

Mark Scheme (Results)

June 2011

GCE Applied Health & Social Care
(6944) Paper 01
Meeting Individual Needs

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Question	Answer	Mark
1 (a)	<p>DO NOT ACCEPT THE WORK 'MANAGED' IN RESPONSE</p> <p>1 mark awarded for a brief definition – assessing needs/awareness of client need, creating care plan</p> <p>For 2 marks they must talk about 'assessment' 2 marks for a full definition such as</p> <p>"the process of assessing individual needs and allocating resources in a care plan, against agreed priorities, and monitoring the achievement of the care plan object</p> <p>OR</p> <p>Assessing,, evaluating and reviewing an individuals need</p>	(2)

Question	Answer	Mark
1 (b)	<p>1 – 2 marks for a brief and vague explanation, no more than a description 3 - 4 marks for a full explanation For 4 marks explanation will make relevant links to benefits</p> <p>Assessment will consist of</p> <ul style="list-style-type: none"> • Holistic needs – PIES • Support with everyday activities – bathing etc • Focus on past history e.g. medical • Focus on house • Financial • Behavioural issues • Mental health wellbeing/functioning • Current symptoms • Change or deterioration in condition • Review of medication • Risks • Needs led • Carers needs • Strengths / weaknesses • Promotes independence • Supports and promotes individuals independence/promote normalisation • Help overcome the barriers which impede normal functioning 	(4)

	<ul style="list-style-type: none"> • What additional services are required/involve a range of professionals 	
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Question	Answer	Mark
<p>1 (c)</p>	<p>1 - 2 marks for a brief and vague explanation, no more than a description 3 - 4 marks for a full explanation For 4 marks explanation will make relevant links to benefits</p> <p>Physically – he will feel better in himself, health improvement, medication may be changed to help his condition, diet and sleep patterns may improve, he will have someone there to help him e.g. nurse to monitor his condition</p> <p>Emotional – he may feel happier with the support, feel valued and greater independence</p> <p>Intellectually – he will be more motivated as he will not feel isolated, could find a job, skills develop through activities</p> <p>Socially – he will have the social worker and others to communicate to and will feel more relaxed, encouraged to meet new people</p> <p>Self esteem, self image and over all self concept should improve, self confidence improves</p> <p>Mental health – may improve and may reduce suicidal thoughts and tendencies</p>	<p>(4)</p>

Question Number		Indicative content
1(d)		<p>READ, APPLY LEVEL AND THEN MARK BANDS</p> <p>Contribution</p> <ul style="list-style-type: none"> • It focuses on the actual needs of the service user – physical, social, emotional, financial, mental, educational etc • It is needs led rather than service led/greater choice • Focuses on the strengths of the service user rather than on the weaknesses • It promotes independent living / empowered/normalisation or example e.g. domiciliary care • It will focus on the needs of any carers/support • Assessment is Holistic in nature • Helped to maintain people in their own homes for longer • Development of the mixed economy of care/purchaser/provider role • Awareness of rights • Provides a means of redress • Promotes multi-disciplinary working • Created competitions between providers • Potentially greater availability of services • Widens access • Individual will feel valued • Equality <p>Problems</p> <ul style="list-style-type: none"> • Over reliance on informal carers • Some service user groups may feel discriminated • Inadequately resourced • Creates greater vulnerability for some groups • Monitoring poor at times • Staff are over burdened • Clients have had to use their own savings to pay for care
Level	Mark	Descriptor
0	0	No rewardable material
Level 1	1 – 2	Answers provided will be brief and vague. May identify points only
Level 2	3 – 5	Answers provided will identify the ways in which quality of service can be monitored. It will describe/explain points raised. No linkage or balance between strengths and weaknesses evident between points.
Level 3	6 – 8	Well developed answer with points full explained. Good linkage/coherence between points. Good use of vocational vocabulary. Good balance strengths and weaknesses. For eight marks a conclusion will be provided
Level 4	9 – 10	Well developed answer with points full explained. Good linkage/coherence between points. Good use of vocational

		vocabulary. Good balance strengths and weaknesses and conclusion will be present.
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Question Number		Indicative content
1(e)		<p>READ, APPLY LEVEL AND THEN MARK BANDS</p> <p>Benefits of the state's role</p> <ul style="list-style-type: none"> • Takes the responsibility away from the individual • Responsibility for safety and security of clients • Protection and safeguarding • Entitlement • Greater co-ordination from the centre therefore services will be roughly the same across the UK • They are able to act quickly and resolve issues more quickly • They are held to account by the public • They can introduce legislation to further strengthen service provision • Provide funding • Promote quality service / promotion of standards • Provide a base line of services/safety net • Promotes mixed economy of care • Tried to promote equal access and not discrimination <p>Issues of the state's role</p> <ul style="list-style-type: none"> • Overly bureaucratic • Created a nanny state • Cost • Demand is high • Expectation from public is high
Level	Mark	Descriptor
0	0	No rewardable material
Level 1	1 – 3	Answers provided will be brief and vague. May identify points only or identify 1 point and describe it briefly. Lacks depth and knowledge will be vague
Level 2	4 – 6	Answers provided will describe and/or explain points raised, however, there will be little linkage or balance between strengths and weaknesses evident between points. In general the work may be one sided negative/positive.
Level 3	7 – 8	Well developed answer with points full explained. Good linkage/coherence between points. Good use of vocational vocabulary. Good balance strengths and weaknesses
Level 4	9 – 10	Well developed answer with points full explained. Good linkage/coherence between points. Good use of vocational vocabulary. Good balance strengths and weaknesses and conclusion will be present.

Question	Answer	Mark
2 (a)	<p>1 x 2 for correct answer:</p> <ul style="list-style-type: none"> • To identify any changes • To ensure objectives of care plan are being met • To assess the effectiveness of the care plan • To ensure all needs are being met /holistic • To provide advice to improve wellbeing • Care plan may now be irrelevant to needs • To monitor his condition • To identify changes in medication • To allow Ian the opportunity to raise any concerns • Gaps in provision 	(2)

Question	Answer	Mark
2 (b)	<p>1 mark for a brief and vague description of the assessment 2-3 marks for a description which demonstrates some understanding of empowerment 4 marks for a explanation which demonstrates a full understanding of empowerment and can explain the issues which might arise if it is not promoted</p> <ul style="list-style-type: none"> • Promoting independence/being in control • Promotes individual rights • Promotes respect • Trust • Allowing the individual to make decisions/ choice • Promoting equal partnership / empowerment • Raises self esteem, self image, self concept/self worth and value • Promotes the individuals confidence • Re-engages the individual • Reduces the feeling of marginalisation/left out or excluded • Improvement in wellbeing <p>The opposite effect can be argued e.g. patronising, discriminated etc</p>	(4)

Question	Answer	Mark
2 (c)	<p>1 mark for a brief and vague description of the assessment</p> <p>2-3 marks for a description which demonstrates some understanding of the benefits</p> <p>4 marks for a explanation which demonstrates full understanding of the benefits</p> <p>Benefits</p> <ul style="list-style-type: none"> • Ian will feel empowered/can express his feelings • Ian will feel valued • Greater feeling of securing /happier • Creates greater confidence/improves his communication skills • Promotes his independence • Feel he has control over his life/less stressed • Promotes normalisation • He is not alone/can socialise more/build relationships • Learn new skills/stimulation of activities <p>Explanation will link to self esteem, self concept and idea that they are not isolated.</p>	(4)

Question Number		Indicative content
2(d)		<p>Importance</p> <ul style="list-style-type: none"> • Discuss clients needs and how they are to be met • Improve/target/redeploy resources and manpower • Open forum for developing services/discussion • Foster a positive identity • Team will be 'singing from the same hymn sheet'/work together • Gaps in provision can be identified/sorts out issues • Staff will feel involved / learn from one another /different skills base • Example of positive practice/effective practice/knowledge building • Motivates staff • Works together • Individuals feel values/improves self confidence • Better communication • Responsibilities and accountability <p>Weaknesses if you don't team build</p> <ul style="list-style-type: none"> • Poor quality provision • Mistakes/neglect can occur • Duplication of services • Waste of resources • Poor quality/standards fall • Dissatisfaction with services/ increase in complaints/poor relationships between staff/conflict
Level	Mark	Descriptor
0	0	No rewardable material
Level 1	1 – 2	Answers provided will be brief and vague. May identify points only
Level 2	3 – 5	Answers provided will identify the ways in which quality of service can be monitored. It will describe/explain points raised. No linkage or balance between strengths and weaknesses evident between points.
Level 3	6 – 8	Well developed answer with points full explained. Good linkage/coherence between points. Good use of vocational vocabulary. Good balance strengths and weaknesses. For eight marks a conclusion will be provided
Level 4	9– 10	Well developed answer with points full explained. Good linkage/coherence between points. Good use of vocational vocabulary. Good balance strengths and weaknesses and conclusion will be present.

Question Number		Indicative content
2(e)		<p>Effect</p> <ul style="list-style-type: none"> • Clients needs can be met • Positive effect on the service user • More staff recruited • Additional programmes can be put on/more services/more choice • Build the quality of the existing service • Attract more clients • Greater levels of satisfaction/increase client independence • Clients will feel more fulfilled/develop skills • Invest in training and development • More specialist services can be provided/equipment/research • Improve client self esteem/image/concept/confidence • Empower client • Make them feel valued <p>Opposite can be argued – if resources were not provided the client could be discriminated against</p>
Level	Mark	Descriptor
0	0	No rewardable material
Level 1	1 – 3	Answers provided will be brief and vague. May identify points only or identify 1 point and describe it briefly. Lacks depth and knowledge will be vague
Level 2	4 – 6	Answers provided will describe and/or explain points raised, however, there will be little linkage or balance between strengths and weaknesses evident between points. In general the work may be one sided negative/positive.
Level 3	7 – 8	Well developed answer with points full explained. Good linkage/coherence between points. Good use of vocational vocabulary. Good balance strengths and weaknesses
Level 4	9 – 10	Well developed answer with points full explained. Good linkage/coherence between points. Good use of vocational vocabulary. Good balance strengths and weaknesses and conclusion will be present.

Question	Answer	Mark
3 (a)	<p>1 mark for a brief and vague description of the assessment</p> <p>2-3 marks for a description which demonstrates some understanding of the Act</p> <p>4 marks for a explanation which demonstrates a full understanding of the Act and its importance</p> <ul style="list-style-type: none"> • Legal/Statutory requirement on all educational institutions that they must undertake an assessment of need • Legal/Statutory requirement to meet that need • Promotes and protects the rights of service users • Entitlement • Seek redress • Provides support of specialist • Promotes self esteem/image/concept/confidence • Motivates the individual • Helps to meets other and interact • Promotes her career ambitions • Needs led • Widens access • Widens participation/do the things they want • Promotes social inclusion/exclusion/isolated • Promotes independence/empowers • Promotes equality/prevents discrimination/inequality • Normalises disability • Less stigma <p>CAN BE ARGUED BOTH WAYS</p>	4

Question Number		Indicative content
3(b)		<p>Key Issues</p> <ul style="list-style-type: none"> • Dissatisfaction of service users • Lack of awareness of disability leads to a poor quality service • Needs not met • Unable to undertake course/failure on course • College is not fulfilling his duties • Course failure/poor motivation • Quality is poor • Contravenes legislation leads to discrimination/exclusion • Feels excluded • Lack of focus on disabled people • Discrimination • Increase in complaints • Decrease in enrolments • Negative image from wider community/reputation • Lack of participation of more vulnerable groups • Failure to attract good staff <p>Poor morale amongst staff and students</p>
Level	Mark	Descriptor
0	0	No rewardable material
Level 1	1 – 2	Marks brief examination, response lack knowledge and application, points only be identified
Level 2	3 – 4	Marks fuller explanation which demonstrates limited knowledge, points raised will have been explained however response is generally one sided
Level 3	5 – 6	Marks full range of points identified and discussed, response will show insight in that although they will initially look at the problems they can turn it around.
Level 4	7 – 8	Well developed answer with points full explained. Good linkage/coherence between points. Good use of vocational vocabulary. Good balance strengths and weaknesses

Question Number		Indicative content
3(c)		<ul style="list-style-type: none"> • Identify and make recommendations for improvement • Informing and information giving process • Service can measure itself against the aspirations and experience of its users/service user has their say • Improve the quality of the service • Identify training needs • Service user feels they have a say / valued • Self image/esteem/concept/confidence • Service user is not ignored / concerns listened to • Empowers service user • Only useful if organisation acts on it • Loss of reputation • Confidence in service provider / organisation • Interested in improving experience • Willing to take on criticism • Communication improved • Trust • Respect • Not being neglected • Service user will utilise the service • Could be neglected
Level	Mark	Descriptor
0	0	No rewardable material
Level 1	1 – 2	Answers provided will be brief and vague. May identify points only.
Level 2	3 – 5	Answers provided will identify the ways in which quality of service can be monitored. It will describe/explain points raised. No linkage or balance between strengths and weaknesses evident between points.
Level 3	6 – 8	Well developed answer with points full explained. Good linkage/coherence between points. Good use of vocational vocabulary. Good balance strengths and weaknesses. For eight marks a conclusion will be provided.

Question Number		Indicative content
3(d)		<p>DO NOT GIVE MARKS IF THEY REPEAT THE STEM OF THE QUESTION</p> <ul style="list-style-type: none"> • Raises Awareness • Promotes equality • Promotes quality service • Organisations are duty bound to act • Pressure on organisations to change • Complaints process / redress • Evaluate the effectiveness of the legislation • Ensures standards are met / aims and objectives • Assess the impact of legislative changes on society • Organisations have a legal responsibility • Prevents direct discrimination • Society moves towards becoming more inclusive – groups are empowered • Raises tolerance levels • Makes discrimination unlawful • Organisations has specific responsibilities • Widens participation for groups in society – right to work, education etc • Greater equality by promoting vulnerable groups rights • Challenges stigma and prejudice • Penalties are imposed / name and shame • Indirect discrimination still continues
Level	Mark	Descriptor
0	0	No rewardable material
Level 1	1 – 3	Answers provided will be brief and vague. May identify points only or identify 1 point and describe it briefly. Lacks depth and knowledge will be vague.
Level 2	4 – 6	Answers provided will describe and/or explain points raised, however, there will be little linkage or balance between strengths and weaknesses evident between points. In general the work may be one sided negative/positive.
Level 3	7 – 8	Well developed answer with points full explained. Good linkage/coherence between points. Good use of vocational vocabulary. Good balance strengths and weaknesses.
Level 4	9 – 10	Well developed answer with points full explained. Good linkage/coherence between points. Good use of vocational vocabulary. Good balance strengths and weaknesses and conclusion will be present.

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