



**General Certificate of Secondary Education  
2018**

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**Health and Social Care:  
Double Award**

**Unit DA2: Promoting Quality Care**

**[GHS41]**

**TUESDAY 19 JUNE, AFTERNOON**

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**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) Jason is in the life stage of middle adulthood which is from \_\_\_\_ years to \_\_\_\_ years. (AO1)

40–64 years  
(2 × [1])

[2]

- (b) Using the information given write down two life changes Jason has experienced. (AO1)

- marriage
  - becoming a parent
- (2 × [1])

[2]

- (c) Identify the type of relationship Jason has with his wife. (AO1)

Intimate, personal and sexual  
(1 × [1])

[1]

- (d) Using the following headings discuss the expected patterns of development during middle adulthood. (AO1, AO2, AO3)

Answers may address some of the following points:

Physical development

- signs of ageing continue, e.g. wrinkles, hair loss, greying of hair
- body systems less efficient
- eyesight may deteriorate
- women will experience menopause/periods stop/no longer able to have children.

Intellectual development

- better at making decisions
- problem solving skills are well developed
- may be promoted at work, developing/stimulating intellectual ability
- may have more time to take up hobbies/travel etc
- reaction times may be slower
- more difficult to remember things under pressure.

Emotional development

- clear sense of identity
- feelings of loss due to bereavement, e.g. parents die
- feelings of loss when children grow up and leave home/empty nest syndrome
- bonding with grandchildren
- will have to deal with range of emotions, e.g. anger if relationships break down
- stress from work/caring for elderly parents/redundancy
- positive/negative self-esteem
- may have a sense of achievement

All other valid responses will be given credit.

[1] for key phrase(s)

[2] for adequate discussion

[3] for competent discussion

(3 × [3])

[9]

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MARKS

- (e) Explain two ways the Public Health Agency addresses health and well-being. (AO1, AO2)

Answers may address any two of the following:

- produces information for health professionals, e.g. on routine childhood immunisations – when to immunise, diseases protected against, vaccine given and immunisation sites/incidence of MRSA
- provides booklets and leaflets for various target groups on improving health and well-being, e.g. whooping cough immunisation for pregnant women/ageing well for older people
- runs health promotion campaigns to improve health and well-being, e.g. Minding your Head/Choose to Live Better/Flu campaign
- provides a website with bulletins on up to date issues relevant to the people of Northern Ireland
- supports research about health in Northern Ireland, e.g. attitudes to breastfeeding/eating patterns
- investigates outbreaks of notifiable diseases.

All other valid responses will be given credit

[1] for key phrase(s)

[2] for explanation

(2 × [2])

[4]

- (f) (i) Identify this type of referral. (AO1)

Self-referral

(1 × [1])

[1]

- (ii) Write down one other method of referral. (AO1)

Answers may address one of the following:

- professional
- third party
- recall
- emergency.

(1 × [1])

[1]

- (iii) Analyse the advice the nurse practitioner may have given Jason to help him achieve this target. (AO1, AO2, AO3)

Answers may address some of the following points:

- Don't skip breakfast – eating breakfast reduces likelihood of eating snacks throughout day because of feeling hungry
- Eat regular meals – reduces the temptation to snack on foods high in fat and sugar and helps to burn calories at a faster rate
- Eat plenty of fruit and veg – low in calories and fat, high in fibre
- Get more active – exercise can help burn off excess calories and therefore lose weight
- Drink plenty of water – thirst can be confused with hunger. Drink 6–8 glasses of fluid a day
- Eat high fibre foods – foods containing fibre keep an individual feeling fuller for longer
- Read food labels – reading labels can help an individual choose foods low in fat and sugars
- Use a smaller plate – individuals who use smaller plates tend to eat smaller portions and will gradually get used to the smaller amounts
- Reduce alcohol intake – alcohol contains calories so reducing intake can result in weight loss
- Don't ban foods – banning foods may make an individual crave them, an occasional treat can be enjoyed

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- Don't stock junk food – stocking foods such as sweets, crisps and chocolates increases temptation. Stock up on healthy snacks
  - Make healthier choices, e.g. semi-skimmed milk, low fat yogurts
  - Increase levels of exercise/physical activity.
- All other valid responses will be given credit.

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

**Level 1 ([1]–[2])**

Overall impression: basic

- Displays limited knowledge of health improvement plan.

**Level 2 ([3]–[4])**

Overall impression: adequate

- Displays adequate knowledge of health improvement plan.

**Level 3 ([5]–[6])**

Overall impression: competent

- Displays very good knowledge of health improvement plan. [6]

- (iv) Discuss how Jason's family may support him to achieve his weight loss target. (AO1, AO2)

Answers may address some of the following points:

- provide him with encouragement to follow the health improvement plan
- praise him when he loses weight
- offer to take part in exercise with him
- change their unhealthy eating habits
- his wife/children could cook healthier meals.

All other valid responses will be given credit

[1] for key phrase(s)

[2] for adequate discussion

[3] for competent discussion

(1 × [3])

[3]

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AVAILABLE  
MARKS

- 2 (a) Write down the type of relationship between Morag and the staff of the nursing home. (AO1)

Working  
(1 × [1])

[1]

- (b) Explain how age may have a positive effect on Morag's self-concept. (AO1, AO3)

Answers may address some of the following points:

- may have a sense of pride in her achievements in life, e.g. manager of a nursing home
- will have a clear sense of identity
- high self-confidence/high self-esteem.

All other valid responses will be given credit

[1] for key phrase(s)

[2] for explanation

(1 × [2])

[2]

- (c) Discuss how Morag may apply the following principles of care in her day-to-day work with the residents of Oakview. (AO1, AO2, AO3)

Answers may address some of the following points:

Promote clients' rights and choices

- choices, e.g. by asking residents what they want to eat, what they like to wear, what activities they would like to take part in, to be consulted
- rights – examples include right to confidentiality, following the confidentiality policy, protecting e mails with passwords, storing records securely, checking identity of callers, holding discussions in offices with doors closed. Right to privacy, e.g. residents having their own bedroom, staff knocking before entering. Right to be treated with dignity and respect, e.g. being addressed by preferred name, closing of doors/curtains when assisting residents with personal care etc.

Accept examples of other rights with relevant examples of application.

Respect individuals' identities and beliefs

- enabling service users to practise their culture/religion, e.g. going to Church, praying when they wish to, facilitating visits by clergy, allowing religious objects in resident's own bedroom, attending cultural events. Respecting traditional dress or particular dress associated with religion, e.g. the wearing of a burkha by Muslim women/or a service user's individual choice of clothes.
- providing menu choices that respect cultural requirements or specific beliefs of residents, e.g. vegetarian choices, alternatives to pork for Jewish residents or alternatives to meat for Catholic residents on Ash Wednesday/Good Friday.
- enabling residents to continue with hobbies and interests that are part of their identity, e.g. playing musical instruments
- addressing residents by their preferred name.

Promote effective communication

- being aware of communication barriers and overcoming them, e.g. making sure residents who have hearing aids are wearing them and batteries are replaced as required
- using an appropriate tone of voice when speaking with residents
- showing empathy
- using active listening
- using conversational skills effectively
- being aware of the importance of non-verbal communication

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MARKS

- minimising barriers to communication such as noise by taking residents to a quiet area when speaking on an individual basis
- ensuring residents are referred to a speech therapist if required
- speaking clearly
- providing an advocate
- providing an interpreter.

All other valid points will be given credit

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

### Level 1 ([1]–[3])

Overall impression: basic

- May list several examples but little discussion
- Basic discussion of all three principles achieves at top of this level
- Quality of written communication is basic. The candidate makes only a limited selection and use of 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 the intended meaning is not clear.

### Level 2 ([4]–[6])

Overall impression: adequate

- Adequate discussion of all three principles or a competent discussion of two achieves at the top of this level
- Quality of written communication is adequate. The candidate makes a reasonable selection and use of 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 sufficient to make meaning evident.

### Level 3 ([7]–[9])

Overall impression: competent

- Range of examples from all three principles competently discussed achieves at top of this level
- 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 vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear. [9]

(d) Discuss how Morag may help them overcome this barrier. (AO1, AO2, AO3)

Answers may address some of the following points:

- by taking the time to explain/discuss what care the nursing home offers
- by explaining the day-to-day running of the home, e.g. activities on offer, meal times etc
- by encouraging residents to bring some of their own possessions, e.g. photographs, small items of furniture
- by taking time to listen to their worries and concerns
- by offering reassurance that will still have choice/control/independence/ person centred care
- by introducing them to other residents/encouraging them to join in activities.

All other valid responses will be given credit

[1] for key phrase(s)

[2] for adequate discussion

[3] for competent discussion

(1 × [3])

[3]

- (e) Discuss what might be included in a policy for safeguarding vulnerable adults. (AO1, AO2)

Answers may address some of the following points:

- aims and objectives of the policy
- definition of a vulnerable adult
- definition of abuse
- explanation of different types of abuse
- explanation of the rights of vulnerable adults
- explanation of confidentiality and when it might be breached
- procedures to follow when reporting abuse
- roles and responsibilities of workers in relation to reporting abuse
- how to record allegations
- when to involve police/social services
- identification of time scales
- documentation.

All other valid points will be given credit

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

**Level 1 ([1]–[2])**

Overall impression: basic

- Displays limited knowledge of the content of a safe guarding vulnerable adults policy.

**Level 2 ([3]–[4])**

Overall impression: adequate

- Displays adequate knowledge of the content of a safe guarding vulnerable adults policy.

**Level 3 ([5]–[6])**

Overall impression: competent

- Displays very good knowledge of the content of a safe guarding vulnerable adults policy.

[6]

- (f) (i) Explain three ways the physiotherapist may provide care for Nadia. (AO1, AO2)

Answers may address two of the following points:

- assesses Nadia's condition for example her ability to walk, the extent of her muscle weakness, her balance and mobility
- draws up a programme of exercise to help Nadia regain mobility and movement, strengthen muscles and improve balance
- provides Nadia with aids to improve mobility, e.g. walking frame/ tripod
- implements a programme of exercise with Nadia to improve mobility, prevent chest infections.

All other valid responses will be given credit

[1] for key phrase(s)

[2] for explanation

(3 × [2])

[6]

AVAILABLE  
MARKS

- (ii) Discuss three different types of support Nadia may be given by the staff in Oakview to help her cope with her illness. (AO1, AO2)

Answers may address three of the following points:

- emotional support, e.g. listen to her worries and concerns and offer her reassurance
- advice on her care – eating a healthy diet, how to move safely, to tell staff if she is feeling unwell
- practical help, e.g. assisting her with personal hygiene, dress/undress, supporting her mobility needs
- medical care, e.g. giving her medication, monitoring her condition, referring her to other professionals
- social care, e.g. encouraging her to join in activities, go on outings

All other valid responses will be given credit.

[1] for identification of type of support

[2] for adequate discussion

[3] for competent discussion

(3 × [3])

[9]

AVAILABLE  
MARKS

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- 3 (a) Analyse the possible effects of redundancy on Jakub's physical, intellectual and social development. (AO1, AO2, AO3)

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MARKS

Answers may address some of the following points:

Physical development

- reduced income/unbalanced diet/poor physical health or less spending on junk food/eating out/alcohol/improved physical health
- reduced income/difficulty paying heating bills/maintaining the home/increased risk of colds/injuries
- sleeping patterns may change – improve due to less work stress or difficulty sleeping due to worry/stress, resulting in tiredness
- more time to take part in exercise, e.g. walks increasing physical fitness and health.

Intellectual development

- may retrain for a new job and gain new skills and qualifications
- may attend classes/courses and improve his qualifications
- more time to take up new hobbies/interests/read and develop knowledge
- may miss the stimulation provided at work
- less opportunity to go on courses/training associated with banking
- may develop budgeting skills due to reduced income/redundancy payment.

Social development

- reduced income may result in less money to socialise with friends
- reduced income may result in less money for family outings/holidays etc
- loss of social contacts at work
- more time to take part in social activities with family and friends
- may meet new people and form new relationships with people at night classes/training courses etc.

All other valid responses will be given credit

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

### Level 1 ([1]–[3])

Overall impression: basic

- May list several examples
- Basic analysis of all PIS achieves at top of this level
- Quality of written communication is basic. The candidate makes only a limited selection and use of 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 the intended meaning is not clear.

### Level 2 ([4]–[6])

Overall impression: adequate

- Adequate analysis of all PIS effects or a competent discussion of two achieves at the top of this level
- Quality of written communication is adequate. The candidate makes a reasonable selection and use of 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 sufficient to make meaning evident.

### Level 3 ([7]–[9])

Overall impression: competent

- Range of effects from all PIS competently analysed achieves at top of this level

- |   |     | AVAILABLE MARKS |
|---|-----|-----------------|
| <ul style="list-style-type: none"> <li>• 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 vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.</li> </ul>  | [9] |                 |
| <p><b>(b) (i)</b> Identify the two other sectors which may provide Jakub with support. (AO1)</p> <ul style="list-style-type: none"> <li>• statutory sector</li> <li>• private sector.</li> </ul> <p>(2 × [1])</p>   | [2] |                 |
| <p><b>(ii)</b> Explain three different ways the voluntary sector may be funded. (AO1, AO2)</p> <p>Answers may address three of the following points:</p> <ul style="list-style-type: none"> <li>• bequests – an individual may leave money to a voluntary organisation in their will</li> <li>• fundraising events, e.g. coffee mornings, fashion shows, sponsored walks</li> <li>• street collections, e.g. on designated days volunteers stands outside shops with boxes/buckets</li> <li>• selling merchandise, e.g. badges, flowers, charity shops</li> <li>• sponsorship – many large companies sponsor a voluntary organisation</li> <li>• donations in lieu of flowers</li> <li>• government grants, e.g. a voluntary organisation may get a grant to enable them to continue to provide support</li> <li>• donations, e.g. individuals may donate a fixed amount each month</li> <li>• lottery funding.</li> </ul> <p>All other valid responses will be given credit<br/>[1] for key phrase(s)<br/>[2] for explanation<br/>(3 × [2])</p>  | [6] |                 |
| <p><b>(iii)</b> Explain three ways Aware Defeat Depression may help people like Jakub cope with depression. (AO1, AO2)</p> <p>Answers may address three of the following points:</p> <ul style="list-style-type: none"> <li>• provides support groups – run by trained volunteers providing an opportunity for Jakub to meet others with similar experiences which helps to explain the illness. Group members share information, discuss options and support each other to move forward</li> <li>• provides a support mail service for Jakub on help@aware-ni.org to answer queries with 24 hours thus providing support and information about issues relating to depression</li> <li>• provides information – causes, treatments, signs and symptoms of depression</li> <li>• provides a range of wellbeing programmes that Jakub could take part in to help him cope and make positive changes in his life to manage his depression</li> <li>• provides a website – provides a range of information for Jakub about depression, programmes, the helpline number, referrals etc.</li> <li>• provides online support groups for Jakub to connect with others who have similar experiences, to provide support and share information</li> </ul> |     |                 |

- runs the DOT Campaign (Do One Thing) to encourage people like Jakub to improve their mental health, for example, exercise, talk and eat well

All other valid responses will be given credit

[1] for key phrase(s)

[2] for explanation

(3 × [2])

[6]

- (c) Analyse three steps an individual may take to help them deal with stress. (AO1, AO2, AO3)

Answers may address four of the following points:

- eating well – eating breakfast, sitting down with other people to eat meals, getting your 5-a-day, learning to cook, cutting down on caffeine
- sleeping well – your bedroom, during the day, before bed, can't sleep, still can't sleep
- being active – friendly stroll, get out with the kids, leave the car, stop the bus, get out at lunchtime, take the stairs, gardening, green spaces, find a class, sign up for a charity run, on your bike, join a gym
- relaxing and having fun – going for a walk with the dog, playing with children, baking, learning something new for example an evening class
- meditation and deep breathing – learning how to clear the mind, try relaxation exercises, go to meditation classes, obtain books, CDs and DVDs.

All other valid responses will be given credit

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

#### Level 1 ([1]–[4])

Overall impression: basic

- May list several examples but little discussion
- Basic discussion of three steps achieves at top of this level
- Quality of written communication is basic. The candidate makes only a limited selection and use of 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 the intended meaning is not clear.

#### Level 2 ([5]–[8])

Overall impression: adequate

- Adequate discussion of three steps of development or competent discussion of two achieves at top of this level
- Quality of written communication is adequate. The candidate makes a reasonable selection and use of 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 sufficient to make meaning evident.

#### Level 3 ([9]–[12])

Overall impression: competent

- Competent discussion of three steps achieves at top of this level
- 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 vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

[12]

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**Total**

**100**