

**Advanced Subsidiary GCE
Health and Social Care**

F910

Unit F910: Promoting Quality Care

Specimen Paper

Time: 1 hour 30 minutes

Candidates answer on the question paper.

Additional materials:

Candidate
Forename

Candidate
Surname

Centre
Number

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Candidate
Number

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INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer **all** the questions.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- Your Quality of Written Communication is assessed in questions marked with an asterisk (*).
- The total number of marks for this paper is 100.

FOR EXAMINER'S USE	
1	
2	
3	
4	
5	
6	
TOTAL	

This document consists of **10** printed pages and **2** blank pages.

Answer **all** questions.

1

Susan has recently been appointed as manager of a local care day centre for the disabled. She overhears a member of staff shouting at Stephen, one of the service users. Stephen is told to hurry up and eat his dinner because he is wasting everyone's time.

(a) (i) Identify and give an example of the form of discrimination that Stephen is experiencing.
.....
.....
..... [2]

(ii) Give **three** possible effects of such unfair treatment on Stephen.
1
2
3 [3]

(b) (i) Identify **four** rights that Stephen should expect as a person who uses services.
1
2
3
4 [4]

(ii) Name the **three** values of care. Give an example of how care workers could apply each in their day-to-day work.
1
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.....
2
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3
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..... [6]

3 (a) Describe **three** circumstances when it is appropriate for care workers to break client confidentiality.

1

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2

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3

..... [3]

(b) (i) Name a piece of legislation that aims to protect children.

..... [1]

(ii)* Analyse the benefits of this legislation to both care workers and people who use services.

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..... [11]

4 (a) What is meant by the term 'social exclusion'?

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..... [2]

(b) Identify and give an example of **four possible** barriers facing minority ethnic groups

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3
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4
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..... [8]

SPECIMEN

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SPECIMEN

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Specimen Mark Scheme

The maximum mark for this paper is 100.

SPECIMEN

This document consists of **12** printed pages.

Question Number	Answer	Max Mark
1(a)(i)	<p>Identify and give an example of the form of discrimination that Stephen is experiencing.</p> <p>One from:</p> <ul style="list-style-type: none"> • direct • disability <p><i>Example, one from:</i></p> <ul style="list-style-type: none"> • name calling; • shouting implies 'slow', 'stupid' 	[2]
1(a)(ii)	<p>Give three possible effects of such unfair treatment on Stephen.</p> <p>Three from:</p> <ul style="list-style-type: none"> • upset at being shouted at by the staff • feels humiliated • becomes withdrawn • loss of self-esteem • angry at being treated like this • disempowered • low self confidence <p><i>Any other suitable effect</i></p>	[3]
1(b)(i)	<p>Identify four rights that Stephen should expect as a person who uses services.</p> <p>Four from:</p> <ul style="list-style-type: none"> • confidentiality • privacy • choice • respect • dignity • safety • treated like an individual • have his needs met 	[4]

Question Number	Answer	Max Mark
1(b)(ii)	<p>Name the three values of care. Give an example of how care workers could apply each aspect in their day-to-day work.</p> <ul style="list-style-type: none"> • promoting the equality and diversity of service users • promoting individual rights and beliefs • maintaining confidentiality <p><i>Three from:</i></p> <ul style="list-style-type: none"> • not using discriminatory language or behaviour • knowing/applying the equal opportunities policy • recognise individual needs • using objective assessment criteria when carrying out individual assessments • providing opportunities for choice within the care package/daily activities • providing for cultural and religious requirements, e.g. dietary needs • passing on information on a 'need to know' basis • storing personal information in a safe and secure place • Restricting access to personal information 	[6]
2(a)	<p>Give the five main components of any equal opportunities policy.</p> <p>Five from (in any order):</p> <ul style="list-style-type: none"> • a policy statement • an implementation plan • a section on how the policy will be monitored • an evaluation of the policy • targets to improve further performance 	[5]
2(b)	<p>Identify three different sources of redress that applicants for a job could use if they believe they have been discriminated against.</p> <p>Three from:</p> <ul style="list-style-type: none"> • Equal Opportunities Commission • Commission for Racial Equality • Disability Rights Commission • County Court • The European Court of Human Rights 	[3]

Question Number	Answer	Max Mark
2(c)	<p>Explain ways an organisation could ensure equality of opportunity when recruiting and selecting new staff.</p> <p>Level 3 [6-7marks] There will be a detailed explanation of at least two ways organisations could ensure equality of opportunity when recruiting and selecting new staff. Examples given will be relevant. The explanations will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate.</p> <p>Level 2 [4-5 marks] They will include a clear explanation of one or two ways organisations could ensure equality of opportunity when recruiting and selecting new staff 'Some examples will be given. Answers will be factually correct.</p> <p>Level 1 [0 - 3 marks] There may be evidence/limited explanation of one or two ways organisations could ensure equality of opportunity when recruiting and selecting new staff. List like answers should be placed in this band. Answers are likely to be muddled and lack technical detail.</p> <p>Selecting S(a) non-discriminatory questions S(b) same questions to all S(c) no personal questions S(d) mixed panel S(e) accessible time and place S(f) analyse monitoring forms S(g) select candidate on merit</p> <p>Advertising/Recruiting A(a) advertise in a wide range of areas/publications A(b) use an eop logo A(c) non-discriminatory language in the advert A(d) a range of formats available A(e) welcomes applications from a wide range of people</p> <p><i>Accept as both:</i> S/A follow recommendations from policies/CoP S/A consult relevant commissions/legislation</p>	[7]

Question Number	Answer	Max Mark
3(a)	<p>Describe three circumstances when it is appropriate for care workers to break client confidentiality.</p> <p>Three from:</p> <ul style="list-style-type: none"> • at risk of Harming others • at risk of Harming themselves • at risk of Being hurt (abuse) • at risk of a serious offence being carried out 	[3]
3(b)(i)	<p>Name any legislation that aims to protect children.</p> <p>Accept any suitable legislation e.g. Children Act</p>	[1]
3(b)(ii)*	<p>Analyse the benefits of such legislation to both care workers and people who use services.</p> <p>Level 3 [9 – 11 marks]</p> <p>There will be a detailed discussion of at least two benefits of the legislation to people who use services and two benefits to service providers. Must address both to be in this level. These will be developed logically and there will be evidence of synthesis within the work. Candidate presents materials in a well planned and logical sequence. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 [5 - 8 marks]</p> <p>They will include some discussion of one or two benefits of the legislation to people who use services and/or service providers. Answers will be factually correct with some use of appropriate terminology. Sentences for the most part relevant presented in a balanced, logical and coherent manner which addresses the question. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 [0 - 4 marks]</p> <p>There may be evidence of one or two benefits of the legislation to people who use services and/or service providers. One way of how it benefits may be given but answers are likely to be an outline. Answers are likely to be list-like and muddled and lack technical detail. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of question. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p>Benefits to service users</p> <p>U1 aims to reduce discrimination/abuse U2 aims to ensure children are listened to U3 aims to keep children safe U4 gives them legal protection U5 minimal disruption on their lives/keeps families together if possible U6 gives them a voice U7 gives them rights U8 raises awareness U9 raises the standards of care</p>	[11]

Question Number	Answer	Max Mark
4(c)*	<p>Explain ways in which service providers could improve access to health services for minority ethnic groups.</p> <p>Level 3: [8 – 10] marks Candidates will show a high level of knowledge and understanding when explaining in detail at least two ways in which service providers could improve access to health services for minority ethnic groups. Candidate presents materials in a well planned and logical sequence. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2: [5 – 7] marks Candidates will show some understanding when giving a sound explanation of one or two ways in which service providers could improve access to health services for minority ethnic groups. Answers will be factually correct with some use of appropriate terminology. Sentences for the most part relevant presented in a balanced, logical and coherent manner which addresses the question. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1: [0 – 4] marks Candidates will give some evidence when giving a basic explanation of at least one way service providers could improve access to health services for minority ethnic groups. Answers are likely to be muddled, demonstrating little knowledge or understanding. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of question. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <ul style="list-style-type: none"> • the NHS/GP surgery could use campaigns to raise awareness/ reduce fears/educate/inform about services available • campaigns can be targeted at specific groups/settings/ languages • NHS/GP could identify additional sources of funding to set up a well woman's clinic at the GP surgery • PCT work with other agencies to jointly plan/fund to ensure effective integration of services, e.g. advocacy service 	[1]

Question Number	Answer	Max Mark
5(a)	<p>Explain how discriminatory attitudes and prejudices could be learnt.</p> <p>Level 3 [5 marks] Candidates will show a high level of understanding when explaining in detail the ways in which discriminatory attitudes and prejudices are learnt. The explanation will be developed coherently. Answers will be factually accurate. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 [3-4 marks] Candidates will show a sound level of understanding when explaining the ways in which discriminatory attitudes and prejudices are learnt. They will include brief explanations of both forms of socialisation or will give a full explanation of one. The explanation will be developed coherently. Answers will be factually accurate. There may be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 [0-2 marks] Candidates will give a basic explanation of at least one form of socialisation. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <ul style="list-style-type: none"> • process by which attitudes and prejudices are learnt is known as socialisation • there are two forms of socialisation – primary and secondary • primary socialisation happens early on in life and involves family and peers • secondary socialisation occurs later on in life and includes the influence of education, the media and the work environment • we develop discriminatory attitudes and prejudices if we are exposed to them by these ‘agents’ of socialisation who ‘reward’ us when we conform 	[5]

Question Number	Answer	Max Mark
5(b)*	<p>Assess the possible effects of such attitudes and prejudices on service users.</p> <p>Level 3 response: [9 - 10 marks] There will be a detailed assessment of at least two possible effects of attitudes and prejudices on service users. These will be developed logically and there will be evidence of synthesis within the work. Candidate presents materials in a well planned and logical sequence. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 response: [5 - 8 marks] There will be some assessment of at least two possible effects of attitudes and prejudices on service users. Answers will be factually correct with some use of appropriate terminology. Sentences for the most part relevant presented in a balanced, logical and coherent manner which addresses the question. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 response: [0 - 4 marks] There may be evidence of one or two effects of attitudes and prejudices. List like answers should be placed in this band. Answers are likely to be muddled and lack technical detail. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of question. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p>	[10]

Question Number	Answer	Max Mark
6(a)*	<p>Analyse the methods an organisation could use to ensure that their equal opportunities policy is being implemented and monitored successfully.</p> <p>Level 3 [9 - 10 marks] There will be a detailed analysis of at least two methods organisations could use to ensure its EOP is monitored and implemented. These will be developed logically and there will be evidence of synthesis within the work. Candidate presents materials in a well planned and logical sequence. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 [5 - 8 marks] There is some analysis of at least two methods organisations could use to ensure its EOP is monitored and implemented. Answers will be factually correct with some use of appropriate terminology. Sentences for the most part relevant presented in a balanced, logical and coherent manner which addresses the question. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 [0 - 4 marks] There may be evidence of one or two methods organisations could use to ensure their EOP is implemented and monitored. Answers are likely to be muddled and lack technical detail. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of question. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <ul style="list-style-type: none"> • checking methods used for duty rotas • surveys;/interviews • monitoring complaints received relating to hours, duties etc • checking types of application against appointments • including questions within appraisals relating to the provision for women • evaluating data relating to employment, hours of duty from each department • receiving regular reports from middle managers • monitoring interviews • organising checks by independent bodies/people 	[10]

Question Number	Answer	Max Mark
6(b)*	<p>Evaluate the current UK legislation that is designed to protect men's and women's rights in the workplace.</p> <p>Level 3 response: [8 – 10] marks There will be a detailed evaluation of the current legislation that protects both men and women. The evaluation will be balanced. Sound understanding of men's and women's rights will be evident. The answer will be developed logically and there will be evidence of synthesis. Candidate presents materials in a well planned and logical sequence. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 response: [5 – 7] marks Candidates will attempt evaluation of current legislation. Answers will be factually correct with some use of appropriate terminology. Sentences for the most part relevant presented in a balanced, logical and coherent manner which addresses the question. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 response: [0 – 4] marks There may be evidence of one or two weaknesses/strengths of current legislation. Answers are likely to be muddled and lack technical detail. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of question. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p>Strengths:</p> <ul style="list-style-type: none"> • gives women legal redress against direct/indirect discrimination • has resulted in some changes in social attitudes towards women employees • has helped to reduce the pay inequalities • has had a positive impact on women's role/opportunities in the workplace <p>Weaknesses:</p> <ul style="list-style-type: none"> • has failed to close pay differentials • many women don't know about their rights and therefore do not challenge employers • fear of victimisation • discrimination, particularly indirect discrimination, can be hard to prove • cost of action to women (financial, psychological, job prospects) • redress is a lengthy process 	[10]
Paper Total		[100]

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	AO4	Total
1(a)(i)	1	1			2
1(a)(ii)	1	2			3
1(b)(i)	4				4
1(b)(ii)	3	3			6
2(a)	5				5
2(b)	3				3
2(c)	1	3	2	1	7
3a	1	2			3
3(b)(i)	1				1
3(b)(ii)	1	2	8		11
4(a)	1	1			2
4(b)	4	4			8
4(c)	1	4	2	3	10
5(a)	1	2	2		5
5(b)		3		7	10
6(a)	1	2	5	3	10
6(b)	1	1	3	5	10
Totals	30	29	22	19	100
Target	30	30	20	20	100