployment • cultural - experiencing racism / cultural differences, service ethnocentric • communication/language - not speaking English as first language, unaware of services • location/ geographical - postcode lottery, poor services, live too far away • physical - discrimination due to racial features | [6] | <p>Occasionally explanations may be interchangeable – accept if accurate. Explanation must link to the barrier stated.</p> <p>Links to ethnic minority groups may be implicit rather than explicit.</p> <p>Do not accept answers related to disability.</p> |
| (e) | <p>One mark for identifying way, TWO required One mark for explanation, TWO required</p> <ul style="list-style-type: none"> • provide training for staff on policy/legislation/care values so they follow correct procedures • mentoring system to help staff and give them advice/support • monitor / observe / peer review their staff's performance so they can reflect and improve • provide appropriate resources/equipment so they can do the job correctly • staff meetings to share concerns/communicate pwus needs/ share good practice • provide procedures / guidelines – to ensure staff work within the law and responsibly • good management structure/nominated member of staff - a clear hierarchy and procedures; approachable and effective managers • appraisals – to reflect current practice and look for improvements • target setting and time scales – to ensure actions/targets are met • feedback / survey - to see if policy is effective and being followed • inspection - to check and report back on the use of the policy | [4] | <p>Explanations may be interchangeable.</p> |

| Question | Expected Answer | Mark | Rationale |
|----------|--|------|---|
| 2 (a) | <p>One mark for each, FIVE required</p> <ul style="list-style-type: none"> • policy statement • implementation plan • section on how the policy will be monitored • evaluation of the policy • targets to improve further performance | [5] | <p>They do not have to be in any particular order this series.</p> <p>Do not allow 'policy' on its own.</p> |
| (b) | <p>Level 3 [8 - 10 marks] There will be a detailed explanation of at least two benefits of the named policy to pwus and at least two benefits to care workers. 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 include an attempt at explaining (tends to be more descriptive) at least two benefits of the policy to care workers and pwus. Answers will be factually correct. There may be occasional errors of grammar, punctuation and spelling. <i>Sub-max of 5 if only one benefit for the care worker and the pwus OR either care workers (2) or pwus (2).</i></p> <p>Level 1 [0 - 4 marks] There may be evidence of one or two benefits of the policy to the pwus and/or care workers. May only focus on one group. 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>Policies are likely to be Confidentiality, Equal Opportunities and Bullying.</p> <p>PWUS</p> <ul style="list-style-type: none"> • helps to prevent discrimination / bullying / raises awareness • ensures that they are treated fairly / with equality (<i>not equally or the same</i>) • promotes opportunity / gives choices • develops self-esteem / self-worth / self-confidence / feels respected / valued • helps them feel safe and secure • system of redress/know how to complain | [10] | <p>Candidates who do not name a specific policy but talk generally cannot be out of level 2.</p> <p>The answers are fairly generic so be flexible depending on which policy the candidate has chosen.</p> |

| Question | Expected Answer | Mark | Rationale |
|----------|--|------|-----------|
| | <ul style="list-style-type: none"> • pwus know what to expect eg confidentiality procedures • promotes trust / good relationships • give them rights <p>Care Workers</p> <ul style="list-style-type: none"> • helps them do their job effectively / raises awareness of... • ensures that they are treated fairly / with equality (<i>not equally or the same</i>) • guides them about good practice / legal requirements • helps to protect them from accusations/or discrimination/ feel safe • ensures that they are all working to the same high standards / goals • system of redress/know how to complain • promotes opportunities for staff eg job promotion • improve reputation of the setting • promotes trust / good relationships • give them rights | | |

| Question | Expected Answer | Mark | Rationale |
|----------|--|------|--|
| 3 (a) | <p>One mark for each early years value of care, FOUR required One mark for each example, FOUR required</p> <ul style="list-style-type: none"> • making the welfare of the child paramount – having a child centred approach eg activities planned to meet the needs of the children/differentiated to meet the needs of each child • 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/choice 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/food reflect equal opportunities – celebrate festivals • equality of opportunity and anti-discriminatory practice – training, good practice, being strong/positive role models – challenging discriminatory behaviour. Meet individual needs • maintaining confidentiality – need to know basis, have information about children kept in a secure place • working with others – working with other agencies that support children eg social worker • reflective practitioners – staff training, feedback, staff meetings to share ideas and reflect on how things have been <p><i>Accept any other appropriate practical examples of how these can be applied.</i></p> | [8] | <p>EO – allowed as identified mark.</p> <p>Do not allow</p> <ul style="list-style-type: none"> • individual rights and belief • welfare of the child (without clarification eg most important) <p>Equality and diversity (together) can be given one mark.</p> |

| Question | Expected Answer | Mark | Rationale |
|----------|--|------|--|
| 3 (b) | <p>Level 3 [9 -12 marks] There will be a detailed explanation of how an early years setting could ensure its resources and environment promote equality. Candidates will differentiate either explicitly or implicitly between resources and the environment. 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- 8 marks] They will include an attempt at explaining how an early years setting could ensure its resources and environment promote equality. Answers will be factually correct. There may be occasional errors of grammar, punctuation and spelling. <i>Sub-max of 6 if only look at resources or environment.</i></p> <p>Level 1 [0-4 marks] There will be some ways an early years setting could ensure its resources and environment promote equality. 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>Resources</p> <ul style="list-style-type: none"> • images in books / videos focussing on different groups in society (accept examples) • multicultural displays / posters • dressing up to learn about on different groups in society (accept examples) • provide food from different groups in society (accept examples) • (specialist) dolls / toys / games from different groups in society (accept examples) • music / instruments from around the world • staff from different groups in society (accept examples) • staff trained in specialised communication methods • information available in chosen language / format • multi faith calendars • differentiated work sheets / resources for a range of ability levels • adapted equipment eg left handed scissors | [12] | <p><i>Accept any other appropriate examples.</i></p> <p>Level 3 – accept two resources, one aspect of environment done well.</p> <p>Do not accept ‘activities’ unless related to the physical environment.</p> |

| Question | Expected Answer | Mark | Rationale |
|----------|--|------|-----------|
| | Environment <ul style="list-style-type: none">• disabled access• facilities eg prayer room• specialist equipment – loop systems• accessible toilet• specialised evacuation equipment• multicultural displays / posters | | |

| Question | Expected Answer | Mark | Rationale |
|----------|---|------|---|
| 4 (a) | <p>One mark for each, THREE required</p> <ul style="list-style-type: none"> • UK legislation • Policies • EHRC / Commissions • County court/high court • European Court of Human Rights • Citizens Advice Bureau • solicitor / lawyer • complaints procedure of organisation/complain to service provider • contact manager • police • care workers / practitioners / counsellors • councillors / MPs • Ofsted | [3] | <p><i>Accept abbreviations if letters in correct order and all present.</i></p> <p><i>Accept three different regulatory frameworks for three marks.</i></p> |
| (b) | <p>Level 3 [5 -6 marks] There will be a detailed explanation of at least two ways (could be advertising and/or interviewing) an organisation could ensure their staff selection procedures promote 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 errors of grammar, punctuation and spelling.</p> <p>Level 2 [3- 4 marks] There will attempt to explain (more descriptive in nature) at least two ways (could be advertising and/or interviewing) an organisation could ensure their staff selection procedures promote equal opportunities. Answers will be factually correct. There may be occasional errors of grammar, punctuation and spelling. <i>Sub-max of 3 if only look at one way.</i></p> <p>Level 1 [0-2 marks] One or two ways (could be advertising and/or interviewing) an organisation could ensure their staff selection procedures promote equal opportunities will be identified. 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> | [6] | |

| Question | Expected Answer | Mark | Rationale |
|----------|--|------|-----------|
| | <p>Advertising</p> <ul style="list-style-type: none"> • advertise in a wide range of areas to ensure fair access and opportunities for all • use an EOP logo – this shows that they are an EO employer and promotes confidence in the organisation • do not use any anti discriminatory language / requests which may be off-putting to certain groups • use positive statements to encourage minority ethnic groups to apply <p>Interviewing</p> <ul style="list-style-type: none"> • non-discriminatory questions to avoid bias • mixed panel - eg race, 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 on merit - to ensure best candidate gets the job not based on discriminatory issues <p>General</p> <ul style="list-style-type: none"> • analysis of monitoring forms / data to ensure they are receiving applications from a wide range of groups • consult relevant commissions / legislation to ensure compliance with legal requirements | | |

| Question | Expected Answer | Mark | Rationale |
|----------|--|------|-----------|
| 4 (c) | <p>Level 3 response: 5-6 marks There will be a detailed explanation of at least two ways an organisation can support staff to 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 errors of grammar, punctuation and spelling</p> <p>Level 2 response: 3-4 marks A clear description/attempt at explanation of ways an organisation can support staff to promote quality care. Answers will be factually correct. There may be occasional errors of grammar, punctuation and spelling. Sub-max 3 for one way done well.</p> <p>Level 1 response: 0-2 marks There may be evidence of one or two ways an organisation can support staff to 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> <ul style="list-style-type: none"> • provide training for staff on policy/legislation/care values so they follow correct procedures • mentoring system to help staff and give them advice / support • monitor / observe / peer review their staffs' performance so they can reflect and improve • provide appropriate resources/equipment so they can do the job correctly • staff meetings to share concerns/communicate pwus needs / share good practice • good handover procedures to ensure consistency in care and good standards • provide policies/ procedures / guidelines / values of care – to ensure staff work within the law and responsibly • good management structure - a clear hierarchy and procedures. Approachable and effective managers • appraisals – to reflect current practice and look for improvements • feedback / survey - to see if practices are effective • inspection - to check and report back on the use of policies | [6] | |

| Question | Expected Answer | Mark | Rationale |
|----------|---|------|--|
| 5 (a) | <p>One mark for each agency, THREE required One mark for each description, THREE required</p> <p>Agencies - description</p> <ul style="list-style-type: none"> • media - stereotypical portrayal in soaps/news giving a narrow viewpoint of people with disabilities; positive information portrayed this way • peers– listening / imitating peer groups views/taunting people who are ‘different’; peer pressure • education – learning about disabilities at school, perhaps more positive portrayal • workplace – employees / employers may have a negative view of such people working • religion – teach values and attitudes towards disability | [6] | Accept positive and negative descriptions. |

| Question | Expected Answer | Mark | Rationale |
|----------|---|------|-------------------------------------|
| 5 (b) | <p>Level 3 [8 - 9 marks] There will be a detailed discussion of at least two effects of barriers people with disabilities could face in society. 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 include an attempt at discuss/description of the effects of at least two barriers people with disabilities could face in society. Answers will be factually correct. There may be occasional of grammar, punctuation and spelling. <i>Sub-max of 5 for effects of a barrier done well.</i></p> <p>Level 1 [0 - 4 marks] There may be evidence of one or two effects of barriers people with disabilities could face in society. Answers are likely to be list-like, muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <ul style="list-style-type: none"> • Psychological - may feel isolated. Fear of discrimination/stereotyping / stigma • Financial – angry/upset -lower incomes due to being unable to work. Hard to find employment due to discrimination; can't afford extra treatment/equipment that they need/ transport costs • Cultural – disempowered. Experiencing discrimination, for example the deaf community. Dominance of the medical model – especially within the medical profession • Communication/language –frustrated. Not having facilities in large print, Braille / BSL / Makaton etc / unaware of services • Location / geographical – excluded. Postcode lottery, poor services, have to travel further • Physical - discriminated due to the built environment. Poor access to public transport. Goods and services still inaccessible | [9] | Accept any other reasonable effect. |

| Question | Expected Answer | Mark | Rationale |
|----------|--|------|-----------|
| 6 (a) | <p>Level 3 response: 7 - 8 marks There will be a detailed 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 errors of grammar, punctuation and spelling</p> <p>Level 2 response: 4 - 6 marks They will include a brief outline two features of the legislation. Answers will be factually correct. There may be some occasional errors of grammar, punctuation and spelling. Sub max 4 for one feature done well.</p> <p>Level 1 response: 0-3 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>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>Equal Pay Act – men and women should be paid the same for like work</p> | [8] | |

| Question | Expected Answer | Mark | Rationale |
|----------|---|------|-----------|
| | <p>Equality Act –</p> <ul style="list-style-type: none">• women have the right to breastfeed in public places• 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 the perception of a protected characteristic is now an offence | | |

| Question | Expected Answer | Mark | Rationale |
|----------|---|------|-----------|
| 6 (b) | <p>Level 3 [9 -12 marks] 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 errors of grammar, punctuation and spelling. For full marks a conclusion must be given.</p> <p>Level 2 [5- 8 marks] Sound understanding of at least one strength and one weakness shown. There may be occasional errors of grammar, punctuation and spelling. Sub-max of 6 for strengths OR weaknesses done well.</p> <p>Level 1 [0-4 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 may be noticeable and intrusive.</p> <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 needed 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 men and women • top positions in business and politics still held by men • gender 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 • glass ceiling/drawbridge effect • fear of victimisation | 12 | |

| Question | Expected Answer | Mark | Rationale |
|----------|---|------|-----------|
| | <p>Strengths</p> <ul style="list-style-type: none">• helps raise awareness• gives people more rights• more opportunities for women and men 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 sex discrimination• activity of commission supports people | | |

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