



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2019**

Health and Social Care

Assessment Unit AS 3

assessing

Health and Well-being

[SHC31]

TUESDAY 14 MAY, AFTERNOON

**MARK
SCHEME**

General Marking Instructions

Introduction

The main purpose of a mark schemes is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for **GCE Health and Social Care**.

Candidates should be able to:

- AO1** Demonstrate knowledge and understanding of the specified content.
- AO2** Apply knowledge, understanding and skills to a variety of health, social care and early years contexts.
- AO3** Investigate, analyse, and evaluate acquired knowledge and understanding, present arguments, make reasoned judgements and draw conclusions.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17- or 18-year-old which is the age at which the majority of candidates sit their GCE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17- or 18-year-old GCE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

In deciding which level of response to award, examiners should look for the ‘best fit’ bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates’ responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

- Level 1: Quality of written communication is basic.
- Level 2: Quality of written communication is adequate.
- Level 3: Quality of written communication is competent.
- Level 4: Quality of written communication is highly competent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 1 (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 (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 (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 meaning is clear.

Level 4 (Highly competent): 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.

1 (a) Define the following terms. (AO1)

Health

Answers may address the following points:

- health is a positive concept that suggests well-being as opposed to illness or disease
- it is generally agreed that there is more than one dimension to health – physical, social, emotional, mental, spiritual, environmental
- health is the absence of disease/not just the absence of disease

All other valid responses will be given credit

[1] basic definition, [2] competent definition

(1 × [2])

[2]

Ill-health

Answers may address the following points:

- A state in which an individual is unable to function normally and without pain – can be physical or mental.
- Ill health may be about the presence of something negative like a disease or the absence of something positive like adequate nutrition.

All other valid responses will be given credit

[1] basic definition, [2] competent definition

(1 × [2])

[2]

(b) Other than running health promotion campaigns, explain **two** ways the Public Health Agency contributes to health and well-being. (AO1)**Examples of suitable points to be explained:**

- provides information through news bulletins, on their websites and through social media like Twitter on up-to-date issues relevant to the health of people in Northern Ireland, for example, on the F.A.S.T. campaign to help the public recognise strokes
- provides statistics on the incidence of disease for health professionals, for example, regular updates on influenza in Northern Ireland
- supports research about health in Northern Ireland, for example on attitudes to breastfeeding
- produces leaflets relevant to the health and social care workforce in Northern Ireland, for example, “Don’t Infect Protect” gives carers information on hand washing
- publishes books giving health advice to the public, for example the “Pregnancy Book” which is given out to pregnant women by midwives
- informs the public about health and care services in Northern Ireland, for example gives the number for Lifeline on its website so people in mental distress can access someone to speak to immediately
- provides advice and guidance to health professionals, e.g. advice on how to recognise the symptoms of carbon monoxide poisoning
- carries out surveys and publishes the results on the public’s experience of illness and of service provision, e.g. with patients with heart failure or with those who have experienced palliative care.

All other valid responses will be given credit

(Running health promotion campaigns cannot be accepted)

[1] basic explanation, [2] competent explanation

(2 × [2])

[4]

- (c) Use the headings below to write down ways individuals may take responsibility for their own health and well-being. (AO1)

Accessing health and social care services

Examples of suitable responses:

- attending for regular check-ups, e.g. at the dentist
- responding to invitations for screening
- making GP appointments before a health condition deteriorates too much
- taking up opportunities for health checks offered at work or through voluntary organisations
- attending appointments with a social worker

All other valid responses will be given credit

(2 × [1])

[2]

Self-advocacy

Examples of suitable responses:

- asking a GP for a referral to a specialist
- asking a hospital doctor for a second opinion
- researching one's own condition and possible treatments and requesting the most up-to-date treatment

All other valid responses will be given credit

(2 × [1])

[2]

- (d) One approach to health promotion is the social change approach. Complete the table below to describe this approach and to explain its strengths and weaknesses. (AO1, AO2)

Examples of points to be included in description:

- a top down approach with policy makers and health planners taking the lead
- an approach that acknowledges the importance of socio-economic conditions, such as income, as factors that influence health
- recognises the responsibility of the government to take the lead in tackling health inequalities
- examples include the government's smoking ban and changes in the law about the way cigarettes are marketed, e.g. packaging and shop displays and the sugar tax on fizzy drinks

All other valid responses will be given credit

[1] basic description, [2] adequate description, [3] competent description

(1 × [3])

[3]

Examples of strengths to be explained:

- promotes attitude change – when people are required to change their behaviour, their attitudes also tend to change, for example, since the smoking ban most smokers agree that causing passive smoking in others is unacceptable
- sets out clear rules and regulations meaning people don't have to make decisions for themselves, e.g. laws on smoking prohibit people smoking in certain places
- far-reaching impact – reaches a very large group of people, for example, everyone in the population is required to adhere to changes in the law
- high level of conformity – can be successful as people do not want to be seen as being different to everyone else in society or feel supported to challenge others

- acknowledges the socio-economic determinants of health such as poverty, poor living conditions and lack of education
- recognises class differences in health within the population and therefore recognises that society, not just the individual, should be involved in promoting healthier lifestyles
- government and policy makers must take responsibility for the health of the population

All other valid responses will be given credit

[1] basic explanation, [2] competent explanation

(2 × [2])

[4]

Examples of weaknesses to be explained:

- perceived as state interference – people dislike idea of “nanny state” telling them what they should and should not do, and they may rebel against it
- challenge of scale – needs a large scale approach which may take a long time to implement due to the need for consultation or developing policies or laws, for example the smoking ban required a huge, expensive advertising campaign to encourage businesses and the public to comply
- impact on individuals – people may feel targeted or intimidated by the state especially if labelled as breaking a law
- can be a slow process – policies or laws have to be put in place and/or funding for implementation has to be found, e.g. it took a long time to establish the tax on fizzy drinks and the proposal to stop people smoking in cars still has not been implemented

All other valid responses will be given credit

[1] basic explanation, [2] competent explanation

(2 × [2])

[4]

- (e) Discuss how one current Public Health Agency health promotion campaign gets its message across to meet its objectives. (AO1, AO2, AO3)

Suitable campaigns to be discussed include:

- Care in the sun
- Want2stop/Stop Smoking NI
- Be Cancer Aware NI
- Choose to Live Better
- Minding Your Head/Change Your Mind NI
- Sexual Health NI
- Breastfed Babies/Not Sorry Mums
- Drugs and Alcohol NI

All other current campaigns run by PHA are acceptable

Statistically precise objectives are not necessary; descriptive objectives (for example increase in, decrease in, raise awareness of) are acceptable.

The objectives highlighted must be accurate for the campaign being discussed.

Examples of suitable points to be discussed in terms of getting the message across to meet the objectives:

- has a website and an app, for example, providing information and advice on where to get support
- uses television advertisements, for example, explaining the consequences of behaviours
- uses frightening images, for example, photographs of mouth cancer on cigarette packets

- uses radio advertising, for example, with a catchy tune to encourage behaviour change
- uses leaflets, for example, showing statistics on a health issue
- provides stories/narratives members of the target group could relate to, for example, a success story on weight loss
- promotes events, for example, local walks in a physical activity campaign
- conducts talks in schools or roadshows to raise awareness
- uses posters to get across messages about changing behaviour, e.g. showing people out walking
- publishes statistics or research findings, e.g. on health benefits of particular food supplements
- provides helplines or support groups, e.g. to help people give up smoking
- provides merchandise to promote campaign

The ways discussed must be accurate for the campaign identified and the examples used must be specific to that campaign

All other valid responses will be given credit

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

Level 1 ([1]–[3])

Overall impression: basic

- basic knowledge and understanding of how one current health promotion campaign gets its message across to meet its objectives
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to discuss how one current health promotion campaign gets its message across to meet its objectives
- objectives may be missing
- 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

- adequate knowledge and understanding of how one current health promotion campaign gets its message across to meet its objectives
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to discuss how one current health promotion campaign gets its message across to meet its objectives
- relevant objectives must be included
- 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

- competent knowledge and understanding of how one current health promotion campaign gets its message across to meet its objectives

- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to discuss how one current health promotion campaign gets its message across to meet its objectives
- 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. [9]

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- 2 (a) One socio-economic factor is culture and ethnicity. Explain **one** way this can affect each of the following. (AO1, AO2)

Physical health and well-being

Examples of suitable points to be explained:

- belonging to a particular ethnic group can be associated with increased risk of suffering from a particular disease or condition, e.g. all ethnic minority groups apart from Irish and Chinese are more likely than whites to suffer from diabetes; Asian men are more at risk of angina and heart attack than other men; Black Caribbean and Pakistani women are more likely to be obese which has a negative impact on physical health; Irish people as an ethnic group are more likely to suffer from alcohol related illnesses like liver problems
- all ethnic minority groups, apart from Irish and Black Caribbean, are less likely to take part in physical activity than others in the UK population which means they are less likely to experience the health benefits of exercise
- individuals from ethnic minorities may find it more difficult to access health services because of language barriers – health status may deteriorate as a result
- some people's beliefs can affect the way they use health services, e.g. Jehovah's Witnesses will refuse blood transfusions which can have a negative impact on their physical health if they are in need of emergency treatment; there can be modesty issues that impact on accessing services
- there can be positive effects on health of some cultures and beliefs, e.g. healthy diets, abstinence from alcohol

All other valid responses will be given credit

[1] basic explanation, [2] competent explanation

(1 × [2])

[2]

Social health and well-being

Examples of suitable points to be explained:

- cultural and religious beliefs can prohibit some social activities, e.g. socialising where there is drinking or gambling, or women socialising without supervision
- individuals from ethnic minorities may choose to limit their social contacts to others in their own community who share the same culture as they do – this can restrict social opportunities in the wider community
- individuals who belong to ethnic minorities may face prejudice and discrimination which causes them to restrict their social contacts
- ethnic minorities may feel socially isolated as people may not understand their language or beliefs

- there may be strong support networks for people in ethnic minorities because of a sense of belonging within their communities – this can lead to positive social health and well-being
- belonging to an ethnic or cultural minority may provide enhanced opportunities for social contacts, e.g. through meeting regularly for religious worship or community events

All other valid responses will be given credit

[1] basic explanation, [2] competent explanation

(1 × [2])

[2]

- (b) List two other socio-economic factors that can affect health and well-being. (AO1)

Any two of the following may be listed:

- gender
- social class
- housing

(2 × [1])

[2]

- (c) Physical factors include genetically inherited conditions. Name one such condition and describe how it affects physical and social health and well-being. (AO1, AO2)

Name of condition

Examples of suitable conditions to be named:

- sickle cell disease
- Turner's syndrome
- cystic fibrosis

All other valid responses will be given credit

(1 × [1])

[1]

How it affects physical health and well-being

Examples of suitable points to be described:

The impact varies depending on the condition selected, so candidates must produce an accurate discussion of the impact on physical health and well-being of the condition selected. Examples include:

- Sickle cell disease – a blood disorder that results in abnormally shaped red blood cells. This chronic under-supply of red blood cells makes the sickle cell patient anaemic. Sickle cell anaemia sometimes causes attacks of pain to the chest, stomach, back, jaw, legs and arms. Sickle cell disease affects each person differently and two people with SCD in the same family often have different experiences of the disease
- Turner's syndrome (TS) affects girls. Girls are usually short in height, have different shaped ears that are lower on the side of the head, a webbed neck, lots of moles on the skin, low hairline at the back of the neck and drooping of the eyelids, so there is a major impact on physical appearance. Recurring ear infections are common
- Cystic fibrosis is a genetically inherited and progressive condition that causes the body to produce thick mucus. The lungs regularly fill with mucus to the extent that those who have CF have to have daily physiotherapy. The mucus also affects the digestive system making it difficult to digest food, particularly fats. People with CF are often small due to failure to thrive. They experience other physical effects, e.g.

clubbing of fingers, CF related diabetes and bone disease. It is a life limiting condition

All other valid responses will be given credit

[1] basic description, [2] adequate description, [3] competent description
(1 × [3]) [3]

How it affects social health and well-being

Examples of suitable points to be described:

- individuals may not go out to socialise with others and have a limited social circle due to lack of confidence, fear of not coping, lack of mobility or the need for medical care
- some people will be determined that their life should not be restricted and therefore work hard to maintain social contacts/activities
- could have a negative impact on relationships/contact with others, e.g. due to feeling like a burden, not wanting to see friends when unwell, time spent in hospital, being off school or work
- may meet friends with same condition, e.g. during hospital days or through a support group

All other valid responses will be given credit

[1] basic description, [2] adequate description, [3] competent description
(1 × [3]) [3]

- (d) Pollution is an environmental factor that can affect health and well-being. Explain **two** ways pollution might affect physical health and well-being. (AO1, AO2)

Examples of points to be explained:

- vehicles and factories releasing toxic fumes into the atmosphere can mean people are at risk of developing respiratory infections such as bronchitis
- in more severe cases the long-term effects of air pollution can include chronic respiratory disease, lung cancer, heart disease, and even damage to the brain, nerves, liver, or kidneys
- run off from fields in rural areas or spillages from industry can pollute drinking water with chemicals or sewage for example, causing illnesses like stomach upsets
- noise pollution, e.g. from air traffic, can disrupt sleep patterns leaving individuals tired and lethargic

All other valid responses will be given credit

[1] basic explanation, [2] competent explanation
(2 × [2]) [4]

- (e) Exercise is a behavioural factor that affects all aspects of health and well-being. Discuss how exercise might affect the health and well-being of an individual. (AO1, AO2, AO3)

Examples of suitable points to be discussed

Effects on physical health and well-being

- exercise makes the heart stronger so it can pump blood around the body efficiently and can sustain its maximum level with less strain. This lowers risk of heart problems and improves circulation and reduces hypertension
- exercise reduces the risk of obesity and helps to prevent diabetes

- exercise builds bone strength and prevents osteoporosis
- exercise can help protect individuals from developing cancers such as colon or breast cancer
- people who exercise are less likely to get colds, or to have heart problems; their chance of having a stroke is reduced, they are less likely to get chronic illnesses like diabetes or osteoporosis and their life expectancy is increased
- when someone is ill, if they exercise it can actually sometimes speed up recovery from some physical illnesses
- exercise tones the body and builds muscle, improving fitness and strength
- may lead to injury
- improves sleep pattern, appetite
- exercise gives individuals more energy, so they feel less tired

Effects on social health and well-being

- exercise in team sports encourages relationships and co-operation with others
- people who exercise often do so in a social context, e.g. at a dance or exercise class where they can develop friendships
- people who exercise tend to be confident and have a good social life.
- in some cases, it could be argued that exercising could negatively affect social life, e.g. if someone gets too involved with exercise and goes to the gym all the time, neglecting relationships with others

Effects on psychological health and well-being

- exercise can relieve stress, depression and anxiety
- for anyone who is overweight, exercise often has beneficial psychological effects, as improvement of body shape leads to a more positive self-image and higher self-esteem
- working in a team during exercise creates more social interaction, contributing to a feeling of well-being and acceptance
- by feeling fitter through exercise people can become more confident and experience a sense of autonomy
- some people may get too involved with exercise and become psychologically dependent on it for well-being – this is sometimes regarded as an addiction to the endorphins released by the brain when exercising
- exercise can improve memory/concentration

All other valid responses will be given credit

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

Level 1 ([1]–[4])

Overall impression: basic

- basic knowledge and understanding of how exercise might affect the health and well-being of an individual
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to discuss how exercise might affect the health and well-being of an individual
- may list points rather than discuss or may focus on only one aspect of health and well-being

- 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

- adequate knowledge and understanding of how exercise might affect the health and well-being of an individual
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to discuss how exercise might affect the health and well-being of an individual
- to achieve at this level at least two aspects of health and well-being 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 ([9]–[12])

Overall impression: competent

- competent knowledge and understanding of how exercise might affect the health and well-being of an individual
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to discuss how all three aspects of the health and well-being of an individual might be affected by exercise
- all three aspects must be discussed in some detail to achieve at the 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 specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that meaning is clear.

[12]

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- 3 (a) Explain **two** ways Sarah's ill-health could affect her psychological well-being. (AO1, AO2)

Examples of suitable points to be explained:

- Sarah may feel unhappy and sad and in the longer term could become depressed
- Sarah may feel lonely and isolated
- Sarah could feel very anxious, stressed, worried, afraid, angry and frustrated
- Sarah could develop a negative self-concept and have low self-esteem
- Sarah could feel emotionally insecure and vulnerable
- Sarah may find inner strength to deal with illness and therefore have a positive self-concept
- Sarah may feel that she is a burden on others, that she is putting pressure on family or friends if they have to help her
- Sarah may be determined to cope as well as she can with her illness and develop psychological resilience
- Sarah may feel disempowered and experience a loss of autonomy due to having no control over what is happening to her

All other valid responses will be given credit

[1] basic explanation, [2] competent explanation

(2 × [2])

[4]

- (b) Assess the potential effects of Sarah's ill-health on her income and leisure activities. (AO1, AO2, AO3)

In terms of assessment: candidates are required to make informed judgements on the potential effects of Sarah's ill-health on her income and leisure activities.

Examples of suitable points to be included in assessment:

Impact on her income

- Sarah may have less income because she can't work and sick pay is usually much less than full pay.
- the source of her income may have to change – she may have to depend on benefits which can reduce income considerably or may have to get financial help from her extended family
- over the longer term Sarah's income may be drastically reduced – long-term dependency on state benefits may mean she experiences poverty
- her income may have to be used in different ways, e.g. she may decide to pay for holistic therapies. Also, being at home all day can be expensive, e.g. increased heating costs could eat into Sarah's income.

Impact on her leisure activities

- Sarah may not take part in leisure activities as often due to lack of energy or feeling less sociable due to the impact of her illness
- she may have to give up some types of activities altogether due to the pain and mobility problems she experiences, e.g. no longer able to play a sport or go to the gym.
- she may have to change the type of leisure activities she does/take up new leisure activities to suit her condition, e.g. not be able to take part in sport but could take an interest in music.
- she may do more leisure activities due to having more time, e.g. more time for reading

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

- basic knowledge and understanding of the potential effects of Sarah's ill-health on her income and leisure activities
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to assess the potential effects of Sarah's ill-health on her income and leisure activities.

Level 2 ([3]–[4])

Overall impression: adequate

- adequate knowledge and understanding of the potential effects of Sarah's ill-health on her income and leisure activities.
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to assess the potential effects of Sarah's ill-health on her income and leisure activities.
- answers that address only one aspect cannot achieve more than 3 marks.

Level 3 ([5]–[6])

Overall impression: competent

- competent knowledge and understanding of the potential effects of Sarah's ill-health on her income and leisure activities.
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to assess the potential effects of Sarah's ill-health on her income and leisure activities. [6]

- (c) Using examples, describe **two** other ways voluntary organisations contribute to health and well-being for people in Northern Ireland. (AO1, AO2)

Examples of suitable points to be examined:

- provide nursing services at a day centre, in a hospice or in the service users' own homes. For example, Marie Curie provides palliative care for service users at home or in hospices
- provide advice for service users on their rights, for example, Citizens Advice on the right to state benefits
- give advice to service users' families on how to support or meet the needs of service users, for example Mencap advise families on supporting individuals with learning disabilities
- provide emotional support, for example, a variety of organisations helplines, counselling or access to support groups where service users can meet others dealing with similar challenges
- provide opportunities for social interaction, for example, Age NI run day centres for older people, Mencap and Autism NI have youth clubs for young people with learning disabilities and St Vincent de Paul provides holiday accommodation for people in need
- provide practical support and other services; voluntary organisations provide a wide range of services depending on the focus of the organisation, for example St Vincent de Paul distributes food vouchers, the Red Cross provides transport and meals at home services, Action Cancer offers screening services; and the Cystic Fibrosis Trust provides aids and equipment

- run health promotion activities and give advice on how to prevent ill health, e.g. Chest Heart and Stroke. Give advice on healthy living
- provide advocacy, for example RNID, Niamh and Autism NI provide advocates to help with issues like access to housing or health and social care services, or provide interpreters if needed
- run schemes where volunteers visit service users (befriending services) such as vulnerable people with learning disabilities or mental health problems, or accompany them on outings. An example is the Alzheimer's Society
- many voluntary organisations fund or carry out research on, for example, health issues, child poverty, illness, and treatments. Examples include the Cystic Fibrosis Trust, Cancer Research and Chest, Heart and Stroke
- many voluntary organisations lobby government, for example, to improve services, to provide financial support for vulnerable groups and their families, or to improve legislation to prevent discrimination against them. Examples include Age NI and Praxis

All other valid responses will be given credit

(Providing information about a condition and providing supported accommodation cannot be accepted)

[1] basic description, [2] adequate description, [3] competent description

(2 × [3])

[6]

- (d) Sarah worries that Philip has to cope with prejudice. Explain what is meant by the term prejudice. (AO1)

Examples of points to be included in explanation:

- attitude(s) based on pre-judgements made about others which lead to discrimination
- attitudes, usually negative, which are often based on ignorance
- having stereotyped views, for example, believing older people are less intelligent than younger people

All other valid responses will be given credit

[1] basic explanation, [2] competent explanation

(1 × [2])

[2]

- (e) Describe **one** example of how young adults with learning disabilities can be discriminated against in a healthcare setting like a health centre or hospital. (AO1, AO2)

Some suitable examples to be described:

- a doctor or nurse failing to use language that the patient can understand when explaining their condition or treatment
- not offering the opportunity for an advocate such as a parent or social care worker to attend if the patient with learning disabilities has problems in terms of self advocacy
- failing to challenge discriminatory behaviour by other patients, e.g. name calling on a hospital ward
- deliberately ignoring or neglecting a patient because he or she has a learning disability, for example a nurse not responding to noises or calls for help
- like all patients young adults with learning disabilities can also be discriminated against on the basis of religion or race, e.g. not consulting the patient about dietary requirements based on beliefs ignoring spiritual needs, religious practices or cultural requirements

- physical and/or verbal abuse, e.g. overuse of restraint or using derogatory terms about learning disability

All other valid responses will be given credit

[1] basic description, [2] adequate description, [3] competent description
(1 × [3]) [3]

- (f) Describe **two** ways a manager in a healthcare setting can promote anti-discriminatory practice for service users with learning disabilities. (AO1, AO2)

Examples of suitable points to be described:

- managers can ensure that appropriate policies are in place. For example, in a hospital setting a complaints policy can help to encourage patients to complain if they feel unfairly treated on the basis of their race, beliefs, gender, mental illness, sexuality or disability. Another example in a hospital setting is a whistle blowing policy for staff outlining their responsibility to report discriminatory practice against patients by other staff if they witness it.
- managers can develop a staff training programme which includes training in anti-discriminatory practice, such as an induction programme for new staff which should raise awareness of fair treatment on the basis of race, beliefs, gender, mental illness, sexuality or disability (for example the right to a diet based on religious beliefs); managers can arrange for mentoring of new staff by staff experienced in anti-discriminatory practice, for example for trained nurses to mentor students and care assistants.
- managers can behave in ways that promote anti-discriminatory practice, for example using appropriate language and communication strategies with patients, arranging interpreters if required and providing information in suitable formats for patients who have sensory disabilities.
- managers can directly challenge discriminatory practice, using disciplinary procedures if necessary where discrimination occurs and, where appropriate, report staff to their professional bodies, for example, to the NMC for nurses and midwives.

All other valid responses will be given credit

[1] basic description, [2] adequate description, [3] competent description
(2 × [3]) [6]

- (g) Analyse how Philip's needs can be met by the staff in his supported living accommodation. (AO1, AO2, AO3)

In terms of analysis: candidates are required to separate their knowledge and understanding of how Philip's needs can be met by the staff in his supported living accommodation into four components – physical, intellectual, emotional and social needs. They are required to present arguments and make reasoned judgements on how staff can meet examples of these four types of need for Philip.

Examples of suitable responses:

- Physical needs: needs such as nutrition, medication and exercise may be met through staff planning and cooking meals with Philip and the other residents, accompanying Philip to the doctor and the pharmacy if he needs medication for an illness, encouraging Philip to attend classes such as swimming lessons

- Intellectual needs: needs such as the need for mental stimulation or the need for understanding may be met by the staff offering creative activities for Philip and the other residents or by helping to arrange work where they can learn new skills, or by helping Philip to work with iPads and computers
- Emotional/psychological needs: needs such as self-esteem, a sense of belonging, or emotional well-being can be met by staff taking time to listen to Philip and to understand his feelings, by helping him to develop independent living skills and/or by providing advocacy for Philip
- Social needs: needs such as communication and friendship can be met by providing Philip with opportunities to socialise perhaps through having a communal living room, or encouraging family and friends to visit or by accompanying Philip on social outings

All other valid responses will be given credit

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

Level 1 ([1]–[4])

Overall impression: basic

- basic knowledge and understanding of how Philip’s needs can be met by the staff in his supported living accommodation
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to analyse how Philip’s needs can be met by the staff in his supported living accommodation
- may list points rather than analyse or may focus on just one type of need
- 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

- adequate knowledge and understanding of how Philip’s needs can be met by the staff in his supported living accommodation
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to analyse how Philip’s needs can be met by the staff in his supported living accommodation
- may analyse only two or three types of need
- to achieve at this level at least two types of need must be included
- 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

- competent knowledge and understanding of how Philip’s needs can be met by the staff in his supported living accommodation
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question

- demonstrates a competent ability to analyse how all four types of Philip’s needs can be met by the staff in his supported living accommodation
- all four types of need must be analysed in some detail to achieve at the 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 specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that meaning is clear.

[12]

Total

**AVAILABLE
MARKS**

39

100