

# Mark Scheme (Results) January 2007

GCE

GCE Health & Social Care (6944/01)

## UNIT- 6944 Meeting Individual Needs

| Questions |   | Expected Answers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Marks |  |
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| 1         | a | <p>1 mark for each of the following:<br/>Maximum 2 marks</p> <ul style="list-style-type: none"> <li>• Publishing information</li> <li>• Determining the level of assessment</li> <li>• Care planning / planning care / draw up plan</li> <li>• Implementing the care plan</li> <li>• Monitoring</li> <li>• Reviewing / evaluation</li> <li>• Provide information</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                          | 2     |  |
|           | b | <p>1 mark for identifying benefit.<br/>1 mark for partial description.<br/>2 marks for full description of benefit.</p> <p><b>Benefits</b></p> <ul style="list-style-type: none"> <li>• Socially it allows both to meet other people</li> <li>• Emotionally it give them time apart in an otherwise very stressful situation</li> <li>• Intellectually it allows both to develop other interests / can talk to others / learn how other cope</li> <li>• Ben will not feel such a burden</li> <li>• The occupational therapy will help maintain mobility</li> <li>• Promote independence</li> <li>• Improve self-concept</li> <li>• Empowered</li> <li>• Feel good / better</li> <li>• Promotes mobility</li> <li>• Less worry</li> <li>• Provides reassurance</li> </ul> <p>NOT negative answers</p> | 6     |  |

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| c |  | <p>1 - 2 marks for two factors identified.<br/> 2 marks for one factor identified and described.<br/> 3 marks for two factors identified and one factor described.<br/> 4 marks for two factors identified and explained or one factor explained with relevant links made.</p> <ul style="list-style-type: none"> <li>• To check that care plan objectives are being met</li> <li>• To ensure that co-ordination of services has taken place</li> <li>• To ensure that services meet need</li> <li>• To identify any unmet need</li> <li>• To provide support to Ben and Jane</li> <li>• To fine tune the care plan</li> <li>• To ensure that services have been delivered</li> <li>• To identify / reassess changes required</li> <li>• Listen to their consensus</li> <li>• Monitor care plan to ensure effectiveness</li> <li>• Review care plan</li> <li>• Evaluate</li> </ul>                                                                                                                                                                                                                                                                                                               | 4 |  |
| d |  | <p><b>Level One response (1 - 2 marks)</b><br/> Answers provided will be brief and vague. May identify points only.</p> <p><b>Level Two response (3 - 5 marks)</b><br/> Answers provided will describe or explain points raised. Little linkage evident between points.</p> <p><b>Level Three response (6 - 8 marks)</b><br/> Well-developed answer with points full explained. Good linkage/coherence between points. Good use of vocational vocabulary.</p> <ul style="list-style-type: none"> <li>• People's levels of affluence has increased over the years - can afford private care</li> <li>• Private providers can provide more choice</li> <li>• Private providers are generally more flexible and can respond more quickly than state services in providing services</li> <li>• Takes burden off the state and compliments existing provision</li> <li>• Part of government care in community policy</li> <li>• Part of the mixed economy of care</li> <li>• Demography - more older people more resources need to meet needs</li> <li>• Helps to reduce waiting lists</li> <li>• Drains NHS of expert staff</li> <li>• Have the skill / expertise to provide quality care</li> </ul> | 8 |  |

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|  | e | <p><b>Level One response (1 - 3 marks)</b><br/>Answers provided will be brief and vague. May identified points only.</p> <p><b>Level Two response (4 - 6 marks)</b><br/>Answers provided will describe and explain points raised. No linkage or balance between strengths and weaknesses evident between points.</p> <p><b>Level Three response (7 - 10 marks)</b><br/>Well-developed answer with points full explained. Good linkage/coherence between points. Good use of vocational vocabulary. Good balance can see both sides in acknowledging service users rights / carers rights.</p> <p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>• Promotes independent living</li> <li>• Viewed as a valuable pool of labour</li> <li>• Provides much needed practical support</li> <li>• Respond quickly to needs of cared for person particularly in times of crisis</li> <li>• (Comfort of) care given in own home</li> <li>• Feel at ease with carer / familiar person giving care</li> <li>• Can act as an advocate</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>• Cheap pool of labour</li> <li>• Unfair burden</li> <li>• Physically draining - 24/7</li> <li>• Emotionally draining - abuse cases</li> <li>• Socially isolating cut off from friends because of demands</li> <li>• Financially punitive - reliance on state benefits</li> <li>• Work / role not appreciated / visible / recognised</li> </ul> | 10 | Total 30 marks |
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| 2 | a | <p>1 mark for stating legislation without date<br/>2 marks for stating legislation with date</p> <p>DISABILITY DISCRIMINATION ACT 1995</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2 |  |
|   | b | <p>1 - 2 marks for two factors identified.<br/>2 marks for one factor identified and described.<br/>3 marks for two factors identified and one factor described.<br/>4 marks for two factors identified and explained or one factors explained with relevant links made.</p> <ul style="list-style-type: none"> <li>• Key worker / main carer is someone appointed to look after a service user's physical, social, emotional and intellectual well-being</li> <li>• Responsible for drawing up care plan</li> <li>• May advocate on behalf of service user</li> <li>• First point of contact for relatives</li> <li>• Ensures needs are met</li> <li>• Promotes independence</li> <li>• Empowers</li> <li>• Provides advice / support</li> <li>• Provides counselling</li> <li>• Develops confidence</li> </ul> | 4 |  |
|   | c | <p>1 - 2 marks for brief explanation as below.<br/>3 - 4 marks for full explanation - what they do and how is benefits service users or different types of advocate - citizen, legal group.</p> <p><u>Advocacy</u><br/>Speaking for another person and representing their interests on their behalf as individual is unable to communicate or lacks confidence to communicate themselves.</p> <p><u>Effect</u></p> <ul style="list-style-type: none"> <li>• Allows individual to make own decisions</li> <li>• Empowers</li> <li>• Develops self-confidence</li> <li>• Promotes overall well-being</li> <li>• Promotes self-esteem / self-concept</li> </ul>                                                                                                                                                     | 4 |  |

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|  | d | <p><b>Level One response (1 - 3 marks)</b><br/>Answers provided will be brief and vague. May identify points only.</p> <p><b>Level Two response (4 - 6 marks)</b><br/>Answers provided will describe and explain points raised. No linkage or balance between strengths and weaknesses evident between points.</p> <p><b>Level Three response (7 - 10 marks)</b><br/>Well-developed answer with points full explained. Good linkage/coherence between points. Good use of vocational vocabulary. Good balance strengths and weaknesses.</p> <ul style="list-style-type: none"> <li>• Services users' needs are being fully met by a range of professionals</li> <li>• Promotes good care practice through use of professional skills</li> <li>• Promotes the social, emotional, physical well-being of client/holistic care is provided</li> <li>• Each professional can feed into the care plan reference monitoring and reviewing it</li> <li>• Services user feels valued</li> <li>• Networking achieved</li> <li>• Client information is shared efficiently</li> <li>• Information is passed effectively</li> <li>• Promotes user self-confidence</li> <li>• Promotes health and well-being</li> </ul> <p><u>Negative effects</u></p> <ul style="list-style-type: none"> <li>• Professional jealousy</li> <li>• Information not shared</li> <li>• Professional has own agenda</li> <li>• Competition between professionals</li> <li>• Poor communication between professionals</li> <li>• Don't share resources</li> </ul> | 10 |  |
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|  | e | <p><b>Level One response (1 - 3 marks)</b><br/>Answers provided will be brief and vague. May describe/explain one point.</p> <p><b>Level Two response (4 - 7 marks)</b><br/>Answers provided will describe and explain two or more points raised. No linkage or balance evident between points.</p> <p><b>Level Three response (8 - 10 marks)</b><br/>Well-developed answer with points full explained. Good linkage/coherence between points. Good use of vocational vocabulary. Good identification of how barriers will be overcome.</p> <p><u>Benefits</u></p> <ul style="list-style-type: none"> <li>• Empowers / service users</li> <li>• Promote / independence</li> <li>• Respects service users choice / preferences</li> <li>• Creates trust and confidence / feel good</li> <li>• Service provider can identify any fears and anxieties</li> <li>• Individual has greater control / can influence how service is run</li> <li>• Promotes overall dignity and respect</li> <li>• Reflect good care practice / care values</li> <li>• Has say and can explain how and what is needed</li> <li>• Service user acts as advocate</li> <li>• Care becomes personalised</li> <li>• Removes opportunity for prejudice / discrimination</li> <li>• Promotes concepts such as normalisation</li> <li>• Gives sense of responsibility</li> <li>• Promotes self-esteem / self-concept</li> <li>• Can help influence change</li> <li>• Influences quality of care</li> </ul> | 10 | Total 30 marks |
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| 3 | a | <p>1 mark for each of the following:<br/>Maximum 2 marks</p> <ul style="list-style-type: none"> <li>• Complaints procedures</li> <li>• Audits / inspections</li> <li>• Codes of practice</li> <li>• Mission statements</li> <li>• Admissions policies</li> <li>• Confidentiality policy</li> <li>• Whistle blowing policy</li> <li>• Service user satisfaction questionnaire</li> <li>• Comment boxes</li> <li>• Standards / charters</li> <li>• Codes of conduct</li> <li>• Staff appraisal</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2 |  |
|   | b | <p>1 - 2 marks for two factors identified.<br/>2 marks for one factor identified and described.<br/>3 marks for two factors identified and one factor described.<br/>4 marks for two factors identified and explained or one factor explained with relevant links made.<br/>Importance of effective selection and recruitment.</p> <ul style="list-style-type: none"> <li>• All applications are treated fairly</li> <li>• Effective recruitment mirrors the background of the community</li> <li>• Removes cultural barriers</li> <li>• Creates diversity within the organisation</li> <li>• Transmits a positive message to the wider community</li> <li>• Parents would be encouraged to send their children</li> <li>• Children's individual needs will be catered for</li> <li>• Staff can easily meet children's needs</li> <li>• Helps break down barriers which could prevent access for some service users</li> <li>• Promotes team working</li> <li>• Promotes effective communication</li> <li>• Troubleshoot problems</li> <li>• Ensures appropriate skilled and qualified staff</li> </ul> | 4 |  |



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|  | c | <p>1 mark for identifying benefit.<br/>1 mark for partial description.<br/>2 marks for full description of benefit.</p> <ul style="list-style-type: none"> <li>• Guest speakers</li> <li>• CRE</li> <li>• Equality Commission</li> <li>• Use community leaders to educate and inform</li> <li>• Religious leaders</li> <li>• Role plays and simulations</li> <li>• Training courses</li> <li>• Team building exercises</li> <li>• Cultural visits</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 6 |  |
|  | d | <p><b>Level One response (1 - 2 marks)</b><br/>Answers provided will be brief and vague. May describe / explain one or two points.</p> <p><b>Level Two response (3 - 5 marks)</b><br/>Answers provided will describe and explain two or more points raised. No linkage or balance evident between points. Superficial answer provided.</p> <p><b>Level Three response (6 - 8 marks)</b><br/>Well-developed answer with points full explained. Good linkage/coherence between points. Good use of vocational vocabulary. Good balance created within answer.</p> <p><b>Effects of culture (if it was negative). May refer to theories of culture; may be racist / sexist / homophobic.</b></p> <ul style="list-style-type: none"> <li>• Will act as a barrier some clients may not gain access</li> <li>• It further reinforces wider societal inequality/discrimination</li> <li>• Will affect resources which some service users may be entitled to</li> <li>• It can determine the level and quality of service provided</li> <li>• Can lead to discrimination and oppression</li> <li>• Organisation doesn't communicate effectively</li> <li>• Practices don't allow service user participation</li> <li>• Culture of the organisation is ignorant of the need for change</li> </ul> <p>Please remember the culture can be positive or negative, candidates can take either perspective.</p> <p>May refer to specific structures - hierarchical or flat- and specific practices which can act as a barrier e.g. opening times, access for disabled people.<br/>Award up to 4 marks for demonstration of knowledge and understanding.</p> | 8 |  |

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| e                                |  | <p><b>Level One response (1 - 3 marks)</b><br/>Answers provided will be brief and vague. May describe/explain one or two points.</p> <p><b>Level Two response (4 - 6 marks)</b><br/>Answers provided will describe and explain two or more points raised. No linkage or balance evident between points. Superficial answer provided.</p> <p><b>Level Three response (7 - 10 marks)</b><br/>Well-developed answer with points fully explained. Good linkage/coherence between points. Good use of vocational vocabulary. Good balance created within answer. Candidate has demonstrated ability to evaluate. May use examples of quality assurance e.g. mission statements</p> <p><u>Benefits</u></p> <ul style="list-style-type: none"> <li>• Used as a benchmark to compare services over time</li> <li>• Improve/target/redeploy resources and manpower</li> <li>• Service users feel valued</li> <li>• Reduce waiting times and lists</li> <li>• Cost effective</li> <li>• Used to change attitudes</li> <li>• Poor quality provision is avoided</li> <li>• Mistakes/neglect are avoided</li> <li>• Resources are used effectively</li> <li>• Quality provision is maintained / improved</li> <li>• Ensures standard are maintained</li> <li>• Required to ensure service is appropriate</li> <li>• Promotes service user participation / empowering</li> </ul> | 10 | Total 30 marks |
| <b>TOTAL FOR PAPER: 90 MARKS</b> |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                |