



**General Certificate of Secondary Education
2013**

**Health and Social Care:
Double Award**

Unit DA2: Promoting Quality Care

[GHS41]

FRIDAY 31 MAY, MORNING

**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) Infancy is from 0 to _____ years. (AO1)

3
(1 × [1]) [1]

(b) (i) Identify this type of referral. (AO1)

Third party referral
(1 × [1]) [1]

(ii) The doctor was concerned about Joshua. Explain what type of referral the doctor might make for further investigation. (AO1, AO2)

Professional referral/referral to hospital, e.g. A and E or consultant
[1] for key phrase(s), [2] for explanation
(1 × [2]) [2]

(c) Discuss how you would expect Joshua to grow and develop physically during his first year of life. (AO2)

Answers may address some of the following:

- an increase in height and weight
- at 3 months babies can sit with their head held steady for a few seconds, if supported
- at 6 months babies have more strength and muscle control. They can lift their head, sit with support and turn their head to look around them. They can also pull themselves up when their hands are grasped
- at 9 months babies can sit unsupported for approximately ten minutes. They are beginning to move independently by rolling or crawling. They can also pull themselves to standing when holding on to something for a few moments
- at 12 months babies can move from a lying to sitting position without help
- they crawl rapidly and can walk holding/using the furniture for support and stand alone for a few moments
- development of milk teeth.

All other valid points will be given credit

Level 1 ([1]–[2])

Overall impression: Basic

- may list several examples
- basic discussion.

Level 2 ([3]–[4])

Overall impression: Adequate

- adequate discussion.

Level 3 ([5]–[6])

Overall impression: Competent

- competent discussion. [6]

- (d) Discuss the benefits of breastfeeding during infancy for the following. (AO1, AO2, AO3)

Answers may address some of the following points:

Infants

- protection from gastro-enteritis
- protection from infections of the middle ear
- protection of the respiratory system and urinary tract
- optimum neurological development
- strengthens immune system.

Older children

Reduced risk of:

- diseases of the respiratory system
- allergic disorders
- insulin-dependent diabetes
- raised systolic blood pressure.

Mothers

- enhanced weight loss following pregnancy
- delayed return to fertility
- lower risk of cancer of the ovary
- lower risk of osteoporosis later in life.

All other valid points will be given credit

[1] for key phrase, [2] for adequate discussion, [3] for full discussion

(3 × [3])

[9]

- (e) Joshua and his mother have had regular appointments with a health visitor. Explain two roles and responsibilities of a health visitor. (AO2)

Answers may address any two of the following points:

- prevention of harm, e.g. recognising signs of abuse or neglect, encouraging immunisations, teaching parenting skills
- promoting health in young children, e.g. by giving advice on weaning
- involved with families who have children under five, e.g. carrying out home visits, doing developmental checks
- offers support and encouragement to families through the early years to primary school and beyond, e.g. can advise mothers on concerns about behaviour
- maintain records of visits, concerns, etc
- made referrals to other professionals.

All other valid points will be given credit

[1] for key phrase(s), [2] for explanation

(2 × [2])

[4]

(f) Explain how Joshua's childminding service could be funded. (AO2)

Answers may address the following:

- payment by parents
- payment by government for families on tax credit.

All other valid points will be given credit

[1] for key phrase(s), [2] for explanation

(1 × [2])

[2]

(g) Explain two roles and responsibilities of a childminder. (AO2)

Answers may include any two of the following:

- to provide a warm and caring environment
- to listen to parents
- to plan and provide activities
- to provide a safe environment
- to maintain discipline and encourage good behaviour
- to be aware of the signs and symptoms of abuse
- to help meet nutritional needs
- to comply with relevant legislation.

All other valid points will be given credit

[1] for key phrase(s), [2] for explanation

(2 × [2])

[4]

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- 2 (a) Complete the table below to discuss how the staff in the nursery may meet Milly's needs. (AO1, AO2, AO3)

Answers may address any of the following points:

A physical need – exercise

- provision of play area that allows children to run around
- provision of outdoor equipment, e.g. slides
- provision of table top toys to develop fine motor skills
- organisation of games, e.g. football
- taking children for walks
- organisation of exercise activities, e.g. dance
- teaching them to throw and catch a ball.

An intellectual need – opportunities to learn

- telling stories and teaching rhymes
- playing alone in discovery learning
- provision of age appropriate toys, e.g. to teach about shapes
- project/themed activities, e.g. nature table
- teaching simple facts like parts of the body
- taking them on trips, e.g. to zoo.

An emotional need – self-esteem

- praise success, e.g. completing a task
- display work, e.g. art
- use reward systems, e.g. star chart
- active listening.

A social need – interaction with others

- organise group activities, e.g. role playing
- provide opportunities for shared play, e.g. making things together
- encouraging quieter children to join in.

All other valid points will be given credit

[1] for key phrase(s), [2] for adequate discussion, [3] for fuller discussion

(4 × [3])

[12]

- (b) Analyse how a healthy, balanced diet promotes growth and development during infancy. (AO1, AO2, AO3)

Answers may address some of the following:

- whole milk and full-fat dairy products are a good source of vitamin A, which helps the body resist infections and is needed for healthy skin and eyes. It also provides the calcium and vitamin D a child needs to develop strong bones and teeth
- starchy foods provide energy, for growth and development, whether it's bread or breakfast cereals, potatoes
- the iron in meat is easily absorbed by the body, helping to prevent anaemia
- fruit and vegetables contain lots of vitamins, e.g. vitamin C to help with the absorption of iron, minerals and fibre to help in the development of a healthy nervous system
- young children need protein to grow and develop. Meat, fish, eggs, nuts, pulses, (e.g. beans, lentils and peas) provide protein
- young children, especially those under the age of two, need the concentrated energy provided by fat for rapid growth and development. There are also some vitamins (A, D and E) which are only found in fats. Whole milk, yoghurt, cheese and oily fish are good sources
- limit the amount of added sugar they have to help prevent tooth decay and obesity.

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 foods/nutrients but little analysis
- displays limited knowledge and understanding of a healthy and balanced diet in infancy
- 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 meaning is not clear.

Level 2 ([4]–[6])

Overall impression: Adequate.

- level of analysis is adequate referring to some of the key nutrients
- displays adequate knowledge and understanding of a healthy balanced diet in infancy
- 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 use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([7]–[9])

Overall impression: Competent.

- level of analysis is competent referring to the range of key nutrients
- displays good knowledge and understanding of a healthy balanced diet in infancy
- 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 widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of sufficiently high standard to make meaning clear. [9]

- (c) Discuss how nursery assistants may apply the following values and principles of the early years and children's sector in their work. (AO1, AO2, AO3)

Answers to include some of the following:

Provide equal opportunities

- treat all children with equal concern
- respect individuality
- each child should be offered equality of access to learning
- avoid stereotyping
- do not discriminate because of colour, race, religion or disability
- promote self-esteem
- value and celebrate individuality, difference and diversity
- protect and maintain children's rights.

Work with other professionals

- advice and support should be sought from other professionals with prior parental agreement
- information should be shared with them, subject to the principles of confidentiality
- respect the roles of other professionals
- value comments and actions of others.

Maintain confidentiality

- information about children and families must never be shared without permission unless a child has been abused or is at risk from abuse
- do not discuss the children with others
- do not gossip or talk publicly about events or issues that happen at work
- adhere to the policy of their work setting concerning confidentiality
- understand when confidentiality may be broken.

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 give key phrases rather than discuss points
- limited discussion of each, or a competent discussion of one
- 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 meaning is not clear.

Level 2 ([4]–[6])

Overall impression: Adequate.

- adequate discussion of each, or a competent discussion of two achieves at top of band
- 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 use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([7]–[9])

Overall impression: Competent.

- competent discussion of all three at the top of the band
- 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 widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of sufficiently high standard to make meaning clear.

[9]

(d) Discuss what should be included in this policy. (AO1, AO2, AO3)

Answers may address some of the following points:

- the definitions, signs and symptoms of child abuse
- the names and roles of the designated leaders
- the reporting process for child protection concerns
- the requirements for recording information on suspected child abuse and the values and skills required for this process
- the reporting process for concerns about staff or volunteers
- how a parent can make a complaint
- the nursery's anti-bullying policy including the procedures for reporting incidents
- the nursery's vetting procedures
- the nursery's guidelines for volunteers
- a code of conduct for all staff
- the policy on specific issues, e.g. use of physical restraint/intimate care/use of images.

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

- may list several examples
- basic discussion.

Level 2 ([3]–[4])

Overall impression: Adequate

- adequate discussion.

Level 3 ([5]–[6])

Overall impression: Competent

- competent discussion.

[6]

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3 (a) Identify four skills and qualities required of a midwife. (AO1)

Answer may address any four of the following:

- good communication skills, verbal and non-verbal
- good listening skills
- good observational skills
- good team working skills
- caring
- patient
- ability to show empathy
- reliable
- ability to work under pressure
- be able to respect confidentiality
- practical nursing skills
- honest/trustworthy.

All other valid points will be given credit

(4 × [1])

[4]

(b) Discuss how midwives may apply the following areas from the Code of Professional Conduct in their work. (AO2, AO3)

Answers may address some of the following:

Respect the client as an individual

- treat people as individuals and respect their dignity
- do not discriminate in any way against those in their care
- treat people kindly and considerately
- act as an advocate for those in their care, helping them to access relevant health and social care, information and support.

Maintain professional knowledge

- have the knowledge and skills for safe and effective practice when working without direct supervision
- recognise and work within the limits of their competence
- keep their knowledge and skills up to date throughout their working life
- take part in appropriate learning and practice activities that maintain and develop their competence and performance.

Obtain consent before giving treatment

- ensure they gain consent before beginning any treatment or care
- respect and support a person's rights to accept or decline treatment and care
- uphold an individual's right to be fully involved in decisions about their care
- be aware of the legislation regarding mental capacity, ensuring that people who lack capacity remain at the centre of decision making and are fully safeguarded
- be able to demonstrate that they have acted in someone's best interests if they have provided care in an emergency.

All other valid points will be given credit

[1] for key phrase(s), [2] for adequate discussion, [3] for fuller discussion

(3 × [3])

[9]

- (c) Explain two different types of support the midwife may have given Angelina after the birth. (AO1, AO2)

Answer to address any two of the following:

- emotional support, e.g. listening to Angelina talk about how she is feeling
- practical help, e.g. with breastfeeding
- medical care, e.g. checking her blood pressure
- advice, e.g. on establishing routines.

All other valid points will be given credit

[1] for key phrase(s), [2] for explanation

(2 × [2])

[4]

- (d) (i) Identify three of the targets they have set out to achieve this goal. (AO1)

Answers may include any three of the following:

- end child poverty by 2020
- develop and implement a curriculum from pre-school to age six by 2020
- by 2025, 70% of all infants will be breast-fed at one week after birth
- provide access for every parent in Northern Ireland to a range of information and services to enable their children to reach their potential by 2020
- ensure every young child will experience and reap the benefits offered by good quality play provision by 2020
- by 2020 ensure that every child lives in a decent and safe home
- provide opportunities for young children in rural areas to benefit from projects and schemes.

(3 × [1])

[3]

- (ii) Explain three ways the government supports parents. (AO2)

Answers may address three of the following:

- ensure that families are able to access appropriate support services and become equipped to nurture, care for and support their children
- maintain tax credits system which provides financial support to help working families cover the costs of childcare
- paid maternity leave extended to nine months
- two weeks paid paternity leave also available with an option to extend this up to 13 weeks unpaid leave
- providing access to quality day care provision that is affordable, allowing parents to balance the demands of parenthood and working life
- addressing the issue of smoking among adults, including pregnant women
- improving breastfeeding support.

All other valid points will be given credit

Must explain fully to gain [2]

[1] for key phrase(s)

(3 × [2])

[6]

(iii) Analyse the range of services provided by Sure Start. (AO1, AO2, AO3)

Answer may address the following points:

- Sure Start is a government led initiative aimed at giving every child the best possible start in life and which offers a broad range of services focusing on Family Health, Early Years Care and Education and Improved Well Being Programmes to children aged 4 and under
- the core services of Sure Start are:
 - **Outreach and Home Visiting Services** to make contact as early as possible in the child's life and draw families into using other services
 - **Family Support and Parenting Information** both group and home-based
 - **Good Quality Play, Learning and Child Care Experiences** for children, both group and home-based
 - **Primary and Community Healthcare and Advice**
 - **Support for Children with Special Needs** through signposting to more specialised services where necessary.

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 give key phrases rather than analyse points
- limited discussion of Sure Start services
- 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 meaning is not clear.

Level 2 ([4]–[6])

Overall impression: Adequate.

- adequate analysis of a range of Sure Start services
- 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 use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([7]–[9])

Overall impression: Competent.

- competent analysis of a wide range of Sure Start services
- 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 widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of sufficiently high standard to make meaning clear.

[9]

35

100