



Rewarding Learning

**ADVANCED
General Certificate of Education
2014**

Health and Social Care

Assessment Unit A2 9

assessing

Unit 9: Providing Services

[A6H31]

WEDNESDAY 28 MAY, AFTERNOON

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of students in schools and colleges.

The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes, therefore, are regarded as part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

- 1 (a) The number of people diagnosed with physical disabilities and long term illnesses in Northern Ireland is increasing. Discuss three reasons for this trend. (AO1, AO2, AO3)

Answers may include a discussion of any three of the following:

- increased survival rates at birth linked to improvements in medical care
- increased life expectancy – older people more likely to have disabilities or illnesses
- improved access to preventative and specialist care and services means people with physical disabilities are living longer
- early and improved diagnosis leads to more people classified as having an illness or disability
- a change in attitudes/recognition of rights has led to improved care
- improvements in medication available for a range of conditions has led to increased life expectancy, e.g. for people with strokes or cystic fibrosis
- positive lifestyle choices means people tend to live longer with their disability or illness
- advances in medical science and technologies leading to increased life expectancy, e.g. treatments for heart disease
- poor lifestyle choices leading to obesity which increases risk of illness and disease such as Type II diabetes
- increasing numbers of people living in poverty, which is linked to illnesses such as asthma
- an increase in risk taking behaviours, e.g. drug taking, alcohol abuse, dangerous driving has contributed to illnesses and accidents
- an increase in the numbers of soldiers and war wounded with disabilities
- improved standards of living, e.g. nutrition have increased life expectancy and in turn morbidity rates.

[1] for key phrase/s, [2] for adequate discussion, [3] for discussion
All other valid responses will be accepted.

(3 × [3])

[9]

- (b) Discuss the tasks an informal carer might undertake for someone who has a long term illness such as chronic arthritis. (AO1, AO2)

Answers may include a discussion of some of the following jobs:

- shopping
- cleaning
- laundry
- personal care
- lighting fire
- collecting benefits
- transporting to appointments/social outings
- preparing and serving meals
- organising transport to day care
- administering medication
- making appointments, e.g. for doctor or optician

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- helping with recommended exercises or activities
- making sure the environment is safe and secure
- contacting social services/advocating for the service user
- ordering and collect prescriptions

All other valid responses will be accepted.

Level 1 ([1]–[2])

Overall impression: basic

- displays limited knowledge of the tasks an informal carer might do for someone who has a long term illness such as chronic arthritis
- there is limited discussion.

Level 2 ([3]–[4])

Overall impression: adequate

- displays adequate knowledge of the tasks an informal carer might do for someone who has a long term illness such as chronic arthritis
- there is adequate discussion.

Level 3 ([5]–[6])

Overall impression: competent

- displays very good knowledge of the tasks an informal carer might do for someone who has a long term illness such as chronic arthritis
- there needs to be some application to the person with long term illness to achieve at this level
- answers at the top of this mark band will discuss in detail the type of work an informal carer might do

[0] is awarded for a response not worthy of credit [6]

- (c) Describe three ways the Carers and Direct Payments Act (NI) 2002 supports informal carers. (AO1, AO2, AO3)

Answers may address any three of the following points:

- the legislation recognises the rights of carers and requires their needs be taken into consideration
- provides carers with the opportunity to request support such as respite care for the service users – this allows them to have a break from caring
- the legislation provides carers with the right to have an assessment of their own ability to provide care
- it enables carers to be paid for work that they may have done previously without financial reward so it recognises the contribution made by informal carers which for many years was ignored and neglected by government

All other valid responses will be accepted.

[1] for key phrase/s [2] for adequate description [3] for a fuller description of each way

(3 × [3])

[9]

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- (d) Discuss three advantages and three disadvantages of the informal sector providing care for people with physical disabilities or long term illnesses. (AO1, AO2, AO3, AO4)

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Advantages of informal sector providing care may include:

- cost effective – a lot less expensive than private care
- flexibility, e.g. no opening and closing times
- promotes good relationships between the carer and the individual which can lead to greater understanding of the needs, in turn leading to better quality of care
- one-to-one attention can be given
- consistency – the same person may be caring over a long period of time
- a sense of trust is established between the individual and the carer
- familiar surroundings reduce anxiety
- less risk of contracting infections like MRSA that can be easily picked up in other care settings
- the individual can retain independence which can enhance self-esteem
- the individual can retain regular contact with family and friends – this can promote a sense of well-being and happiness
- individuals are being looked after by people they know and love
- informal carers perform a range of tasks to meet a variety of needs
- the individual can remain in their own home
- can reduce strain on statutory and voluntary sectors

Disadvantages of informal sector providing care may include:

- unregulated – no checks on the quality of care provided
- greater potential for neglect or abuse of individuals being cared for, e.g. no Access N.I. checks, resentment of role by carer
- carers are often untrained – may not be equipped to provide quality care
- individuals may miss out on opportunities to socialise with others as they would be able to do while receiving care in other sectors of the mixed economy
- may be unreliable – there may be no back up if carer becomes ill or wants to go on holiday and so the individual may be left alone without support
- the home environment may be unsafe – lack of security may leave individuals vulnerable to crime etc.
- carers could experience stress and not cope well, so the individual being cared for informally may suffer
- can make the individual receiving care feel like a burden
- the individual may be uncomfortable or embarrassed re personal care and so needs may not be met
- carers can experience stress/exhaustion

All other valid responses will be given credit.

Level 1 ([1]–[3])

Overall impression: basic

- displays limited knowledge of the advantages and disadvantages of the informal sector providing care
- there is limited discussion
- quality of written communication is basic. The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([4]–[6])

Overall impression: adequate knowledge and understanding

- displays adequate knowledge of the advantages and disadvantages of the informal sector providing care
- there is adequate discussion
- answers which focus **only** on the strengths **or only** on the weaknesses of the informal sector providing care cannot achieve beyond this band
- quality of written communication is adequate. The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

Level 3 ([7]–[9])

Overall impression: competent knowledge and understanding

- displays very good to excellent knowledge of the advantages and disadvantages of the informal sector providing care
- there is competent discussion
- at the top of this mark band candidates should discuss three advantages and three disadvantages
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

Level 4 ([10]–[12])

Overall impression: highly competent knowledge and understanding

- displays very good to excellent knowledge of the advantages and disadvantages of the informal sector providing care
- there is highly competent discussion
- at the top of this mark band candidates should discuss three advantages and three disadvantages in detail

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- quality of written communication is excellent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is extremely well organised with the highest degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of the highest standard and ensure that meaning is absolutely clear.

[0] will be awarded for a response not worthy of credit [12]

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- 2 (a) Write down two ways a hospice may receive funding for the services it provides. (AO1)

Answers may include any two of the following

- lottery
 - street collections
 - bequests
 - fundraising events
 - government grants or contracts
 - sponsorships
 - donations
 - charity shops where goods are donated and sold to generate funds
- (2 × [1]) [2]

- (b) Explain two **different** ways the following hospice staff might support service users. (AO1, AO2)

Palliative care nurse

Answers may include:

- responsible for providing nursing care, e.g. direct care such as changing dressings, taking bloods, comfort, administering medication and in some cases may prescribe
 - liaises with other health care professionals regarding provision of treatment or with those providing spiritual and emotional support
 - provides emotional support through counselling in relation to death or dying
 - explains effects of treatment and sharing information with the service users about their conditions
 - writes reports for multi-disciplinary team to ensure seamless provision of care
 - responsible for all aspects of the care planning process
- [1] for key phrase/s [2] for explanation
(2 × [2]) [4]

Care assistant

- provides direct care such as helping service user with personal hygiene requirements such as washing and dressing
- helps meet service users' nutritional needs, e.g. feeding
- supports service users with toileting needs

- maintains accurate and up-to-date records
- may liaise with other health care staff regarding the patients needs and current state of health
- helps to transfer the service users into a chair or bed
- may support nursing staff to provide nursing care such as two hourly turning to prevent bedsores
- may provide home hospice care such as night sitting

[1] for key phrase/s [2] for explanation

(2 × [2])

[4]

- (c) Discuss three advantages of the voluntary sector providing care and support for adults with physical disabilities or long term illnesses. (AO1, AO2, AO3, AO4)

Answers may include discussion of any three of the following points

- are usually quite responsive to need – they can set up and provide support services because they are less bureaucratic this allows them to meet needs more quickly
- are quite flexible – less need to rigorously check if service users are entitled to access services provided as is the case in the statutory sector
- may provide valuable opportunities for individuals to get support the statutory sector is unable to provide because of cost – social outings, support groups, hobbies, breaks, training and employment opportunities and various activities, e.g. swimming, exercise
- may provide 24 hour care such as Marie Curie which may not be available in the statutory sector
- are often staffed by volunteers who have personal experience of the range of issues affecting adults with physical disabilities and long term illnesses and so are usually very sympathetic to the needs of individuals and their families
- voluntary organisations can provide care at local level meaning easier access for many individuals and so care can be provided in own home or community
- voluntary sector services are usually free, or have a very nominal cost attached to them, so users can enjoy activities such as holistic treatments or luncheon clubs which they might otherwise not be able to afford.

All other valid responses will be accepted.

[1] for key phrase/s [2] for adequate discussion [3] for a fuller discussion

(3 × [3])

[9]

- (d) Analyse the range of needs of service users with physical disabilities or long term illnesses and how they might be met by the staff in a respite facility. (AO1, AO2, AO3, AO4)

Answers may include an analysis of some of the following points:

- **Physical needs** such as shelter, nutrition, medication, hygiene and mobility needs may be met through providing comfortable

accommodation which is well equipped for respite care; by providing nutritious meals which are tempting and easily digestible; by providing pain relief which is well controlled for optimum comfort or by providing transport for hospital or counselling/therapy/treatment appointments

- **Intellectual needs** such as the need for stimulation can be met through offering the opportunity for activities like reading, hobbies or creative activities; the need for knowledge and understanding can be met by staff giving the patients as much information as possible about their condition or through the provision of literature giving information about their treatments or about benefits
- **Emotional needs** such as esteem needs, a sense of belonging and autonomy can be met by staff encouraging patients to personalise their rooms. Emotional well-being and the need to feel respected can be met by providing the opportunity to form groups where service users can support each other, or by referrals for counselling or by helping families to cope emotionally so they are more able to support their loved one, or by involving patients in decisions about their care. Spiritual care, e.g. access to religious services can also address emotional needs.
- **Social needs** such as the need for communication or interaction with others can be met by having areas where service users have opportunities to mix with others, by encouraging visits from or enabling contact with family and friends or by providing group recreational activities.

All other valid responses will be given credit

Level 1 ([1]–[4])

Overall impression: basic understanding

- Displays limited understanding of the needs of service users in a respite facility and how they might be met by the staff in the setting
- Answers in this mark band may list different ways staff in a respite facility may help service users without analysing their needs
- There may be little or no evidence of analytical writing
- Quality of written communication is basic. The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear

Level 2 ([5]–[8])

Overall impression: adequate knowledge and understanding

- Displays adequate understanding of the needs of service users in a respite facility and how they might be met by the staff in the setting
- Answers in this mark band should analyse at least **two** of the four types of need and how they might be met by staff in a respite facility
- There is evidence of analytical writing
- Quality of written communication is adequate. The candidate makes a reasonable attempt to select and use an appropriate form

and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident

Level 3 ([9]–[12])

Overall impression: competent knowledge and understanding

- Displays good understanding of the needs of service users in a respite facility and how they might be met by the staff in the setting
- Answers in this mark band should analyse at least **three** of the four types of need and how they might be met by staff in a respite facility
- There is clear evidence of analytical writing
- Quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear

Level 4 ([13]–[15])

Overall impression: highly competent knowledge and understanding

- Displays excellent understanding of the needs of service users in a respite facility and how these needs might be met by the staff in the setting
- Answers in this mark band should analyse in some detail **all four** types of need – physical, intellectual, emotional and social and how they might be met by staff in a respite facility
- There is evidence of in-depth analysis
- Quality of written communication is excellent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is extremely well organised with the highest degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of the highest standard and ensure that meaning is absolutely clear

[0] is awarded for a response not worthy of credit

[15]

34

- 3 (a) Write down three ways service users with physical disabilities or long term illnesses might gain access to the services they require. (AO1)

Answers may address any three of the following

- Self-referral, e.g. service user ringing up to make an appointment for themselves
- Professional referral, e.g. from social worker to GP
- Third party referral, e.g. a family member contacting a professional or voluntary service
- Emergency services referral, e.g. ambulance service taking an

- individual to hospital
- Recall, e.g. service user asked to return for a follow-up appointment
- (3 × [1]) [3]

- (b) Discuss how the following barriers to accessing services might be broken down for service users with physical disabilities or illnesses. (AO1, AO2, AO3)

Geographical barriers to accessing services

Answers may include discussion of any of the following points:

- by providing accessible transport, e.g. taxi services, buses
- by providing outreach services, e.g. clinics provided by consultants in local hospitals
- by providing 24 hour helplines and internet information services
- voluntary driver schemes in local communities
- by providing financial support to facilitate travel

[1] for key phrase/s [2] for adequate discussion [3] for discussion

All other valid responses will be given credit

(1 × [3]) [3]

Knowledge barriers to accessing services

Answers may include discussion of any of the following points:

- making available accessible literature on services at community level
- advertising services in various ways – radio, local paper, at community level, at community pharmacy, GP practice
- providing information to family and friends
- support from voluntary agencies such as Citizens Advice Bureau
- provision of information in user friendly format, e.g. large print

All other valid responses will be given credit

[1] for key phrase/s [2] for explanation [3] for discussion

(1 × [3]) [3]

- (c) Discuss four ways the Disability Discrimination Act 1995 and Disability Discrimination (NI) Order 2006 has improved the lives of people with physical disabilities. (AO1, AO2, AO3, AO4)

Answers may discuss any four of the following points:

- DDA gave people with disabilities rights in relation to accessing goods and services including health services – this meant that disabled people had to be accommodated in public places through transport, provision of ramps, lifts, accessible literature etc which has improved their quality of life considerably
- DDA gave people with disabilities the right to rent or buy land or property – this meant they could live independently and this has had a positive impact on self esteem resulting in improvements in quality of life
- DDA gave people with disabilities the right to access education

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and training – this meant disabled people had to be accommodated by schools, colleges and universities which offered them the opportunity to achieve qualifications which in turn would enable them to obtain better jobs and lead to improvements in their quality of life

- DDA gave people with disabilities the right to equal opportunity in relation to employment and promotion in the work place – this meant that people with disabilities could improve their employment status and thus their income and their whole lifestyle therefore is positively affected
- DDA gave people with disabilities a route for redress through the courts if discrimination occurred – this empowered them and gave them the opportunity to be treated fairly both in the work place and in society in general – this in turn has led to reducing stigma associated with disability and means that people with disabilities are more widely accepted in society and this has improved their lives
- DDA requires reasonable adjustments to be made to accommodate people with disabilities, e.g. in the work place or in restaurants or shops and this means that disabled people can enjoy social outings and opportunities to meet others without fear of barriers such as those relating to access this in turn means that people with disabilities have more fulfilled lives

All other valid responses will be given credit

Level 1 ([1]–[4])

Overall impression: limited

- Displays limited knowledge and understanding of how the Disability Discrimination Act 1995 and Disability Discrimination (NI) Order 2006 has improved the lives of people with physical disabilities
- There is limited discussion
- Quality of written communication is basic. The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([5]–[8])

Overall impression: adequate

- Displays adequate knowledge and understanding of the Disability Discrimination Act 1995 and Disability Discrimination (NI) Order 2006 has improved the lives of people with physical disabilities
- At the top of this mark band candidates must discuss at least three ways the Disability Discrimination Act 1995 and Disability Discrimination (NI) Order 2006 has improved the lives of people with physical disabilities
- There is adequate discussion
- Quality of written communication is adequate. The candidate

makes a reasonable attempt to select and use an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

Level 3 ([9]–[12])

Overall impression: competent

- Displays very good to excellent knowledge and understanding of the Disability Discrimination Act 1995 and Disability Discrimination (NI) Order 2006 has improved the lives of people with physical disabilities
- At the top of this mark band candidates must competently discuss four ways the Disability Discrimination Act 1995 and Disability Discrimination (NI) Order 2006 has improved the lives of people with physical disabilities
- Quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear

[0] is awarded for a response not worthy of credit

[12]

- (d) Discuss the content you would expect to find in a safeguarding vulnerable adults policy and a complaints policy.

Expected content of safeguarding vulnerable adults policy

Answers may discuss the following points:

- definition of a vulnerable adult
- definition of abuse
- explanation of different forms of abuse
- explanation of what is meant by significant harm
- explanation of the rights of vulnerable adults
- a discussion of confidentiality of information and when confidentiality may be breached
- establishing consent when dealing with vulnerable adults
- reporting suspected abuse – procedures to follow
- roles and responsibilities of workers in relation to reporting abuse – identification of designated staff
- what to do when abuse has been reported
- how to record allegations
- when to involve the police
- identification of timescales
- documentation to use when reporting suspected abuse
- outlines the duty of care principle
- identifies requirement for all staff to be Access NI checked before beginning to work with vulnerable adults

Expected content of complaints policy

- an explanation of who can complain

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- a clear description of who to complain to
- how to complain, e.g. through letter, email, in person etc.
- how a complaint will be dealt with
- identification of timescales
- documentation
- where to go next if unhappy with how a complaint has been managed or dealt with
- contact details for the ombudsman
- contact details for advocacy services

Level 1 ([1]–[3])

Overall impression: limited

- Displays limited knowledge and understanding of the content you would expect to find in the named policies
- Answers may focus on only one policy
- There is limited discussion
- Quality of written communication is basic. The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([4]–[6])

Overall impression: adequate

- Displays adequate knowledge and understanding of the content you would expect to find in the named policies
- There is adequate discussion
- At the top of this level, both named policies must be discussed
- Quality of written communication is adequate. The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

Level 3 ([7]–[9])

Overall impression: competent

- Displays very good to excellent knowledge and understanding of the content you would expect to find in both named policies
- There is competent discussion
- Quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

[0] is awarded for a response not worthy of credit

[9]

30

Total

100

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