

Health and Social Care

Advanced Subsidiary GCE

Unit **F910**: Promoting Quality Care

Mark Scheme for June 2011

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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 each effect, FOUR 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 • upset / sad / unhappy • angry • frustrated • withdrawn • annoyed • humiliated • embarrassed • low self-esteem / self worth / worthless • low self confidence • depressed • devalued • stressed / ill health • lonely /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 	<p>4x1</p> <p>[4]</p>	<p>Any other suitable effects</p>														
1 (b)	<p>One mark for agency, THREE required One mark for description, THREE required</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 30%;"><i>Agency</i></td> <td><i>Description</i></td> </tr> <tr> <td>Family</td> <td>parents act a role models / primary source of learning our norms and values</td> </tr> <tr> <td>Media</td> <td>through watching / copying / role models</td> </tr> <tr> <td>Education</td> <td>copy teachers, conformity, curriculum / stereotyped</td> </tr> <tr> <td>Peers</td> <td>imitate, feel need to conform share / learn ideas from them</td> </tr> <tr> <td>Workplace</td> <td>learn workplace culture, copy others behaviour</td> </tr> <tr> <td>Religion</td> <td>values, morals, teachings, influence people</td> </tr> </table>	<i>Agency</i>	<i>Description</i>	Family	parents act a role models / primary source of learning our norms and values	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	<p>3x1</p> <p>3x1</p> <p>[6]</p>	<p><i>Accept any other suitable examples.</i></p> <p>Word for agency doesn't have to be the same – accept similar, e.g. parent instead of family, or TV instead of media.</p> <p>Do not accept</p> <ul style="list-style-type: none"> • primary • secondary <p>as agencies</p>
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Question	Expected Answer	Mark	Rationale
1 (c)	<p>One mark for each identification, THREE required One mark for each explanation, THREE 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 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 / handbooks / care values – to ensure staff work within the law and responsibly • good management structure - a clear hierarchy and procedures, approachable and effective managers • appraisals / reviews – to focus on best practice and improvement • quality assurance e.g. questionnaires – request feedback from pwus / staff 	<p>3x1 3x1 [6]</p>	
(d)	<p>One mark for each identification TWO required One mark for each explanation, TWO required</p> <ul style="list-style-type: none"> • collection of statistical data to monitor changes • feedback from pwus and care workers on how effective the policy is – using methods such as a questionnaire / comments box • staff training to get feedback and share concerns / ideas • inspection / review to see how it is working / look for problems / strengths, staff observation / Ofsted • staff observation schemes to see how staff are using the policy / see if it is working • peer observation schemes see how staff are using the policy / see if it is working • meetings to discuss concerns / raise issues • appraisal to review and target performance • named member of staff who has responsibility for review 	<p>2x1 2x1 [4]</p>	

Question	Expected Answer	Mark	Rationale
2 (a)	<p>One mark for each, THREE required</p> <p>Values of care</p> <ul style="list-style-type: none"> • promoting the equality and diversity of pwus • promoting individual rights and beliefs • maintaining confidentiality <p>Three explanations from</p> <ul style="list-style-type: none"> • meeting her individual needs – allowing her to continue seeing her friends / leisure activities • maintaining privacy for Joan • giving choice to Joan, e.g. diet, dress, activities • non-discriminatory language when talking to Joan • keep details about Joan safe • need to know basis / secure files / password / information to be kept confidential about Joan • celebrate any culture / religion that is relevant to Joan <p><i>Any other appropriate explanation</i></p>	<p>3x1</p> <p>3x1</p> <p>[6]</p>	<p>Accept just</p> <ul style="list-style-type: none"> • equality or diversity • rights or beliefs <p>Answers are relatively interchangeable but must be applied to Joan.</p>

Question	Expected Answer	Mark	Rationale
2 (b)	<p>Level 3 [8 – 9 marks] There will be a detailed explanation of at least two ways an organisation can ensure interviewing and advertising procedures promote equal opportunities. They must address both areas to be placed in this band. 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 [5 - 7 marks] They will include a brief explanation of one or two ways an organisation can ensure interviewing and advertising procedures promote equal opportunities. Candidates that discuss both areas should be placed at the top of this band. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. <i>Sub-max of 5 if just advertising or interviewing done well.</i></p> <p>Level 1 [0 - 4 marks] There may be evidence of one or two ways an organisation can ensure interviewing and / or advertising procedures promote 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> <p>Interviewing</p> <ul style="list-style-type: none"> • non-discriminatory questions so no illegal questions are asked • same questions to all to ensure all candidates get a fair interview • no personal questions that would disadvantage certain groups. • mixed panel to ensure fairer representation and balanced views • accessible time and place so that certain groups are not disadvantaged <p>Advertising</p> <ul style="list-style-type: none"> • advertise in a wide range of areas to ensure different groups can access the job • use an EOP logo to indicate they are EOP employers and encourage certain groups • analyse monitoring forms to make sure the system is working correctly 	[9]	<p>Levels checklist:</p> <p>Level 3 Detailed explanation 2+2</p> <p>Level 2 Brief explanation/descriptive 2+2 or 1+2 or 2+1 or 1+1</p> <p>Level 1 List like Identification of fact No justification</p>

Question	Expected Answer	Mark	Rationale
	<ul style="list-style-type: none">• use of positive statements to indicate they are EOP employers and encourage certain groups• non discriminatory language in the advertisement so no one is put off from applying <p>Both</p> <ul style="list-style-type: none">• shortlist/appoint on merit - use fair criteria, no prejudice• legislation - to guide process and remain within regulatory frameworks		

Question	Expected Answer	Mark	Rationale
3 (a)	<p>One mark for each, THREE required</p> <ul style="list-style-type: none"> • when the pwus is at risk of harm to themselves • when the pwus is at risk of harm from others • when others may be at risk of harm • when the pwus is at risk of harming others • when the pwus is intending to or is breaking the law (serious crime) 	<p>3x1</p> <p>[3]</p>	<p>Do not accept</p> <ul style="list-style-type: none"> • just 'at risk'
(b)	<p>One mark for identifying barriers, TWO required One mark for each description, TWO required</p> <p>Barriers - examples</p> <ul style="list-style-type: none"> • psychological - not know they are ill / fear of stigma / not wanting to go because of treatment / how society treats people / lack of knowledge to access funds and services • financial - may be unemployed / lack transport / find it hard to get employment due to discrimination / postcode lottery • cultural - values about condition • communication / language - may find it difficult to do so with others • location / geographical - postcode lottery, poor services / postcode lottery / live in a rural area (too far away from service) • physical - side effects of drugs / condition on ability to work / drive or socialise / mobility access issues 	<p>2x1</p> <p>2x1</p> <p>[4]</p>	<p>Accept 'postcode lottery' once only</p>

Question	Expected Answer	Mark	Rationale
3 (c)	<p>Level 3 [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, if any, errors of grammar, punctuation and spelling</p> <p>Level 2 [4 - 6 marks] 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 or if not related to vulnerable adults.</i></p> <p>Level 1 [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>PoVA</p> <ul style="list-style-type: none"> • set out as part of Care Standards Act 2000 • applies to care workers – both paid and unpaid • protects as it places a duty on employers to refer a care worker to PoVA if by their misconduct they harmed or placed at risk of harm a vulnerable adult <p>Human Rights Act 2000</p> <ul style="list-style-type: none"> • gives people constitutional rights, including vulnerable adults. • positive duty upon ‘public bodies’ to act compatibly with the 1950 European Convention on Human Rights; to intervene proportionately to protect the rights of citizens • gives redress <p>Mental Health Act 2007</p> <ul style="list-style-type: none"> • sets out processes and safeguards for patients with a mental disorder. • ensure that people with serious mental disorders which threaten their health or safety of public can be treated irrespective of their consent where it is necessary 	[8]	<p>If legislation is not made relevant to vulnerable adults, limit to sub-max of 4 marks.</p> <p>MHA – accept content from 1983 Act, e.g.</p> <ul style="list-style-type: none"> • formal / informal admissions (sectioning)

Question	Expected Answer	Mark	Rationale
	<p>to prevent them harming themselves or others</p> <ul style="list-style-type: none"> • introduces new 'appropriate medical treatment test' • prevents them being detained against their will in cases where this is unnecessary • introduces supervised community treatment • provides a duty to provide advocates • nearest relative consulted • empowers and gives them a voice <p>Mental Capacity Act</p> <ul style="list-style-type: none"> • gives adults rights to make their own decisions • person is given all practicable help before anyone treats them as not being able to make their own decisions • an unwise decision does not presume incapacity • anything done or a decision made on behalf of a person who lacks capacity must be done in their best interest <p>Disability Discrimination Act</p> <ul style="list-style-type: none"> • protects disabled people in employment, goods & services, land, property and education • provides a commission • system of redress • gives them rights <p>Equality Act</p> <ul style="list-style-type: none"> • Equality and Human Rights Commission • system of redress • employment rights 		

Question	Expected Answer	Mark	Rationale
4 (a)	<p>One mark for any appropriate example of direct discrimination, ONE required</p> <p>One mark for any appropriate example of indirect discrimination, ONE required</p> <p>Indirect</p> <ul style="list-style-type: none"> • not providing leaflets about procedures / conditions in different languages / formats • not making provision for different diet requirements due to cultural beliefs • being unaware of cultural practices – for example death rituals for certain religious groups • policies / practices that are applied equally to everyone result in people of a particular group being at a disadvantage – e.g. no part time staff are allowed to be promoted to a particular level • offering services only at limited times where this could conflict with religious observance e.g. a health clinic offered only on Friday afternoons • placing a condition on a group that makes it unfavourable for them e.g. height restrictions, clean shaven, no head-gear • ethnocentric curriculum <p>Direct</p> <ul style="list-style-type: none"> • verbal abuse e.g. sexist comment • physical abuse e.g. racist attack • refusal to access, e.g. job, education, goods and services based on race, gender , ethnicity, age or sexuality • exclusion, e.g. someone who's HIV positive avoided 	<p>1x1</p> <p>1x1</p> <p>[2]</p>	<p>Accept appropriate examples of quotes, e.g.</p> <ul style="list-style-type: none"> • ‘women under 30 need not apply’

Question	Expected Answer	Mark	Rationale
4 (b)	<p>Level 2 [4 - 5 marks] They will include a detailed explanation of at least two long term effects of discrimination on an individual. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 1 [0 - 3 marks] There may be evidence of one or two long term effects of discrimination. 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"> • lonely / isolated / excluded / withdrawn – may not want to mix with people / fears going out • low self-esteem / self worth / worthless – slowly begins to erode / makes them feel unworthy • low self confidence – difficult to go and see friends, apply for jobs due to previous experiences • depressed – feels very low / hard to motivate themselves / difficult for family and friends to deal with • stressed / ill health – effects of the experience may bring on illnesses, depression / may need time off work or / and need to take medication • 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 discrimination has been threatening they may not want to go out, leave their homes • difficult to get employment – could result in poverty, poorer standard of living / social isolation 	[5]	<p>Levels checklist</p> <p>Level 2 Detailed explanation 2 long-term effects</p> <p>Level 1 Upper end – descriptive Lower end – identification/list like</p> <p>Accept any other suitable effect</p>

Question	Expected Answer	Mark	Rationale
4 (c)	<p>Level 3 [7 - 8 marks] There will be a detailed explanation of at least two reasons why people may not seek redress, 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 make an attempt to explain at least two reasons why people may not seek redress. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. <i>Sub-max of 5 for one reason done well.</i></p> <p>Level 1 [0 - 3 marks] There may be evidence of one or two reasons why people may not seek redress. 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"> • not aware that they have been discriminated against therefore do not take their case forward • unaware of their rights therefore they do not know the law well enough • fear of victimisation – worried it may actually make them be treated even worse • 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 	[8]	

Question	Expected Answer	Mark	Rationale
5 (a)	<p>One mark for identification TWO required One mark for each appropriate example, TWO required</p> <p>Identification – example</p> <ul style="list-style-type: none"> • can't afford services – prescription charges, dental charges • can't afford to get to service – bus, train, taxi, petrol, car parking, distance • can't afford to take time off of work – paid by the hour, opening times, minimum sick pay / pay for childcare • under funded – area may have financial problems therefore cuts certain services / treatments / postcode lottery • govt funding – may be reduced and so services are cut • unaware of funding – therefore go without a service 	<p>2x1 2x1 [4]</p>	<p>Accept any other suitable example.</p> <p>Must give example.</p>

Question	Expected Answer	Mark	Rationale
5 (b)	<p>Level 3 [9 -11 marks] There will be a detailed analysis of at least two ways a hospital could facilitate access to 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 errors of grammar, punctuation and spelling.</p> <p>Level 2 [5 - 8 marks] They will make an attempt to analyse at least two ways a hospital could facilitate access to its services. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. <i>Sub-max of 5 for one way done well.</i></p> <p>Level 1 [0- 4 marks] There may be evidence of one or two ways a hospital could facilitate access to its services. 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"> • adaptation of premises and facilities, cheaper car parks - to improve access for people • provide transport / volunteer drivers because of financial / rural location reasons • 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 / interpreters / information in a variety of formats - so that it's accessible by all • outreach services available, eg home visits • staff – variety of gender, ethnic background, etc • extending opening hours – to allow for those who have other commitments to access the service 	[11]	

Question	Expected Answer	Mark	Rationale
6 (a)	<p>Level 3 [7 - 8 marks] There will be a comprehensive outline of at least two features of the legislation that aims to protect children and young people. 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] There will be a detailed outline of the legislation that aims to protect children and young people. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. <i>Sub-max of 4 for one feature done well.</i></p> <p>Level 1 [0- 3 marks] There will be a basic description of the content of legislation that aims to protect children and young people. 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>Legislation</p> <ul style="list-style-type: none"> • Children Act • Every Child Matters • aims to reduce discrimination / abuse aims to protect children from abuse / discrimination • gives children rights • paramountcy principle • children consulted wherever possible / gives children the right to speak out / have a voice / to be heard • stay with wider family circle • issues determined as soon as possible • working in multidisciplinary teams • children with special needs are categorised as children in need' 	[8]	Accept HRA if related to children.

Question	Expected Answer	Mark	Rationale
	<ul style="list-style-type: none">• care orders / emergency protection orders• ECM five key outcomes• children's plan and children's trusts• Local Safeguarding Children's Boards (LSCB)• working together / partnership working• children's commissioner• created children's database• Director of Children's Services / Lead		

Question	Expected Answer	Mark	Rationale
6 (b)	<p>Level 3 [10 - 12 marks] The learner will give a sound evaluation of at least two ways it benefits/still does not benefit children and young people. They must look at the negative and positive implications. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the answers. There will be few, if any, errors of grammar, punctuation and spelling. To gain full marks a conclusion must be drawn.</p> <p>Level 2 [5 - 9 marks] The learner will make a reasonable attempt to discuss / describe some benefits/drawbacks of the legislation to children and young people. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. <i>Sub-max 6 if only benefits or negatives discussed.</i></p> <p>Level 1 [0 - 4 marks] The learner will give a basic description one or two benefits/drawbacks. Answers are likely to be muddled, demonstrating limited knowledge or understanding. Errors of grammar, punctuation and spelling are likely to be noticeable and intrusive.</p> <p>Benefits</p> <ul style="list-style-type: none"> • aims to ensure children are listened to • aims to keep children safe • gives them legal protection • minimal disruption on their lives / keeps families together if possible • gives them a voice • gives them rights • raises awareness • raises the standards of care / promotes five outcomes • clear guidelines to follow • system of redress / safety if challenged / legal protection • gives consistency of care • benefits of a multi disciplinary approach • raises awareness • raises the standards of care 	[12]	<p>Levels checklist</p> <p>Level 3 Sound evaluation 2+2 benefits/negatives</p> <p>Level 2 Attempt at evaluation 2+2, 2+1, 1+2 Sub-max of 6 for + / -</p> <p>Level 1 Basic List-like</p>

Question	Expected Answer	Mark	Rationale
	<p>Limitations</p> <ul style="list-style-type: none">• communication errors• still many cases where children have not been protected e.g. Baby P• cost and time – resources (staff) may not be able to meet the demands of the legislation• not all professionals follow procedures• all children covered by the legislation – has led to loss of focus on the most vulnerable• difficult for children to know about legal protection		

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