

Health and Social Care

Advanced GCE A2 H503/H703

Advanced Subsidiary GCE AS H103/H303

Mark Schemes for the Units

January 2007

H103/H303/MS/R/07J

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Mark Scheme F910
January 2007

Question	Answer	Mark	Total
1 (a) (i)	<p>One mark for identification, one mark for example:</p> <p>Form Example Direct/ Not being able to join in <i>accept</i> Calling her 'kid in wheelchair' '<i>overt</i>' Excluding her from physical games She has to stay inside</p>	<p>1x1 1x1</p>	[2]
1 (a) (ii)	<p>One mark each, FOUR from:</p> <ul style="list-style-type: none"> • angry • upset/unhappy/sad/hurt • left out/excluded/lonely • withdrawn/isolated • low self-esteem/self-worth/inadequate • humiliated • embarrassed/ashamed • frustrated • low self-confidence <p><i>Plus any other suitable effect.</i></p>	4x1	[4]
1 (b)	<p>One mark for each, THREE from:</p> <ul style="list-style-type: none"> • employment • access to goods and services eg shops • buying and renting land or property eg housing • requires schools and college and universities to provide information for disabled people/education • transport 	3x1	[3]
1 (c)	<p>One mark for identification, One mark for explanation, THREE from:</p> <ul style="list-style-type: none"> • Cost - putting in new facilities/equipment • Attitudes - getting people to change and want to be more pro active • Lack of awareness - not knowing/having the capabilities/training to implement the Act • Access difficulties - old trains/ equipment needed in old buildings. • Time - length of time needed to implement plus implementation dates in the Act • Relatively new law – less precedents/case law • Staffing issues – lack of trained workers 	<p>3 x 1 3 x 1</p>	[6]

Question	Answer	Mark	Total
2 (a)	<p>One mark for each, THREE from:</p> <ul style="list-style-type: none"> • angry • withdrawn/isolated • upset/hurt/sad/unhappy • disempowered • loss of trust • humiliated/embarrassed • won't ask for help • dislike the case worker/care home • low self-esteem/self-worth • low self-confidence • devalued • scared/afraid <p><i>Plus any other suitable effect.</i></p>	3x1	[3]
2 (b)	<p>One mark for each care value, one mark for each example, THREE from:</p> <p>Care Values</p> <ul style="list-style-type: none"> • promoting the equality and diversity of service users • promoting individual rights and beliefs • maintaining confidentiality <p>Three examples from:</p> <ul style="list-style-type: none"> • meeting mobility/individual needs • maintaining privacy • giving choice to clients, eg diet, dress, activities • non-discriminatory language • keep files safe • need to know basis <p><i>Plus any other suitable example.</i> Accept example without care value.</p>	3x1 3x1	[6]

Question	Answer	Mark	Total
2 (c)	<p>One mark for each identification and one mark for each explanation, THREE from:</p> <ul style="list-style-type: none"> • Provide training for staff on policy/legislation/care values so they follow correct procedures • Mentoring system to help staff and give them advice/support • Monitor/inspect/observe their staff's performance so they can reflect and improve • Provide appropriate resources/equipment so they can do the job correctly • Staff meetings to share concerns/ communicate service users needs/ share good practice • Good handover procedures to ensure consistency in care and good standards • Provide policies/CoP/Charter to provide guidance • Staff appraisals to identify development needs <p><i>NB: positive action/help that the organisation does to support staff to promote equality.</i></p>	3x1 3x1	[6]

Question	Answer	Mark	Total
3 (a)	<p>One mark for each identification, one mark for each appropriate explanation, THREE from:</p> <p>(P) Physical barriers not having the equipment he may need eg hearing loop, adaptations in the services</p> <p>(Ps) Psychological barriers worried about how people may treat him/stigma</p> <p>(L) Language/communication barriers Richard may sign and not everyone can do this</p> <p>(G) Geographical/location barriers may not be in an area where there are many services available</p> <p>(C) Cultural barriers discrimination from people/employees, values about learning disabilities/hearing</p> <p>(F) Financial/money barriers lack of funding to match needs/demands/low income so can't access the services</p>	<p>3x1 3x1</p>	<p>[6]</p>
3 (b)	<p>One mark for each, FIVE from:</p> <ul style="list-style-type: none"> • a policy statement • an implementation plan • a section on how the policy will be monitored • an evaluation of the policy • targets to improve further performance 	<p>5x1</p>	<p>[5]</p>

Question	Answer	Mark	Total
3 (c)	<p>Level 3 [8 - 9 marks] High There will be a minimum of two benefits of the policy to both service users and care workers. These will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2 [5 - 7 marks] Middle They will include a clear description of one or two benefits of the policy to either care workers or service users. Answers will be factually correct. There will be some noticeable errors of grammar, punctuation and spelling. <i>Sub-max of 5 if only one benefit is described.</i></p> <p>Level 1 [0 - 4 marks] Low There may be evidence of one or two benefits of the policy to the service users and/or care workers. May only focus on one group. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p>Service Users: U(a) helps to prevent discrimination U(b) ensures that they are treated fairly/with inequality (not equally or the same) U(c) promotes opportunity/quality care U(d) develops self-esteem/self-worth/self-confidence/feels respected U(e) helps them feel safe and secure U(f) system of redress/know how to complain</p> <p>Service Providers: P(a) helps them do their job effectively P(b) guides them about good practice/legal requirements P(c) helps to protect them from accusations/or discrimination P(d) helps them promote quality care P(e) ensures that they are all working to the same high standards/same goals P(f) system of redress/know how to complain</p>		[9]

Question	Answer	Mark	Total
4 (a)	Primary	1x1	[1]
4 (b)	<p>Level 3 [5 - 6] High There will be a minimum of two ways the socialisation process within the family could influence a child's gender roles. Answers will be developed logically and use technical language. They will have a clear understanding of gender roles. Answers will be factually accurate and there will be few errors of grammar, punctuation and spelling</p> <p>Level 2 [3 - 4] Middle There will be a clear description of one or two ways the socialisation process within the family could influence a child's gender roles. Answers will be factually correct. There will be some noticeable errors of grammar, punctuation and spelling</p> <p>Level 1 [0 - 2] Low There may be evidence of at least one way the socialisation process within the family could influence a child's attitude towards gender roles. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling will be noticeable and intrusive. List like answers should be placed within this level.</p> <p>Knowledge requirements:</p> <p>(a) watching parent(s) doing jobs/chores if these are stereotypical children will imitate.</p> <p>(b) the types of toys parents buy could influence a child's gender eg dolls for girls and cars for boys</p> <p>(c) expectations that parents have of children eg harder on girls if they fight/get dirty.</p> <p>(d) language - the type they use eg good/sweet girl/strong/brave boy</p> <p>(e) dress - different ideas about clothes depending on how they are dressed by their parents.</p> <p>(f) media – choice of TV allowed to watch, books to read</p> <p>(g) clubs/societies/activities – leisure, supported by parents</p> <p>(h) parental values/discriminatory attitude often maintained by children</p>		[6]

Question	Answer	Mark	Total
4 (c)	<p>Level 3 [7 - 8 marks] High There will be a minimum of two ways an early years setting could ensure that both resources and environment promote gender equality. These will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2 [4 - 6 marks] Middle A clear description of one or two ways an early years setting could ensure its resources and/or environment promote gender equality. Answers will be factually correct. There will be some noticeable errors of grammar, punctuation and spelling. <i>Sub-max of 4 if only one way described.</i></p> <p>Level 1 [0 - 3 marks] Low One or two ways an early years setting could ensure its resources and/or environment promote gender equality. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling will be noticeable and intrusive. List like answers should be placed within this level.</p> <p>Knowledge requirements:</p> <p>Resources:</p> <p>R1 dolls/games/jigsaws/toys, etc R2 books/videos/DVDs/CD-Rom, etc R3 dressing up clothes reflect equal opportunities for men and women (examples may be given) R4 staff should be both sexes R5 curriculum – ensure boys and girls have access to the same subjects/sports/play opportunities.</p> <p>Environment:</p> <p>E1 displays should reflect equal opportunities E2 men and women should share jobs - men not be doing lifting, women cleaning E3 positive language used in the setting E4 colours are not stereotypically matched to gender</p>		[8]

Question	Answer	Mark	Total
5 (a)	<p>Level 3 [5 marks] High There will be a minimum of two barriers ethnic minorities might face when applying for jobs. These will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2 [3 - 4 marks] Middle They will include a clear description of one or two barriers ethnic minorities may face when applying for jobs. Answers will be factually correct. There will be some noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 [0 - 2 marks] Low There may be evidence of one or two barriers ethnic minorities may face when applying for jobs. List like answers should be placed in this band. Answers are likely to be muddles and lack technical detail. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p>Knowledge requirements:</p> <p>(Ps) <i>Psychological</i> – fear of racism and the stigma people may have/ people may reject them purely on their name/appearance</p> <p>(L) <i>Language/communication barriers</i> – English may not be their first language or they may have difficulties writing English for job applications/CV</p> <p>(C) <i>Cultural barriers</i> – values and beliefs may be different and cause employers to not employ minority groups.</p> <p>(G) <i>Geographical/location barriers</i> – jobs may not be advertised in certain areas in a deliberate attempt to exclude certain minority groups</p> <p>(F) <i>Financial</i> – example related to applying for jobs</p> <p>(P) <i>Physical</i> – example related to applying for jobs eg height requirements</p> <p>Accept ‘qualifications not recognised/accepted in this country’ as a barrier.</p>		[5]

Question	Answer	Mark	Total
5 (b)	<p>Level 3 [8 - 10 marks] High There will be a minimum of two ways organisations can ensure that both staff selection and advertising procedures promote equal opportunities. These will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling. <i>Both ways must be fully explained.</i></p> <p>Level 2 [5 - 7 marks] Middle They will include a clear description of one or two ways organisations can ensure staff selection and advertising procedures promote equal opportunities. Answers will be factually correct. There will be some noticeable errors of grammar, punctuation and spelling. <i>Sub-max of 5 if only one way described.</i></p> <p>Level 1 [0 - 4 marks] Low There may be evidence of one or two ways organisations can ensure staff selection and/or advertising procedures promote equal opportunities. List like answers should be placed in this band. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p>Knowledge requirements:</p> <p>Staff selection S(a) non-discriminatory questions S(b) same questions to all S(c) no personal questions S(d) mixed panel S(e) accessible time and place S(f) analyse monitoring forms S(g) select candidate on merit</p> <p>Advertising A(a) advertise in a wide range of areas/publications A(b) use an eop logo A(c) non-discriminatory language in the advert A(d) a range of formats available</p> <p>S/A follow recommendations from policies/CoP S/A consult relevant commissions/legislation</p>		[10]

Question	Answer	Mark	Total
6 (a)	<p>Level 3 [7 - 8 marks] High There will be a minimum of two features of the RRA. These will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2 [4 - 6 marks] Middle They will include a description of one or two features of the RRA. Answers will be factually correct. There will be some noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 [0 - 3 marks] Low One or two features of the RRA will be identified. List like answers should be placed in this band. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p>Knowledge requirements:</p> <ul style="list-style-type: none"> (a) protects people from less favourable treatment on racial grounds/skin colour/nationality/ethnicity ie makes discrimination illegal (b) RRA refers to direct and indirect racial discrimination (c) aims to eradicate racial discrimination but also promote equal opportunities (d) also covers segregation/victimisation/harassment (e) applies in employment, education, goods and services, and advertising/housing (f) positive action - does allow this (g) set up the Commission for Racial Equality - act as a governing body and oversee the working of the act in practice - can institute legal proceedings (h) incitement to racial hatred is a criminal offence (i) system of redress (j) gives people rights (k) burden of proof is 'on the accused' 		[8]

Question	Answer	Mark	Total
6 (b)	<p>Level 3 [9 - 12 marks] High A well-balanced evaluation of at least two strengths and two weaknesses. These will be developed logically and there will be evidence of synthesis within the work. A judgement/conclusion will be given. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling. For 10 marks and above a conclusion must be given.</p> <p>Level 2 [5 - 8 marks] Middle A clear description of at least one strength and one weakness. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 1 [0 - 4 marks] Low One or two strengths or weaknesses identified but not clearly discussed. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p>Knowledge requirements:</p> <p>Strengths: Sa has helped raise awareness Sb high profile cases have made employers more careful Sc legal powers/redress Sd opened up opportunities for minority ethnic groups Se helped reduce some forms of racial discrimination Sf CRE has given advice and support, takes cases to court Sg burden of proof is 'on the accused'</p> <p>Weaknesses: Wa cases are difficult to prove Wb can be costly/time consuming Wc can be emotionally draining Wd it is hard to change people's attitudes; these laws do not prevent people holding negative and discriminating attitudes towards 'racial' and ethnic groups We racism has not reduced that much since 1976 – look at high profile cases in the media eg Stephen Lawrence/ Taylor/Liverpool killing Wf institutional racism still exists in the police, education Wg many don't know their rights Wh many don't understand their rights Wi fear of victimisation</p>		[12]

**Mark Scheme F913
January 2007**

Question	Expected Answer	Mark	Total
1 (a)	<p>One mark for correct identification, FOUR required One mark for reasonable description of risk reduction FOUR required</p> <p>A: First Aid (Box/room) Allows people to get equipment/help quickly/prevent worsening of situation due to time lost</p> <p>B: Flammable Warns people to take care/how to store/to avoid flames or smoking and reduce risk of fire</p> <p>C: Ear Defenders (to be worn) NOT earphones or muffs Tells workers of risk to hearing so no damage caused unknowingly/avoid loud noise/prevents damage to hearing</p> <p>D: High voltage/risk of Electric Shock Warns people to avoid contact with electrical source/can prevent electrocution/death</p>	<p>4x1 4x1</p>	8
(b) (i)	Health and Safety Executive (accept HSE)	1x1	3
(ii)	<ul style="list-style-type: none"> • prosecuting/upholding/enforcing H&S law • closing down dangerous workplaces • fining offending employers • issuing warnings • investigating accidents 	2x1	

Question	Expected Answer	Mark	Total
1 (c) (i)	Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (1995) (accept RIDDOR) <i>Date is not required for mark - if Rules is used instead of Regulations accept the answer - the remaining words must be correct.</i>	1x1	4
(ii)	One mark available for identification of situation requiring reporting under RIDDOR, THREE required <ul style="list-style-type: none"> • fracture (except fingers, thumbs and toes) • serious scald to patient • fall from height causing serious injury • illness caused at work causing more than 3 days absence from work • back injury due to lifting patient (more than 3 days off work) • serious assault on staff member • occupational dermatitis • hepatitis • tuberculosis • legionella • tetanus • other infections (eg HIV) likely to be spread via bodily fluids or similar • occupational cancer • amputation • electric shock causing unconsciousness or requiring resuscitation • loss of sight (permanent or temporary) • dislocation of knee, hip shoulder or spine • burn or penetrating injury to eye • injury leading to hypothermia, heat-induced illness or unconsciousness • occupational asthma or respiratory sensitisation • acute illness requiring medical treatment or loss of consciousness due to absorption by inhalation, ingestion, through skin, or by exposure to biological agent • accidental release of serious biological hazard • accidental release of any substance which may damage health • collapse of lifts etc • explosion of vessels/pipe work • electrical short circuit causing fire or explosion • explosion or fire closing workplace for more than 24 hours • death • severe burn <p>Candidates may specify incidents not covered here. Key factors are that serious injuries caused at work must lead to more than 3 days absence from work or hospitalisation for more than 24 hours</p>	3x1	
Total for Question 1			15

Question	Expected Answer	Mark	Total
2 (a) (i)	Control of Substances Hazardous to Health (1999 Regulations), accept COSHH (Date and Regulations may be omitted)	1x1	5
(ii)	<p>One mark for type of substance (or specific named one). One mark for how to store it, TWO required</p> <ul style="list-style-type: none"> • bleaching agent – store in clearly marked (original) container in locked cupboard out of reach of children etc • oxidising agent – store in sealed container away from flammable substances • flammable chemicals – store in fire resistant locked cupboard away from sparks etc • poisons/toxic – store in locked cupboard with clear instructions for dealing with accidents/limited staff access • glue – stored in locked cupboard/away from children/unauthorised users <p>Caustic agents (most cleaning materials) – store in locked cupboards in original containers with clear safety warnings</p>	2x2	
(b)	<p>Two marks for each section – one for the identification – one for a simple reason why it would reduce risk, TWO required</p> <ul style="list-style-type: none"> • an identified person to take charge in an emergency – so people know where to go for instructions/so people don't panic with no one in charge/so someone has training and knows what to do in an emergency etc. • a first aid box must be available – so treatment can be given/so equipment is there in case of emergency/to prevent further injury or infection etc. • a notice is clearly visible stating location of first aid box (and who the approved person is) – so people will not waste time looking/no time wasted causing injuries to worsen/visitors will know where to go for assistance etc. • a trained first aider and a first aid room available if workplace gives rise to special hazards – reduces risk of serious injury worsening/specialist knowledge to match specific requirements of workplace/reduce chance of fatalities etc. 	2x2	4

Question	Expected Answer	Mark	Total
(c) (i)	Manual Handling Operations (Regulations) or Lifting Operations and Lifting Equipment Regulations <i>accept LOLER</i>	1x1	1
(c) (ii)	<p>Level 3 response: 5 marks Clear description of preparation made by care worker before moving a service user with a slide board. Clear links will be shown between the actions taken and how this enables the process.</p> <p>Level 2 response: 3-4 marks Limited description of how the care worker prepares to move a service user. Little understanding of the processes will be apparent.</p> <p>Level 1 response: 0-2 marks Candidates simply list one or two actions with no links to reasoning.</p> <p>Knowledge requirements:</p> <ul style="list-style-type: none"> • talk to service user to ensure they understand the procedure and are happy to proceed • reassure them if they have any anxieties so that they have confidence • check that all necessary equipment is ready and in place so that all proceeds smoothly • check that you know/understand the procedure/read instructions so that correct procedures are followed • have another member of staff to assist so that client is safe/regulations are followed • make sure that there is adequate room to avoid accidents • check that service user is correctly positioned before beginning manoeuvre – for safety • talk to service user throughout to ensure continued satisfaction with the procedure • ensure one/both are trained – so no accidents through incorrect procedure • follow guidelines/procedures laid down – ensure best practice so no injuries • ensure client is ready before begin – so don't fall • ensure client is stable on slide board before they slide across – reduce risk of slipping • ensure adequate space ready – so no collisions • care worker wearing suitable clothing • care worker wearing flat shoes/suitable footwear • risk assessment carried out • slide board not damaged 		5
Total for Question 2			15

Question	Expected Answer	Mark	Total
3 (a)	<p>Level 3 response: 5 marks Candidates show clear understanding of the importance of the recording process within risk assessment. Clear links are made showing awareness of the cyclical nature of risk assessment. Answers will be developed logically and show evidence of application of knowledge skills. There will be few errors of grammar punctuation and spelling.</p> <p>Level 2 response: 3-4 marks Candidates show some understanding of the importance of documenting the findings of risk assessments but are unlikely to grasp the cyclical nature of the process. Answers will show some evidence of application of knowledge. There will be noticeable errors of grammar punctuation and spelling</p> <p>Level 1 response: 0-2 marks Candidates will show little understanding of the importance of documenting risk assessment findings and may limit their answer to legal necessity. Answers are likely to be muddled and show little understanding. Errors of grammar punctuation and spelling will be noticeable and intrusive.</p> <p>Knowledge requirements:</p> <ul style="list-style-type: none"> • documented findings can be copied/distributed/so all have access to information • each time process is carried out it should build upon previous reports and repeatedly feed into the risk assessment loop • prevents repetition of same surveys – reduces wasted time/resources • shows clearly problems in case of disputes – helpful in legal cases • not open to (mis) interpretation – no-one can claim they were not aware of problems/issues • reference available for later audits – process is ongoing so have check that problems have been addressed • can compare over several years – so everyone can see progress being made 		5

Question	Expected Answer	Mark	Total
3 (b)	<p>Level 3 response: 12-15 marks Candidates make detailed and well argued judgements showing clear links between the hazards and the service users. All three stages will be covered in detail. They indicate consideration of precautions that are already in place. Answers will be developed logically and show evidence of application of knowledge skills. There will be few errors of grammar punctuation and spelling. <i>Stronger candidates are likely to answer by suggesting improvements to make the place safer as this is the inevitable consequence of the risk assessment process.</i></p> <p>Level 2 response: 6-11 marks Candidates identify risks and make sound links between the service users and the risks. At least two stages will be identified. They make some reference to existing precautions. Answers will show some evidence of application of knowledge. There will be noticeable errors of grammar punctuation and spelling</p> <p>Level 1 response: 0-5 marks Candidates identify hazards but make few links between the service users and the specific risks. At least one stage will be identified. The work may consist of a simple list of hazards with no mention of existing precautions. Answers are likely to be muddled and show little understanding. Errors of grammar punctuation and spelling will be noticeable and intrusive.</p> <p>Knowledge requirements:</p> <ul style="list-style-type: none"> • steps at main entrance – trip hazard for those with injuries/using crutches etc – only two ramps present at side entrances • several outside doors – ease of access for other people – risk of theft etc – no apparent security fasteners on doors (security) • no access to consulting rooms without steps – risk of falls etc for those using crutches – no apparent handrails or alternative access routes unless use two ramps involving leaving the building • disabled WC on corridor accessed by steps – cannot be accessed by wheelchair users unless use two ramps (involves going outside) • only one first aid box – maybe waste time if accident in other part of building • several access routes to pool – danger of drowning for children – doors not locked/barred/no apparent devices for safety – no warning/alarm button • waiting area chairs impede main entrance – trip hazard <p><i>Any other reasonably well argued points should be allowed.</i></p> <p>H = Hazard identified R = Who is at risk L = Link to current precautions</p>		15
	Total for Question 3		20

Question	Expected Answer	Mark	Total
4 (a)	<p>One mark for appropriate equipment/action and one mark for reduction, TWO required</p> <ul style="list-style-type: none"> • no smoking – reduces likelihood of fire outbreak • flammable liquids stored appropriately – reduces risk of spontaneous outbreak • no storage in corridors, stairwells etc of flammable materials – reduces fire risk in communal areas • furniture/curtains etc made from fireproof material – reduces risk of setting on fire • regular checking/inspection of electrical appliances – prevents short circuits etc which might cause fire • smoke detectors – give warning of smouldering <i>before full fire</i> breaks out • sprinkler system – responds to smoke and prevents smouldering turning into full fire 	1x1 1x1	4
(b)	<p>One mark for identifying equipment and one for stating how it helps, THREE required</p> <ul style="list-style-type: none"> • fire alarm – gives early warning to allow time for evacuation • fire doors – long time to burn through so prevent spread of fire/allow time for evacuation • fire extinguishers – allow small fires to be tackled before they spread • smoke alarm – gives early warning to allow evacuation time • fire exit signs – show most direct escape route & saves time • exit lights – show exit route in dark even if normal power fails • fire blanket – allows small fire to be smothered. • sprinklers – dampen fire and allow time • fire blanket – reduces fire/protects people from fire allowing speedy evacuation 	3x2	6

Question	Expected Answer	Mark	Total
4 (c)	<p>Level 3 response: 8-10 marks Candidates show a thorough understanding of the specific difficulties likely to be encountered in their chosen care setting. They analyse these and link them clearly to standard evacuation procedures and say how these would be affected/altered. . Answers will be developed logically and show evidence of application of knowledge skills. There will be few errors of grammar punctuation and spelling. <i>Need two incidents with DSC linked.</i></p> <p>Level 2 response: 5-7 marks Candidates show some understanding of the particular difficulties encountered in their chosen care setting. Some possible links to evacuation procedures are made. Answers will show some evidence of application of knowledge. There will be noticeable errors of grammar punctuation and spelling. <i>Need 2 incidents with 2 factors linked for each.</i></p> <p>Level 1 response: 0-4 marks Candidates show limited understanding of the links between the care setting chosen and the evacuation procedures. They must list difficulties but may not say how these will affect the planning of the evacuation process. Answers are likely to be muddled and show little understanding. Errors of grammar punctuation and spelling will be noticeable and intrusive.</p> <p>D = Difficulty encountered S = How standard evacuation procedures affected C = Changes suggested to deal with problem</p> <p>Knowledge requirements: Hospital</p> <ul style="list-style-type: none"> • patients in bed/unconscious/in plaster etc – need assistance to get out • visitors of unknown number/no way to check for missing people – maybe need some kind of register /checking of each ward/area • operations/procedures underway – cannot easily be stopped – higher protection fire doors/other isolation mechanisms required • need for use of lifts to evacuate bed-ridden patients, babies in incubators etc/lifts should not be used in fire/may need additional emergency power supply • vulnerability of patients to infection/extremes of temperature • patients with sensory impairment may not hear alarms etc – additional warning needed • many patients short-term – will not know whereabouts in hospital – may need more regular drills etc. • assistance (wheelchairs/walking aids etc – more staff/training • communication issues depending on learning difficulties – training • high staff/pupil ratio likely – reduces impact possibly of some of the difficulties • sensory impairment – may prevent some children hearing alarms etc. 		10

Question	Expected Answer	Mark	Total
	<p>School for children with severe learning difficulties</p> <ul style="list-style-type: none"> • children may not appreciate importance and think it's a game/hide etc – need clear instructions/more practice • children may panic and hide – clear staff allocations to ensure no children overlooked • children may be uncooperative and difficult – additional training/higher adult to pupil ratio required • children with physical difficulties may need additional assistance (wheelchairs/walking aids etc – more staff/training • communication issues depending on learning difficulties – training • high staff/pupil ratio likely – reduces impact possibly of some of the difficulties • sensory impairment – may prevent some children hearing alarms etc. 		
	Total for Question 4		20

Question	Expected Answer	Mark	Total
5 (a) (i)	<i>Transfer</i> of infection/infectious agent/bacteria/virus etc <i>between</i> one person and another.	1x1	1
(ii)	<p>Level 3 response: 7-8 marks Candidates can give a detailed analysis of the links between at least two standard precautions (identified) and the prevention of cross infection. Clear logical connections are made (often involving three steps) between the actions and the ways in which infection spreads. Answers will be developed logically and show evidence of application of knowledge skills. There will be few errors of grammar punctuation and spelling</p> <p>Level 2 response: 4-6 marks Candidates can analyse the links between the spread of infection and how this may be prevented/reduced by at least two standard procedures. The links may be partial (probably only two-step) with limited understanding of modes of infection spread. Answers will show some evidence of application of knowledge. There will be noticeable errors of grammar punctuation and spelling.</p> <p>Level 1 response: 0 – 3 marks Candidates can describe standard procedures with little indication as to how contamination is prevented. There is unlikely to be understanding shown of modes of transmission of infection. Answers are likely to be muddled and show little understanding. Errors of grammar punctuation and spelling will be noticeable and intrusive.</p> <p>S = Standard procedure P = Prevention of cross contamination T = transfer route</p> <p>Knowledge requirements: Standard Procedures:</p> <ul style="list-style-type: none"> • wiping work surfaces clean, removing spillages, • basic disinfection, regular cleaning of toilet areas • cleaning of sinks/baths/bathrooms/toilets, regular changing of bed linen, • regular changing of towels etc. • routine hand washing before and after tasks, • mopping floors, vacuuming carpeted areas, • washing painted surfaces intermittently <p>Modes of Transmission:</p> <ul style="list-style-type: none"> • Oral, via bodily fluids, droplet contamination, vectors • The actual combinations of information possible are many and varied: • eg Wiping surfaces clean prevents bacterial build up on waste food or bodily fluids – reduces risk of transfer to hands of another person touching the surface – therefore less likelihood of them ingesting bacteria by hand to mouth contact. 		8

Question	Expected Answer	Mark	Total
5 (b)	<p>One mark for identification, one mark for explanation, THREE required</p> <ul style="list-style-type: none"> • Gloves – will protect care worker from contamination from patient. As gloves will be disposed of between patients so preventing carriage of bacteria etc. • Mask – prevents from inhaling infectious agents from infected person and prevents care worker becoming ill or carrying infection home etc. • Overshoes – prevents infection from patient in theatre being spread outside that area and to care worker (and home). • Apron – prevents bodily fluids contaminating workers clothes and being taken home after work. • Eye protection – prevents contaminated fluids from landing in eyes and causing illness to care worker. 	3x1 3x1	6
Total for Question 5			15

Question	Expected Answer	Mark	Total
6 (a) (i)	<p>Level 3 response: 5 marks Candidates describe two ways in which service users' security should be insured in Early years settings. They give detailed descriptions which explain actual ways rather than generic descriptions such as eg 'check who picks the children up'. . Answers will be developed logically and show evidence of application of knowledge skills. There will be few errors of grammar punctuation and spelling.</p> <p>Level 2 response: 3-4 marks Candidates describe in detail one way in which service users' security in Early Years settings is ensured, or describe two ways more briefly. Answers will show some evidence of application of knowledge. There will be noticeable errors of grammar punctuation and spelling.</p> <p>Level 1 response: 0-2 response Candidates give brief generic ways in which service users' security can be insured in Early Years settings. Answers are likely to be muddled and show little understanding. Errors of grammar punctuation and spelling will be noticeable and intrusive.</p> <p>M = measure S = how security is affected</p> <p>Knowledge requirements:</p> <ul style="list-style-type: none"> • restrict access to building – have key pad entry or locked door only opened by staff inside – restricts access to authorised staff and those accepted by them • check who collects children – install system of collection by only authorised parent/carer – have telephone or letter authorisation for alteration to arrangements – prevents abduction/marital disputes over custody etc • vet parent/volunteer helpers/give training to them – prevent inappropriate people volunteering – ensure only appropriate behaviour towards children • restrict access to or oversight of playing areas by general public – reduce risk of inappropriate adults observing children 		5

Question	Expected Answer	Mark	Total
6 (a) (ii)	<p>Level 3 response: 8-10 marks Candidates will assess in detail the benefits to care workers and service users of implementing security measures in an early years setting. (Some mention of benefits to care workers must be included to achieve the highest mark band) They will make well-judged comments which indicate a high quality understanding of the real benefits and may discuss benefits to parents as well as the children. Answers will be developed logically and show evidence of application of knowledge skills. There will be few errors of grammar punctuation and spelling</p> <p>Level 2 response: 5-7 marks Candidates will assess some benefits service users of implementing security measures in an early years setting. They may make some reference to care workers, but possibly not. They will make comments that indicate sound understanding of the benefits. There may be slight confusion. Answers will show some evidence of application of knowledge. There will be noticeable errors of grammar punctuation and spelling.</p> <p>Level 1 response: 0-4 marks Candidates will mention some benefits to service users but probably not care workers of implementing security measures in an early years setting. They will make comments which indicate some understanding of the benefits. There may be significant confusion or oversimplification. Answers are likely to be muddled and show little understanding. Errors of grammar punctuation and spelling will be noticeable and intrusive.</p> <p>C = Care worker/S = service worker Knowledge requirements:</p> <ul style="list-style-type: none"> • ensuring unauthorised access to the premises and/or the children will ensure the children are not abducted/harmed/assaulted by strangers – this gives assurance/peace of mind to children (?) and their parents • ensuring limited adults can take children away – reduces risk of abduction/'unauthorised parent having access – ensures safety of child – reduces anxiety of parent – gives parent full control over access to child • appropriate adults caring for children – vetting procedure ensures proper motivation – helpers giving high quality educational experience to children – other staff have more time to spend with individuals – better experience, higher quality for all children – all care workers have increased confidence in colleagues – better motivation • prevention of children being overlooked etc – prevents perverse behaviour – protects children from inappropriate advances/potential abduction – ensures wholesome environment – increases peace of mind of parents • staff clear about procedures so don't need to make personal decisions – increases peace of mind of care workers 		10

Question	Expected Answer	Mark	Total
	<ul style="list-style-type: none">• staff know that children are safe – allows more time for them to carry out structured activities with children – increases job satisfaction• everyone knows that best practice is being followed – increases confidence of care workers and parents		
	Total for Question 6		15

SPECIFICATION GRID (AS)

Question	AO1	AO2	AO3	AO4
1(a)	4	4		
1(b)	3			
1(c)	4			
2(a)	5			
2(b)	2	2		
2(c)	3	3		
3(a)		5		
3(b)		5	5	5
4(a)	2	2		
4(b)	3	3		
4(c)			4	6
5(a)	1		4	4
5(b)	3	3		
6(a)		3	2	
6(b)			5	5
Total	30	30	20	20

**Mark Scheme F918
January 2007**

Question	Answer	Mark	Total
1 (a) (i)	<p>ONE mark each for correctly labelling the organs on Figure 1, FOUR required:</p> <p>1 heart 2 lungs 3 liver 4 kidneys</p>	4x1	4
1 (a) (ii)	<p>One mark each for identifying one function of each organ, FOUR required from:</p> <p>Heart</p> <ul style="list-style-type: none"> • pulmonary circulation • systemic circulation • pumps blood (to and from the lungs/to and from body systems) • cardiac cycle. <p>Lungs</p> <ul style="list-style-type: none"> • absorption of oxygen/oxygenates blood • exhalation of carbon dioxide • gaseous exchange • inhalation/exhalation. <p>Liver</p> <ul style="list-style-type: none"> • storage of nutrient; • deamination/breaking down amino acids • turning glucose into glycogen/glycogen into glucose • production of bile • breakdown of toxins. <p>Kidneys</p> <ul style="list-style-type: none"> • removal of waste products from the blood • production of urine • filtration of the blood. 	4x1	4
1 (b)	<p>One mark for identifying one disorder of the circulatory system, ONE required from:</p> <ul style="list-style-type: none"> • heart attack • heart disease • heart dysfunction • sclerosis. 	1x1	1

Question	Answer	Mark	Total
1 (c)	<p>One mark each for identifying three coping strategies; One mark each for relevant explanation of how each coping strategy could relieve the effects of a circulatory disorder, THREE required from:</p> <ul style="list-style-type: none"> • give up smoking/avoid smoky atmospheres/<i>because</i> it aggravates the problem • eat less cholesterol/<i>because</i> alleviate the symptoms/to reduce the amount of fat around the heart • regular gentle exercise/<i>to</i> improve circulation • eat a healthy diet/<i>so they</i> do not increase the rate of deterioration • lose weight/<i>to reduce</i> strain on the heart/improve fitness • reduce salt intake/<i>as this</i> can be a contributory factor • reduce stress levels/<i>to prevent</i> blood pressure rising • talk to other sufferers/join a support group/<i>to share</i> experiences and learn new coping strategies • taking medication/<i>to</i> open up arteries and increase blood flow <p>Note: explanations can be interchangeable</p>	<p>3x1 3x1</p>	<p>6</p>

Total [15]

Question	Answer	Mark	Total
2 (a)	<p>One mark for each, FOUR required from:</p> <ul style="list-style-type: none"> • no longer see work colleagues • see more of family • make new friends • could lose friends • could see more of his old friends • take up new hobbies/leisure activities • can go on holiday whenever he likes • get involved in the community • voluntary work • become isolated/not want to go out • more free time/no set routine 	4x1	4
2 (b)	<p>One mark for each, FIVE required from:</p> <ul style="list-style-type: none"> • no income from work/less income • rely on pension • lump sum from pension • have to budget carefully • may get benefits • mortgage paid off/have to pay rent • less/more debts • rely on savings/inheritance • may not/may be able to afford to go on holiday • may not/may use retirement money to go on holiday • less/more money for luxuries • may need to buy economy foods/poorer diet • may not/may be able to treat grandchildren • less/more money for presents • increased/reduced expenses of running a car • bills increase as spend more time at home • downsizing of house 	5x1	5
2 (c)	<p>Two marks for each explanation, THREE required from:</p> <ul style="list-style-type: none"> • make new friends <i>because</i> he is widening his social circle • has less leisure time <i>because</i> he is committed to his new role • able to occupy himself <i>by</i> being actively involved • feel valued <i>because</i> he is doing something to help other people • raise his self-esteem <i>because</i> he is proud of his work • raise his confidence <i>because</i> he is still useful in this role • feel empowered <i>because</i> he is in control of what he is doing • desire to help others <i>in order to</i> feel respected • have more people to talk to <i>because</i> he is meeting new people • Keep him fit <i>because</i> he is keeping active <p>Accept relevant explanations only. Note: sub-max of 3 for identification only.</p>	3x2	6

Total [15]

Question	Answer	Mark	Total
3 (a)	<p>One mark for each, THREE required from:</p> <ul style="list-style-type: none"> • lack of mobility • feel helpless • low self-esteem • stress/depression • lack of confidence • isolation • decreased motivation • increased dependency • increased dangers/ accept practical examples • increased care needs • become upset/angry • learned helplessness 	3x1	3
3 (b)	<p>One mark each for identifying four different community care services</p> <p>One mark for each explanation of how each service could help, FOUR required from:</p> <ul style="list-style-type: none"> • health-care services; Role: eg provide medical care • social-care services; Role: eg assess needs in her home and provide adaptations/equipment • day care services; Role: eg provide opportunity to socialise and meet others in a similar situation • domiciliary services; Role eg provide personal care, household chores • private services; Role eg chiropodist keep her toenails healthy as she can no longer see to do it for herself • voluntary services; Role eg Meals on Wheels to make sure she eats a healthy diet 	4x1 4x1	8

Question	Answer	Mark	Total
3 (c)	<p><i>Use levels of response criteria.</i></p> <p><i>Level 1 [0 - 3 marks]</i> Candidates will identify ways the NHS and Community Care Act would ensure Grace received the support she needs at this time. Candidates may give minimal description and show limited understanding. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p><i>Level 2 [4 -7 marks]</i> Candidates will describe different ways the NHS and Community Care Act would ensure Grace received the support she needs at this time. Answers will be factually accurate. There will be evidence of coherence within the answers. There will be noticeable errors of grammar, punctuation and spelling.</p> <p><i>Level 3 [8 - 9 marks]</i> Candidates will clearly assess different ways the NHS and Community Care Act would ensure Grace received the support she needs at this time. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.</p> <p>Knowledge requirements:</p> <ul style="list-style-type: none"> (a) the right to have her needs assessed (b) right to have services provided in accordance with published criteria (c) she has the right to complain if the service is not provided (d) care plan will be written to make sure her needs are met (e) multi-disciplinary team will care for her individual needs (f) professionals work together to provide care (g) information given about services available (h) allow her to have maximum independence (i) consistent approach will be given by all her carers (j) Grace fully involved in the assessment of her needs (k) choices will be offered (l) health and social services working together (m) services delivered in a seamless manner (n) high standards of care 		9

Total [20]

Question	Answer	Mark	Total
4 (a)	<p>One mark for each, ONE required from:</p> <ul style="list-style-type: none"> • lung cancer • emphysema • Chronic obstructive pulmonary disease/COPD. 	1x1	1
4 (b)	<p>One mark each for identifying four different effects of the disorder of the respiratory system, FOUR required; One mark each for each explanation of the effects identified, FOUR required from:</p> <ul style="list-style-type: none"> • breathlessness/lungs less efficient • isolation/loss of friends • no social life/lack of contact with work mates • dependency/at risk when he goes anywhere • lack of confidence/decreased motivation • increased danger to himself/needs others to care for him because he can no longer do so for himself • role reversal/can no longer care for himself • increased health care needs/needs professional support from carers • low self-esteem/frustration/anger • stress/depression/self-fulfilling prophecy • pain/discomfort associated with the condition <p><i>NB Explanations may be interchangeable.</i></p>	4x1 4x1	8
4 (c)	<p><i>Use levels of response criteria.</i></p> <p><i>Level 1 [0 - 2 marks]</i> Candidates will identify ways the social worker should apply the care values. Candidates may give minimal description and show limited understanding of different aspects of the care values. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p><i>Level 2 [3 - 4 marks]</i> Candidates will describe how the social worker should apply at least two of the three aspects of the care values when supporting Geraint. Answers will be factually accurate. There will be evidence of coherence within the answers. There will be noticeable errors of grammar, punctuation and spelling.</p> <p><i>Level 3 [5 – 6 marks]</i> Candidates will clearly explain how the social worker should apply at least two of the three aspects of the care values when supporting Geraint. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.</p>		6

Question	Answer	AO	Mark
4 (c)	<p>Continued...</p> <p>Knowledge requirements:</p> <p>Maintain confidentiality:</p> <ul style="list-style-type: none"> c respect Geraint's wishes for information to be kept private c do not talk about his care to those who do not need to know c do not leave notes lying around for others to read c explain who will have access to his information c do not give information over the telephone unless identity of caller can be proven c not leaving personal notes on the computer screen so that others can read them c having a password to access computer records c not talking about Geraint by name at home so that he can be identified c keeping personal records in a locked filing cabinet <p>Promote equality and diversity:</p> <ul style="list-style-type: none"> e never stereotype individuals e identify and fight their own prejudices e use language that Geraint can understand e provide care according to his needs e challenge others who may discriminate against him e not discriminate him in any way e check Geraint has understood what is said e listen carefully to Geraint e use appropriate body language e not labelling people e respecting Geraint's sexuality e not verbally abusing Geraint e not physically abusing Geraint e providing information in chosen language <p>Promote individual rights and beliefs:</p> <ul style="list-style-type: none"> i encourage Geraint to be independent i allow Geraint to have choices about his care and treatment i ask Geraint what he needs and wishes i provide equipment so that Geraint can do more for himself i make sure all care is carried out safely i providing a safe environment i treat Geraint with dignity and respect i recognise Geraint's beliefs i enable Geraint to maintain his identity i encourage Geraint to express his preferences i raise awareness of how to complain i being aware of Geraint's cultural needs i addressing Geraint correctly/calling him the name he prefers 		

Total [15]

Question	Answer	Mark	Total
5 (a)	<p data-bbox="336 264 879 297">One mark for each, FOUR required from:</p> <ul data-bbox="336 331 1166 786" style="list-style-type: none">• assess his needs• assess home for aids/adaptations• assess his ability to perform personal care tasks/activities• explain to him alternative ways of doing tasks with his limitations• listen to his concerns• provide advice and guidance• arrange for aids and adaptations to be supplied for use at home• reassure him• teach new skills• shows him how to use aids/adaptations• talk to about his difficulties	4x1	8

Question	Answer	Mark	Total
5 (b)	<p><i>Use levels of response criteria.</i></p> <p><i>Level 1 [0 - 3 marks]</i> Candidates will identify one or two basic ways moving into an intermediate-care centre has had an impact on Fred. Limited understanding will be shown. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p><i>Level 2 [4 - 6 marks]</i> Candidates will describe the impact of moving into an intermediate-care centre has on Fred. Understanding of both positive and negative aspects will be shown. Answers will be factually accurate. There will be evidence of coherence within the answers. There will be noticeable errors of grammar, punctuation and spelling.</p> <p><i>Level 3 [7 - 8 marks]</i> Candidates will thoroughly analyse the impact of moving into an intermediate-care centre has on Fred. Candidates will demonstrate clear understanding of both positive and negative aspects. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the answers. There will be few errors of grammar, punctuation and spelling.</p> <p>Knowledge requirements:</p> <p>Positive Impact: a+ feeling of security b+ will be well cared for c+ all his needs will be looked after d+ professional carers available 24/7 e+ carers will understand his needs f+ he will be prepared for returning home g+ regular physiotherapy available h+ able to talk about his worries/concerns i+ he will be able to perform daily living tasks under supervision j+ family/friends can visit k+ knows he will be well prepared for going home l+ increase confidence m+ improve self esteem</p> <p>Negative Impact: n- will miss his family/friends o- feel isolated p- feel dependent q- decreased motivation r- low self-esteem s- lack of confidence t- feel no-one loves him anymore u- become agitated/angry v- he is not able to be independent</p>		8

Question	Answer	Mark	Total
5 (c)	<p data-bbox="336 264 826 297">One mark for each, THREE required:</p> <ul data-bbox="336 331 1161 853" style="list-style-type: none"><li data-bbox="336 331 836 365">• established Primary Care Trusts<li data-bbox="336 365 730 398">• improved quality of care<li data-bbox="336 398 1046 432">• established commission for Health Improvement<li data-bbox="336 432 911 465">• improved co-operation within the NHS<li data-bbox="336 465 1075 539">• improved co-operation between the NHS and local authorities<li data-bbox="336 539 1150 613">• increased flexibility between the NHS and health related services<li data-bbox="336 613 1046 647">• improved monitoring of the quality of health care<li data-bbox="336 647 823 680">• increased flexibility of provision<li data-bbox="336 680 767 714">• seamless provision of care<li data-bbox="336 714 1161 788">• single provider can deliver both health and local authority services<li data-bbox="336 788 1123 853">• packages of care can be developed to suit individual's needs	3x1	3

Total [15]

Question	Answer	Mark	Total
6 (a)	<p><i>Use levels of response criteria.</i></p> <p><i>Level 1 [0 - 4 marks]</i> Candidates will identify one or two effects of Sarah losing her husband. The focus will be on Sarah. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p><i>Level 2 [5 - 7 marks]</i> Candidates will describe the effects on Sarah losing her husband taking into consideration all of Sarah's particular care needs. A limited understanding will be demonstrated. Answers will be factually accurate. There will be evidence of coherence within the work. There will be noticeable errors of grammar, punctuation and spelling.</p> <p><i>Level 3 [8 - 10 marks]</i> Candidates will thoroughly discuss the effects on Sarah losing her husband taking into consideration all of Sarah's particular care needs. There will be evidence of both positive and negative responses. A sound understanding will be demonstrated. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the answers. There will be few errors of grammar, punctuation and spelling.</p> <p>Knowledge requirements:</p> <p>Effects:</p> <p>Negative:</p> <ul style="list-style-type: none"> e- lost her lifetime partner e- feel angry that he has gone e- lonely/isolated e- stress/depression e- may feel confused e- no one to share experiences with e- may feel guilty it was not her that died e- feel bereaved e- her health could suffer/increased health needs e- could pine for him/give up will to live e- low self-esteem e- lack of confidence e- could give up on life/become suicidal e- no one she knows to provide her personal care e- economic impact if fully explained <p>Positive:</p> <ul style="list-style-type: none"> e+ will have professional carers e+ focus her attention on herself e+ feel reassured they had a good marriage e+ go to a day centre e+ meet new people e+ make new friends e+ have good memories of the times they spent together <p><i>[Answers must link directly to Sarah's situation]</i></p>		10

Question	Answer	Mark	Total																						
6 (b)	<p><i>Use levels of response criteria.</i></p> <p><i>Level 1 [0 - 4 marks]</i> Candidates may identify one or two professional care workers who could support Sarah with little if any description of their role. Justification will be lacking. Understanding will be superficial. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling will be noticeable and intrusive. [<i>Allow description of role without naming care workers</i>]</p> <p><i>Level 2 [5 – 7 marks]</i> Candidates will make a limited description of the role of potential professional care workers. There will be limited justification. Reference may be made to particular skills and qualities. Answers will be factually accurate. There will be evidence of coherence within the answers. There will be noticeable errors of grammar, punctuation and spelling.</p> <p><i>Level 3 [8 - 10 marks]</i> Candidates will analyse the care provision role of specific professional care workers justifying their choice by linking specific skills and qualities to provide for Sarah's particular care needs. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.</p> <p>Knowledge requirements:</p> <table border="0"> <tr> <td>Professional care workers:</td> <td>Role Examples (✓):</td> </tr> <tr> <td>a social worker;</td> <td>assess needs</td> </tr> <tr> <td>b key worker/care manager;</td> <td>monitor care provision</td> </tr> <tr> <td>c occupational therapist;</td> <td></td> </tr> <tr> <td>d GP</td> <td>assess home for aids and adaptations</td> </tr> <tr> <td>e counsellor;</td> <td>prescribe medication</td> </tr> <tr> <td>f health visitor;</td> <td>listen to concerns</td> </tr> <tr> <td>g home care assistant;</td> <td>advise about diet/health</td> </tr> <tr> <td>h community nurse</td> <td>provide personal care</td> </tr> <tr> <td>i physiotherapist</td> <td>take blood pressure/change dressings</td> </tr> <tr> <td></td> <td>devise exercise programme to maintain mobility</td> </tr> </table> <p><i>[Choices will be realistic. The descriptions will be accurate and link to the providers identified.]</i></p> <p><i>[A high level of understanding will be shown with the accurate application of underpinning knowledge]</i></p>	Professional care workers:	Role Examples (✓):	a social worker;	assess needs	b key worker/care manager;	monitor care provision	c occupational therapist;		d GP	assess home for aids and adaptations	e counsellor;	prescribe medication	f health visitor;	listen to concerns	g home care assistant;	advise about diet/health	h community nurse	provide personal care	i physiotherapist	take blood pressure/change dressings		devise exercise programme to maintain mobility		10
Professional care workers:	Role Examples (✓):																								
a social worker;	assess needs																								
b key worker/care manager;	monitor care provision																								
c occupational therapist;																									
d GP	assess home for aids and adaptations																								
e counsellor;	prescribe medication																								
f health visitor;	listen to concerns																								
g home care assistant;	advise about diet/health																								
h community nurse	provide personal care																								
i physiotherapist	take blood pressure/change dressings																								
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Total [20]

Analysis of marks:

Question	AO1	AO2	AO3	AO4	Total
1(a)	4				4
1(b)		4			4
1(c)	1				1
1(d)		3	3		6
2(a)	4				4
2(b)	3	2			5
2(c)	3			3	6
3(a)	3				3
3(b)		2	3	3	8
3(c)		3	3	3	9
4(a)	1				1
4(b)	4	4			8
4(c)	1	1		4	6
5(a)	4				4
5(b)	2	2	4		8
5(c)		3			3
6(a)	1	1	6	2	10
6(b)	2	1	2	5	10
Totals	32	26	21	20	100
	30 - 40	20 - 30	15 - 25	15 - 25	

**Mark Scheme F920
January 2007**

Question	Expected Answer	Mark	Total
1 (a) (i)	<p>One mark for each appropriate example, TWO required:</p> <ul style="list-style-type: none"> • sports skills • walking • fine motor skills (pencils, tripod grasp, etc) 	2x1	[2]
(ii)	<p>One mark for each appropriate example, TWO required:</p> <ul style="list-style-type: none"> • language skills • reading • numbers • etc 	2x1	[2]
(iii)	<p>One mark for each appropriate example, TWO required:</p> <ul style="list-style-type: none"> • temper control • independence • etc 	2x1	[2]
(iv)	<p>One mark for each appropriate example, TWO required:</p> <ul style="list-style-type: none"> • table manners • sharing • taking turns • manners • friendships 	2x1	[2]

Accept any other appropriate example for each.

Question	Expected Answer	Mark	Total
(v)	<p>Level 3 response (6 – 7 marks) Candidates will link at least one of the knowledge requirements below to development of skills. Would expect to use examples or refer to at least three areas of PIES. The answer is in a planned and logical sequence, using appropriate health, social care and early years terminology accurately. Sentences and paragraphs are for the most part relevant, with the material presented in a balanced and coherent manner. There may be occasional errors of grammar, punctuation and spelling.</p> <p>Level 2 response (4 – 5 marks) Candidates will give correct suggestions of how children learn through observation. The answer may or may not have linked to at least two of PIES. The candidate has shown limited ability to organise the relevant material, using some appropriate health, social care and early years terminology. Sentences and paragraphs are not always relevant, with the material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 response (0 – 3 marks) Has attempted to use one or more of knowledge factors below but has not directly linked it to explain how children acquire skills. Has used little appropriate health, social care and early years terminology. Sentences and paragraphs have limited coherence and structure, often being of doubtful relevance to the main focus of the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p><i>Include any of following knowledge:</i></p> <ul style="list-style-type: none"> • people are warm and loving towards them • intrinsic reinforcements used – pride, satisfaction, enjoyment (<i>may be positive or negative</i>) • when young, children copy behaviour • will copy role models – likely role model will be primary carer • learning by watching and copying • socialisation • the environment is safe and secure <p>Annotate with PIES in left-hand margin.</p> <p><i>Accept PIES skills with a good description and must be related to primary carer for Level 3.</i></p>		[7]

Total: [15]

Question	Expected Answer	Mark	Total
2 (a) (i)	<p>One mark for each, ONE required:</p> <ul style="list-style-type: none"> • pre school • nursery • child minder • children's centres • crèches • primary schools 	1x1	[1]
(ii)	<p>Level 3 response (7 – 8 marks) Candidates can give a detailed explanation of at least three areas of PIES and how they are met by the setting. The answer is in a planned and logical sequence, using appropriate health, social care and early years terminology accurately. Sentences and paragraphs are for the most part relevant, with the material presented in a balanced, logical and coherent manner. There may be occasional errors of grammar, punctuation and spelling.</p> <p>Level 2 response (4 – 6 marks) Candidates can give a basic explanation of at least two areas of PIES and how these are met by the setting. The candidate has shown limited ability to organise the relevant material, using some appropriate health, social care and early years terminology. Sentences and paragraphs are not always relevant, with the material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 response (0 – 3 marks) Candidates can describe at least one area of PIES development and has attempted to explain how the setting can meet these needs. Has used some appropriate health, social care and early years terminology. Sentences and paragraphs have limited coherence and structure, often being of doubtful relevance to the main focus of the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>Knowledge required:</p> <ul style="list-style-type: none"> • (I) intellectual needs met <i>because</i> often have story time/sing songs/access different books/access to early years curriculum/birth to three matters framework etc • (S) social needs are met <i>because</i> they are socialising with other children/adults other than main carer/have to share/ take turns/copy social skills/rules/new cultures/ access to PHSE etc • (E) emotional needs met <i>because</i> encourage independence/ success with new experience leads to greater self confidence/fun through play/birth to three matters/etc 		[9]

Question	Expected Answer	Mark	Total
	<ul style="list-style-type: none"> • (P) physical needs are met <i>because</i> access to play equipment/PE on early years curriculum/healthy child – birth to three/outdoor play times/large hall for play etc/safe environmental setting including security, pollution, etc <p>✓ to indicate quality/explanation within response Accept any other reasonable suggestion.</p>		
(b)	<p>One mark each for identification of TWO needs. TWO marks for explanation of how each need could be met.</p> <p>Maslow M1 physiological needs M2 safety/security needs – met by providing example of basic need M3 sense of belonging and love needs – met by primary carer showing love/affection/acceptance M4 self-esteem needs – met by experiencing success, being acknowledged/approved of /recognised M5 cognitive needs – stimulation/activities/to promote knowledge/understanding M6 aesthetic needs – met by opportunities to experience goodness, beauty, truth M7 self-actualisation needs – met by own feeling of self fulfilment if other needs are met</p> <p>Rogers R1 self-actualisation needs - physical, intellectual and basic needs being satisfied through to creativity and independence R2 positive regard from others leading to positive regard of self if self image is positive, helped if encouraged by positive regard from others</p>	2x1 2x2	[6]

Total: [15]

Question	Expected Answer	Mark	Total
3 (a)	<p>One mark if identified (sub-max of 2) Two marks if identified and explained</p> <ul style="list-style-type: none"> • interaction with others – widen vocabulary, practise speech • imitate others, contact with other adults, games, play activities • access to more reading materials, need to communicate • language rich environment 	2x2	[4]
(b)	<p>Level 3 response (7-9 marks) Candidate has clearly explained how at least two socio-economic factors can encourage a range of PIES of a three year old child. The answer is in a planned and logical sequence, using appropriate health, social care and early years terminology accurately. Sentences and paragraphs are for the most part relevant, with the material presented in a balanced, logical and coherent manner. There may be occasional errors of grammar, punctuation and spelling.</p> <p>Level 2 response (4-6 marks) Candidate has identified at least one socio-economic factor and explained how it can encourage at least one developmental area of a child. It must be relevant to a three year old child. The candidate has shown limited ability to organise the relevant material, using some appropriate health, social care and early years terminology. Sentences and paragraphs are not always relevant, with the material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 response (0-3 marks) Candidate has made basic comments about one socio-economic factor but has not explained how this can encourage a child’s development specifically. There may be general comments such as ‘warm large house allows a child to develop well’. Has used some appropriate health, social care and early years terminology. Sentences and paragraphs have limited coherence and structure, often being of doubtful relevance to the main focus of the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>		[9]

Question	Expected Answer	Mark	Total
3 (b) cont.	<p>Knowledge required:</p> <ul style="list-style-type: none"> a) housing – warmth to prevent respiratory infections, space b) diet – general healthy well balanced diet to encourage c) physical growth and development of muscles resulting in d) better acquisition of skills e) family –support network, could develop skills through f) observation, more people available to give time g) reading to child etc emotional security <ul style="list-style-type: none"> h) income – more resources etc i) expenses - costs of providing j) culture k) education l) access to services m) social class <p><i>Sub-max of 4 for candidates who only look at negative factors.</i></p>		
(c)	<p>Level 3 Response (6 – 7 marks) Candidates can give a detailed explanation of at least one way in which attending a day centre will help maintain social skills. There will be a clear understanding of ‘use it or lose it’ or ‘social disengagement’ theory, not necessarily mentioned by name. The answer is in a planned and logical sequence, using appropriate health, social care and early year’s terminology accurately. Sentences and paragraphs are for the most part relevant, with the material presented in a balanced and coherent manner. There may be occasional errors of grammar, punctuation and spelling.</p> <p>Level 2 response (4 – 5 marks) Candidates can give a basic explanation of at least one way in which practising skills helps to maintain them. The candidate has shown limited ability to organise the relevant material, using some appropriate health, social care and early years terminology. Sentences and paragraphs are not always relevant, with the material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 Response (0 – 3 marks) Candidates give very basic or muddled explanation of at least one way in which using skills helps to maintain them. Has used some appropriate health, social care and early years terminology. Sentences and paragraphs have limited coherence and structure, often being of doubtful relevance to the main focus of the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>		[7]

3 (c) cont.	Knowledge required: a) social skills/manners <i>because</i> can forget to consider others if not in regular social contact b) mix with others/going on outings <i>because</i> can encourage understanding of cultural differences c) keep practising skills such as conversation otherwise use it or lose it d) keeps person in contact with others <i>because</i> it is easy to become disengaged e) co-operating with others eg playing Bingo f) make/maintain friendships/relationships		
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Total: [20]

Question	Expected Answer	Mark	Total
4 (a)	<p>Level 3 response (6 – 7 marks)</p> <p>Candidates can give a detailed explanation of at least one way in which either theory can be applied to Carl. Clear understanding of early experiences influencing personality and social development. The answer is in a planned and logical sequence, using appropriate health, social care and early years terminology accurately. Sentences and paragraphs are for the most part relevant, with the material presented in a balanced and coherent manner. There may be occasional errors of grammar, punctuation and spelling.</p> <p>Level 2 response (4 – 5 marks)</p> <p>Candidates give an explanation of at least one way in which Carl's early experiences may have influenced him. Accurate identification and application of theory, lacks detail. The candidate has shown limited ability to organise the relevant material, using some appropriate health, social care and early years terminology. Sentences and paragraphs are not always relevant, with the material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 response (0 – 3 marks)</p> <p>Candidates have attempted to explain how early experiences may have affected Carl. Inaccurate application of theory. Has used some appropriate health, social care and early years terminology. Sentences and paragraphs have limited coherence and structure, often being of doubtful relevance to the main focus of the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>Knowledge required:</p> <p>Erikson</p> <p>E1 must have resolved past crises <i>because</i> he seems to have wisdom and satisfaction</p> <p>E2 successful past experiences <i>because</i> of positive outlook</p> <p>E3 birth to 18 months – good care can develop personalities which include a sense of hope and safety</p> <p>Freud</p> <p>F1 not experiencing inner turmoil <i>because</i> he has happily settled</p> <p>F2 must have gone through five phases successfully <i>because</i> he is content</p> <p>F3 his ego must have found a way of coping with pressure</p> <p>F4 person experiences in first three stages would affect the adult personality</p> <p>F5 learned to communicate needs early in life to be content/have them met</p> <p>F6 a well-adjusted adult will have a personality that lies between extremes/will not display extreme personality characteristics</p> <p>F/E life trajectory where stages of crises are inevitable</p> <p>F/E developed a meaning to life</p>		[7]

Question	Expected Answer	Mark	Total
4 (b)	<p>Level Three (7 – 8 marks) Candidate has presented a well organised and logical answer which accurately relates to the case study. The answer is in a planned and logical sequence, using appropriate health, social care and early years terminology accurately. Sentences and paragraphs are for the most part relevant, with the material presented in a balanced, logical and coherent manner. There may be occasional errors of grammar, punctuation and spelling.</p> <p>Level Two (4 – 6 marks) Candidate can give a basic explanation of theory with attempts to link to case study. The candidate has shown limited ability to organise the relevant material, using some appropriate health, social care and early years terminology. Sentences and paragraphs are not always relevant, with the material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling.</p> <p>Level One (0 – 3 marks) Candidate has communicated at least one point using some technical terminology; it may or may not be linked to case study. Has used some appropriate health, social care and early years terminology. Sentences and paragraphs have limited coherence and structure, often being of doubtful relevance to the main focus of the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>Knowledge required:</p> <p>Bandura</p> <p>B1 observation and modelling of positive behaviour <i>because</i> he has had happy and successful life B2 imitation may have imitated successful role model B3 role models – similar to/more powerful – must have chosen role model wisely such as own teacher B4 rewards/vicarious reinforcement – likely as this will have influenced positive outcomes such as academic study and success. Wanted to experience same success B5 imitators behaviour decreased if punishment observed – if behaviour positive punishment not needed</p> <p>Tajfel</p> <p>T1 may have associated with successful group <i>because</i> successes in life imply that he was part of group with positive social identity T2 may have been popular himself <i>because</i> he seemed to have a positive self image and so others would want to associate with him T3 not likely to have been rejected by a group <i>because</i> there is evidence that he has positive social identity T4 identity learned through socialisation and subsequent life experience T5 personal identity influenced by family, friends and community/socialisation/media influences</p>		[8]

Question	Expected Answer	Mark	Total
4 (b) cont.	Latane L1 social impact – the greater the number, immediacy and importance the greater the effect L2 presence of others affects behaviour – likely that Carl was in social contact with those that had a positive influence on his behaviour L3 if part of group – will share responsibility rather than take on responsibility – Carl seems to have been prepared to take on responsibility if head teacher		

Total: [15]

Question	Expected Answer	Mark	Total
5	<p>Level 3 response (11 – 15 marks) Candidates can give a detailed analysis of how emotional and social development can be shaped according to theory. The candidate will show they have researched the theory and will offer own opinions or criticisms of others. The answer is in a planned and logical sequence, using appropriate health, social care and early year's terminology accurately. Sentences and paragraphs are for the most part relevant, with the material presented in a balanced and coherent manner. There may be occasional errors of grammar, punctuation and spelling.</p> <p>Level 2 response (6 – 10 marks) Candidates can analyse one theory and link it to emotional and social development. The candidate will show that they have researched the theory and will offer own opinions or criticisms from others. The candidate has shown limited ability to organise the relevant material, using some appropriate health, social care and early years terminology. Sentences and paragraphs are not always relevant, with the material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 response (0 – 5 marks) Candidates can describe one theory, it may or may not be used to explain emotional and social development. Has used some appropriate health, social care and early years terminology. Sentences and paragraphs have limited coherence and structure, often being of doubtful relevance to the main focus of the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>Knowledge required: Rogers R1 children/young people see the world in a unique way – if this was allowed for during childhood it will allow for positive emotional and social development R2 self-actualisation – all driven towards this from basic level – achieved through self discovery and so need for freedom not oppression – lots of possible examples and opinions here R3 positive self-concept leads to positive outcomes- effects of peer group, media etc. need for positive regard from others R4 need positive self-esteem – damage occurs to emotional and social development when own self image does not live up to ideal self-important to be realistic about own abilities etc</p> <p>Maslow M1 if first 4 levels of need not met, may be psychologically deficient – impact on emotional and social development – importance of primary and secondary socialisation M2 needs for satisfaction are intrinsic – can only be met by self – importance of self motivation etc also need for positive self image to influence this M3 own satisfaction rather than rewards</p>		[15]

Question	Expected Answer	Mark	Total
	<p>Skinner</p> <p>S1 reinforcement – positive, negative – likeliness of repeating behaviours in turn leading to positive relationships and happy self</p> <p>S2 reinforcements can be material or social – peer acceptance/approval</p> <p>S3 can learn social behaviours through trial and error with successes being rewarded</p> <p>Pavlov</p> <p>P1 can we condition emotional and social responses and behaviours?</p> <p>P2 classical conditioning – association of feelings with experiences – therefore influencing willingness to repeat the behaviours etc</p> <p>Bandura</p> <p>B1 observational learning of socially acceptable behaviour, ways to control emotions etc</p> <p>B2 watches, copies – importance of role models and peer group</p> <p>B3 vicarious reinforcement – internalises behaviours and so adopts it</p> <p>B4 may copy positive and negative behaviours</p> <p>Tajfel</p> <p>T1 group image will identify with in- group – importance of this during adolescence. will adopt behaviour of in group</p> <p>T2 consequences of rejection on emotional development</p> <p>Latane</p> <p>L1 social impact – the larger the group the greater the effect.</p> <p>L2 how presence of others affects behaviour</p> <p>L3 bystander effect</p> <p>Erikson</p> <p>E1 must resolve past and current crises to have (up to 15) competence and (13 to 21) personal identity.</p> <p>E2 successful past experiences result in positive outlook</p> <p>Freud</p> <p>F1 may or may not be experiencing inner turmoil</p> <p>F2 must have gone through previous phases successfully in order to achieve contentment</p> <p>Eysenck</p> <p>Y1 inherited from parents</p> <p>Y2 three traits – introversion vs extroversion, stability vs instability, tough-minded vs tender-minded</p> <p>Cattell</p> <p>C1 16 traits which must be related to social and emotional development</p> <p>C2 how reserved, tough-minded or group-dependent a person is depends on their underlying biological nature</p>		

Total: [15]

Question	Expected Answer	Mark	Total
6	<p>Level 4 (16 – 20 marks) Candidates will give detailed evaluation of one appropriate theory and apply it to the child care and early years worker (CCEW). The evaluation will include positive and negative aspects of the theory. The candidate will show they have researched the theory and will offer examples, own opinions or criticisms of others. The material will be well planned and logical, with a clearly defined structure, using appropriate health, social care and early years terminology confidently and accurately.</p> <p>Level 3 response (11 – 15 marks) Candidates will evaluate one aspect of a relevant theory and apply it to the work of a child care and early years work. The candidate will show they have researched the theory and will offer examples, own opinions or criticisms of others. The answer is in a planned and logical sequence, using appropriate health, social care and early years terminology accurately. Sentences and paragraphs are for the most part relevant, with the material presented in a balanced, logical and coherent manner. There may be occasional errors of grammar, punctuation and spelling.</p> <p>Level 2 response (6 – 10 marks) Candidates will describe one aspect of a relevant theory it is likely to focus on just positive or negative aspects of the theory. Some attempts may be made to link to the work of child care and early years worker. The candidate has shown limited ability to organise the relevant material, using some appropriate health, social care and early years terminology. Sentences and paragraphs are not always relevant, with the material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 response (0 – 5 marks) Candidates will identify one aspect of an appropriate theory and/or discuss ways child care and early years worker can plan work/respond to child – may not be directly linked to theory. Has used some appropriate health, social care and early years terminology. Sentences and paragraphs have limited coherence and structure, often being of doubtful relevance to the main focus of the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>		[20]

Question	Expected Answer	Mark	Total
	<p>Knowledge required:</p> <p>Pavlov: Classical conditioning</p> <p>P1 experiments with dogs – use knowledge of this to describe how CCEW can use conditioned responses in their work to promote development</p> <p>P2 association of stimulus (unconditioned & conditioned)</p> <p>P3 if stimulus results in a conditioned response before the unconditioned response, then learning has taken place – how can this be assessed.</p> <p>P4 association of positive/negative stimulus such as praise/pleasant experiences/feelings and so will want to experience this again and so repeat task. When repeated enough times will take place before unconditioned and so learning has taken place</p> <p>P5 avoid unpleasant associations otherwise negative feelings will be associated with school – in turn lead to problems such as school phobia. Therefore importance of positive induction/transition process</p> <p>Criticisms</p> <p>C1 Rogers would argue that desires/rewards should be intrinsic rather than conditioned</p> <p>C2 own experiences or observations likely to be used</p> <p>Skinner: Operant conditioning to shape behaviour/attainment</p> <p>S1 reinforcers/rewards leads to repeated behaviour – examples given such as merits, displaying of work</p> <p>S2 low key reinforcements/punishments eg smiles</p> <p>S3 negative reinforcements used to prevent behaviour being repeated such as not acknowledging child's actions</p> <p>S4 reinforcements shape behaviour – often used in school behaviour programmes</p> <p>S5 programmed learning(mixed ability teaching) – give mixture of tasks to promote learning/development</p> <p>S6 prompt feedback on work acts as a reinforcer, often use plenaries to share ideas give praise etc</p> <p>S7 question and answer sessions – opp. To quickly give reinforcement</p> <p>S8 negative reinforcement must be undesirable – be wary of giving attention</p> <p>S9 scheduled reinforcement – consistency</p> <p>Criticisms as above.</p>		

Total: [20]

**Mark Scheme F921
January 2007**

Question	Expected Answer	Mark	Total
1 (a)	<p>One mark for each structure identified, seven required from:</p> <ol style="list-style-type: none"> 1 liver 2 gall bladder/biliary system/bile duct 3 ileum/duodenum/small bowel/small intestine/jejunum 4 caecum/large colon/bowel/intestine/terminal ileum/large intestine 5 oesophagus/gullet 6 stomach/greater curve of the stomach 7 pancreas/omentum 	7 x 1	[7]
(b)	<p>Candidate will describe the functions of the following listed structures. One mark for each correct function TWO functions required for each part.</p> <p>Oesophagus</p> <ul style="list-style-type: none"> • connects the mouth to the stomach • transfers food by peristaltic waves/contractions/squeezing movements • muscular tube moves one way • contractions stop reflux • moves a bolus of food • lubricates food <p>Stomach</p> <ul style="list-style-type: none"> • muscular sac that moves to mix food and digestive chemicals/enzymes • transfers food into small bowel by peristaltic waves/contractions/squeezing movements • creates a mixture called chime • contracts violently during vomiting • absorbs/sugars/water/alcohol • produces HCl to aid digestion • breaks down protein • defines acid strength • absorbs sugars <p>Small Intestine</p> <ul style="list-style-type: none"> • digests and absorbs fats and lipids • absorbs vitamins • villi form major surface of the bowel • absorbs water • digests/absorbs carbohydrates/proteins • absorbs monosaccharides/electrolytes • excretes enzymes • contains bowel flora that aid digestion • absorbs through villi • enzyme action on food <p>Large Intestine</p> <ul style="list-style-type: none"> • assimilates contents • absorbs water/minerals • moves contents by muscular waves • forms faeces • secretes mucus • contains bowel flora that aid digestion <p>Accept any other acceptable functional response.</p>	4 x 2	[8]

Total: [15]

Question	Expected Answer	Mark	Total
2 (a)	<p>Level 3 [7 – 8 marks] Candidates will provide a fully developed description that includes accurate terminology. Valve names will be included and actions within the heart that influence the flow of blood.</p> <p>Level 2 [4 – 6 marks] Candidates will provide a simple description. Their use of appropriate terminology will be limited. Valve names may not be included.</p> <p>Level 1 [0 – 3 marks] Candidates will provide an identification/list like answer. Their will be limited, if any, use of appropriate terminology. Valve names may not be included.</p> <p>Flow and valves</p> <ul style="list-style-type: none"> • vena cava • right atrium • tricuspid valve • right ventricle • pulmonary semilunar valve • pulmonary artery (to lungs) • pulmonary vein into left atrium • bicuspid valve • left ventricle • aortic semilunar valve • aorta <p><i>Candidates may omit structures but the route must be correct.</i></p>	8	[8]
(b)(i)	<div style="text-align: center;">  </div> <p>A L/Right atrium contracting (atrial systole)/atrium relaxes/valves shut</p> <p>B R/Left ventricle contracting (ventricular systole)/aortic valve opens/ventricles contract/valves shut</p>	2 x 1	[2]

Question	Expected Answer	Mark	Total
2(b)(ii)	<p>Level 3 [8 – 10 marks] Candidates will provide a fully developed explanation that includes accurate terminology. Value of an ECG will be included.</p> <p>Level 2 [5 – 7 marks] Candidates will provide a full description/simple explanation that includes accurate terminology. Value of an ECG will be included.</p> <p>Level 1 [0 – 4 marks] Candidates will provide a list like answer/brief description. Their use of appropriate terminology will be limited. Value of an ECG may not be included.</p> <p>Principle</p> <ul style="list-style-type: none"> • describes electrical activity • heart rate • heart rhythm/pattern • irregularities of function • transmission of signals • reference to pace maker activity/SAN/bundle of His/Purkinje/ conduction myofibres • different sections of ECG relation to activities • p q r s t waves • p q r s t explained • normal beat defined by the distance between each wave/peak • heart murmur • coronary thrombosis/CAD • values opening/closing <p>Values</p> <ul style="list-style-type: none"> • shows abnormal transmission • able to pinpoint misfires • shows heart block • shows long qt syndrome/abnormality • can indicate heart disease • can demonstrate problems with individual areas of the heart • heart rhythm/pattern • heart murmur • CAD • valve dysfunction/defects • ectopic beats • normal beats defined by distance between each wave/peak <p><i>Maximum of three marks for a list like response.</i> Accept any other valid point.</p>		[10]

Total: [20]

Question	Expected Answer	Mark	Total
3 (a)	<p>One mark for each structure identified, FIVE required from:</p> <ol style="list-style-type: none"> 1 cortex/Bowman's capsule 2 capsule/fibrous coat 3 pelvis/collecting system 4 calyx/pyramids/medulla 5 ureter 	5 x 1	[5]
(b)	<p>Level 3 [8-10] Candidates will describe one form of dysfunction of the renal system, showing how their daily routines or life style are affected. They will demonstrate the ability to present their answer in a planned and logical sequence using appropriate and accurate terminology. Sentences and paragraphs are for the most part relevant and material will be presented in a balanced, logical and coherent manner that addresses the question. There may be occasional errors in the use of grammar, punctuation and spelling.</p> <p>Level 2 [5-7] Candidates will describe one form of dysfunction of the renal system; some understanding of how their daily routines or life style are affected will be included. They will demonstrate limited ability to organise their answer, using some appropriate terminology. Sentences and paragraphs will not always be relevant and material will be presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 [0-4] Candidates will identify/describe one form of dysfunction of the renal system and describe how their daily routines or life style are affected. The description will be limited with little evidence of the use of appropriate terminology. Sentences and paragraphs have limited coherence and structure, with little relevance to the main focus of the question. Errors in the use of grammar, punctuation and spelling may be noticeable and obtrusive.</p> <p>Dysfunctions</p> <p>D1 renal failure or impaired function due to external influences or neoplasm D2 renal infection/urinary infection D3 renal calculi D4 prostate dysfunction</p> <p style="text-align: center;">Renal Failure</p> <p>(a) renal failure is the decrease or cessation of glomerular filtration where the kidneys almost entirely or abruptly stop working (b) the main feature is the suppression of urine flow characterised by scanty urine production (c) daily urine output will be between 50 and 250 ml (d) renal failure will cause oedema due to salt and water retention (e) acidosis due to the kidneys inability to excrete acidic substances (f) increased levels of urea in the blood elevated potassium levels, cardiac arrest and anaemia (g) poor absorption of calcium due to no vitamin D conversion in the kidney (h) effects can be fever/high temperature (i) in severe cases, high blood, creatinine and ammonia known as uraemia</p>		[10]

Question	Expected Answer	Mark	Total
	<p>(j) this can give nausea, vomiting, hiccups and loss of appetite (k) patient may develop yellow – brown skin discolouration (l) pericarditis and high blood pressure coupled with neuropathy twitching and lack of concentration</p> <p>Renal Infection (a) is where any part of the urinary system is attacked and affected by bacteria or viruses (b) this can lead to impaired function, production of malodorous urine or infected discharges from the system (c) the body may be affected by fever, rigors, rashes and joint pain (d) if candidates are explaining STI's then they may comment on burning sensation when passing urine and latent effects such as infertility and heart and brain problems in tertiary syphilis</p> <p>Renal Calculi/Colic (a) this is the production of stones, gravel or small lakes of Calcium in crystalline form (b) they can be present in any part of the urinary system and can lead to impeded flow of urine, excruciating pain, in severe cases renal failure (c) cause is generally unknown and can be a family trait (d) effects can be fever/high temperature (e) in severe cases, high blood urea, creatinine and ammonia known as uraemia (f) this can give nausea, vomiting, hiccups and loss of appetite (g) patient may develop yellow – brown skin discolouration (h) pericarditis and high blood pressure coupled with neuropathy twitching and lack of concentration</p> <p>Prostate (a) <i>can be enlarged, infected, calcified, dysfunctionate or infiltrated with cancer</i> (b) <i>this can cause urinary retention, pain frequency, hesitancy and retrograde ejaculation and burning sensations</i> (c) <i>inflammation and infections can set in</i> (d) <i>noctouria dysurea, incomplete emptying and bleeding also common</i> (e) <i>with acute urinary retention you often get many of the symptoms associated with uraemia</i> (f) <i>neoplasms can be benign or malignant. Malignancies can spread to the live lung, bone and brain</i></p> <p>Emotional and Social Effects: <i>Effects on mobility, daily living tasks, personal hygiene, socialising, personal relationships etc.</i> <i>Effects may include physical effects – pain, vomiting cloudy urine, pain on urinating (if appropriate). Plus the full range of explained PIES, low self-worth, self-esteem, self-concept.</i> <i>As the dysfunction is based around a single system many symptoms and effects are common to the different dysfunctions.</i></p> <p>Any other valid point.</p>		

Total: [15]

Question	Expected Answer	Mark	Total
4 (a)	<p>Candidate will identify the dysfunction chosen. One mark awarded.</p> <p>Candidate will identify one possible cause. One mark awarded.</p> <p>Candidate will state how the dysfunction can be diagnosed. One mark awarded.</p> <p>Dysfunctions may include:</p> <ul style="list-style-type: none"> d arthritis/rheumatoid/osteoarthritis d osteoporosis d Parkinson's disease d multiple sclerosis <p>Causes for Arthritis may include:</p> <ul style="list-style-type: none"> c immune system attacks the body/joints c genetically predisposed to developing the disease c obesity (puts added strain on joints) c jobs that involve repetitive movements of a particular joint, or c previous damage to joint, such as from a sports injury <p>Factors affecting the causes for Osteoporosis may include:</p> <ul style="list-style-type: none"> f being 65 or older f having a family history of osteoporotic fracture (especially if your mother had a hip fracture) f having a vertebral compression fracture, or a fracture with minimal trauma after age 40 f long-term (more than 3 months) use of glucocorticoid therapy such as prednisone f medical conditions (such as celiac or Crohn's disease) that inhibit absorption of nutrients f primary hyperparathyroidism f tendency to fall f osteopenia apparent on x-ray f hypogonadism, and f early menopause (before age 45) <p>Minor risk factors include:</p> <ul style="list-style-type: none"> r rheumatoid arthritis r hyperthyroidism r prolonged use of anticonvulsants r body weight less than 57 kg (125 lbs) r present weight more than 10% below weight at age 25 r low calcium intake r excess caffeine (consistently more than 4 cups a day of coffee, tea or cola) r excess alcohol (consistently more than 2 drinks a day), and r smoking 	<p>1 x 1</p> <p>1 x 1</p> <p>1 x 1</p>	3

Question	Expected Answer	Mark	Total
4(a) cont	<p>Factors affecting the causes of Parkinson's Disease</p> <ul style="list-style-type: none"> • <i>in the brain, two chemical messengers, dopamine and acetylcholine work in balance to transmit messages between nerve cells and muscles</i> • <i>these messages enable us to perform a range of co-ordinated movements</i> • <i>in people with Parkinson's this balance is upset because some of the dopamine-producing cells are lost</i> • <i>when about 80% of the dopamine has been lost, the symptoms of Parkinson's appear and the level of dopamine will continue to fall slowly over many years</i> • <i>the reason why the loss of dopamine occurs in the brains of people with Parkinson's is currently unknown</i> • <i>most researchers believe it is likely that many factors play a role in causing Parkinson's</i> <p>Areas of research into the cause include:</p> <ul style="list-style-type: none"> • <i>genetics</i> • <i>environmental factors</i> • <i>viruses.</i> <p>Factors affecting the causes of Multiple Sclerosis</p> <ul style="list-style-type: none"> • <i>it is thought to be an autoimmune disease: this is where your body's own immune system appears to attack itself</i> • <i>as the damage to the protective coating around the nerves – called myelin – increases, it leads to a process known as demyelination where the coating is gradually destroyed</i> <p>Diagnosis: appropriate to dysfunction, could include:</p> <ul style="list-style-type: none"> i <i>blood tests</i> i <i>x-ray/radiological imaging</i> i <i>clinical assessment/physical examination</i> <p>Any other appropriate diagnostic test.</p>		

Question	Expected Answer	Mark	Total
4 (b)	<p><i>Candidate will describe how the functions of the musculo-skeletal system can be affected by the chosen dysfunction. Three marks for how each of the THREE main functions is affected.</i></p> <p><i>Candidate will also explain how the dysfunction could be treated. Three marks awarded.</i></p> <p>Description of the dysfunction and how it affects the person will relate to either support or movement or protection. The candidate will describe how one of the main functions is affected by the chosen dysfunctions.</p> <p>Sub-max of 9 for either section.</p> <p>Arthritis</p> <ul style="list-style-type: none"> • <i>inflammation of one or more joints causing redness, swelling, pain and loss of joint mobility</i> • <i>may be caused by wear and tear or may be a symptom of a generalised disease</i> • <i>swelling can be due to fluid collections</i> • <i>osteoarthritis is the gradual destruction of weight bearing joints and sometimes the hands, it cannot be reversed</i> • <i>rheumatoid arthritis affects hands, knees, shoulders, ankles and can product painless round rheumatoid nodules under the skin</i> • <i>can cause damage to tissue throughout the body unlike osteoarthritis</i> • <i>linked to mobility, supporting body weight, pain on movement, joint surfaces being unprotected causing joint deformity</i> • <i>cause unknown for all but could be linked to auto-immune problems where the body starts attacking itself (still contentious). Can be exacerbated by acidic diet</i> • <i>treated by NSAID's steroids and surgical intervention e.g. joint replacement, arthrodesis, injections of gold salts, D-penicillamine and chloroquine</i> <p>Osteoporosis</p> <ul style="list-style-type: none"> • <i>bones lose their density, worse with age and more common in women, fractures are common in hip, wrist and spine with associated nerve damage</i> • <i>the bones lose calcium, phosphate and the matrix breaks down.</i> • <i>linked to bone weakness, fractures and joint destruction, mobility, pain and deformity</i> • <i>cause is unknown but is linked to the lack of oestrogen in menopause, factors that attribute and accelerate it are diet, lack of exercise, smoking, excessive alcohol and prolonged bed rest</i> • <i>other causes could include anorexia, thyroid hormones and corticosteroids</i> • <i>treatment includes HRT, Vitamin D and calcium supplements calcitonin injections may help</i> • <i>preventative lifestyle changes prove most effective when started young</i> • <i>exercise may help reduce onset of disease</i> • <i>joint replacement/pin + plate</i> 		12

Question	Expected Answer	Mark	Total
	<p>Parkinson's</p> <ul style="list-style-type: none"> • <i>disease of the central nervous system giving gradual, progressive muscle tremors, rigidity and clumsiness</i> • <i>a mask like expression awkward, shuffling walk with a stooped posture, slow monotonous voice</i> • <i>walking, talking and tasks become progressively difficult. Gross motor dysfunction</i> • <i>later stages mental deterioration and dementia occur, person becomes a danger to themselves, prone to accidents</i> • true cause <i>unknown but linked to lack of neuro-transmitter chemistry called dopamine</i> • <i>dopamine pump is affected and cell potentials altered</i> • treatments <i>include levodopa and carbidopa to decrease tremors and rigidity</i> • <i>surgical grafting of dopamine secreting neurones or surgery to destroy certain nerve pathways (ablation)</i> • <i>use of canaboids to reduce symptoms</i> <p>Multiple Sclerosis</p> <ul style="list-style-type: none"> • <i>progressive and debilitating CNS disease involving on-going destruction of the myeline sheaths of nerves</i> • <i>this effectively causes short circuits in the system and disrupts signals</i> • <i>therefore all systems can be affected in some way</i> • cause <i>or trigger is said to be viral, auto immune response that T cells target myelin as foreign</i> • gross motor dysfunction <i>leading to reduced mobility, inability to control movements and potential onset of areas of paralysis</i> • <i>other problems include: visual, sensory, coordination and balance problems</i> • no cure <i>but various drug treatments are available to suppress symptoms and effects</i> <ul style="list-style-type: none"> • <i>Interferon Beta 1a</i> • <i>Glatirameracetate</i> • <i>Mitoxantrone</i> • <i>Azathioprine</i> • <i>MethylPrednisolone</i> <p>To name but a few.</p> <p>Rest and support until periods of remission.</p>		

Total: [15]

Question	Expected Answer	Mark	Total
5 (a)	<p>One mark for each structure identified, five required from:</p> <ol style="list-style-type: none"> 1 ovary/ova/ovum/eggs 2 fallopian tube/oviduct 3 vagina 4 cervix 5 uterus/womb/os/neck of womb/oviduct/ovarian duct 	5 x 1	[5]
(b)	<p>Candidate will describe the dysfunction chosen. These may include:</p> <p>d infertility</p> <p>d ectopic pregnancy</p> <p>d endometriosis</p> <p>d infection process</p> <p>Infertility</p> <ul style="list-style-type: none"> • description will relate to the viability of the egg cell • two cells may not meet at the right point, either could be faulty, uterine chemistry could destroy the sperm • fallopian tubes could be blocked, egg could be released into the body cavity and not the fimbriated end of the F tube <p>Ectopic pregnancy</p> <ul style="list-style-type: none"> • egg cell is released and becomes fertilised in the fallopian tube instead of implanting in the uterus it attempts to implant in the F tube • will not go to full term due to lack of blood supply and ruptures the tube <p>Endometriosis</p> <ul style="list-style-type: none"> • endometriosis is systemic; it affects every part of the body not just the gynaecological organs • you feel ill, dreadful fatigue; digestive system involvement can trigger bloating, bouts of constipation or diarrhoea, abdominal pain and bladder problems • the main symptoms of endometriosis can be painful periods (dysmenorrhoea), painful intercourse (dyspareunia), painful ovulation, heavy periods often lasting for many days, there is an increased risk of infertility <p>Infection process</p> <ul style="list-style-type: none"> • various types of infection may be discussed and their effect on the function of the reproductive system, eg venereal disease, bacterial and fungal infections 	5 x 1	[5]

Question	Expected Answer	Mark	Total
5 (c)	<p>Candidate will identify one diagnostic technique that would diagnose the dysfunction and describe how the dysfunction would be treated (0-2 for a brief description, 3-4 for a detailed description which logically follows stages of the treatment). These may include:</p> <ul style="list-style-type: none"> d ultrasound d blood/microscopic tests d hystero-salpingogram (salp, HSG, salpingogram) d D&C d endoscopy/laproscopy d biopsy <ul style="list-style-type: none"> • ultrasound will be used to scan the patient to look for a viable pregnancy, monitor pregnancy or tube implantation • this will be either abdominal or trans-vaginal • blood test would show any hormonal or chemical changes due to the pregnancy. Candidates may name specific blood tests eg • HSG would be used to demonstrate the patency of the FT prior to attempted fertilisation • microscopic analysis may be used to demonstrate the viability of sperm or sperm count • endoscopy would be used for visual examination of the problem in the form of a laproscopy <p>Treatment</p> <ul style="list-style-type: none"> t infertility treatments could include hormone therapy, GIFT, SIFT, implantation of ova, external fertilisation prior to implant, egg or sperm donation t ectopic pregnancy would require surgical intervention to remove the pregnancy from the tube. This will damage the tube and may lead to infertility t D & C for intervention and removal of tissue eg fibroid etc t zift t IVM (invitro maturation/IVF) 		[5]

Total: [15]

Question	Expected Answer	Mark	Total
6	<p>Level 4 [16-20] Candidates will explain at least two forms of physiological effect on the respiratory system and two other effects on other body systems. They will demonstrate the ability to present their answer in a well-planned and logical manner, with a clearly defined structure. They will use appropriate terminology confidently and accurately. Sentences and paragraphs will directly address the question in a consistent, relevant and well-structured way. There will be few, if any, errors in the use of grammar, punctuation and spelling.</p> <p>Level 3 [11-15] Candidates will explain at least one form of physiological effect on the respiratory system and at least two other effects on other body systems, or vice versa. They will demonstrate the ability to present their answer in a planned and logical sequence using appropriate and accurate terminology. Sentences and paragraphs are for the most part relevant and material will be presented in a balanced, logical and coherent manner that addresses the question. There may be occasional errors in the use of grammar, punctuation and spelling.</p> <p>Level 2 [6-10] Candidates will describe one form of physiological effect on the respiratory system and one other effect on another body system. They will demonstrate limited ability to organise their answer, using some appropriate terminology. Sentences and paragraphs will not always be relevant and material will be presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 [0-5] Candidates will identify/describe one form of physiological effect on the cardio-vascular system and may identify effects on other body systems. The description will be limited with little evidence of the use of appropriate terminology. Sentences and paragraphs have limited coherence and structure, with little relevance to the main focus of the question. Errors in the use of grammar, punctuation and spelling may be noticeable and obtrusive.</p> <p>Knowledge requirements overleaf:</p>		[20]

Question	Expected Answer	Mark	Total
	<p>Physiological Effects:</p> <p>Respiratory</p> <ul style="list-style-type: none"> • bronchitis • emphysema • lung cancer • slows and clogs airway cilia • poor lung function • lung infections/pneumonia • bronchiectasis • carbon monoxide poisoning <p>Cardiovascular</p> <ul style="list-style-type: none"> • increased heart rate • raised blood pressure/hypertension • arteriosclerosis • increased risk of stroke <p>Genito - Urinary</p> <ul style="list-style-type: none"> • infertility • impotence • cervical cancer • increased risk of bladder, prostate, cervix cancer • reduced urine output <p>Effects on foetus/baby</p> <ul style="list-style-type: none"> • low birth weight • miscarriage • SIDS • asthma, respiratory infections • complications with the birth • affected through mother's milk leading to breathing problems, poor lung function, chest infections, bronchitis and pneumonia <p>Gastric</p> <ul style="list-style-type: none"> • increased gastric acid leading to gastritis and ulceration • increased risk of pancreatic cancer • reduced appetite • cancer of the oesophagus, stomach • increased risk of liver and large bowel cancer <p><i>The list is not definitive but most responses will be covered by these areas of common effects.</i></p>		

Total: [20]

Analysis of marks

Question	AO1	AO2	AO3	AO4	Total
1a	7				7
1b			8		8
2a		8			8
2b(i)	2				2
2b(ii)			5	5	10
3a	5				5
3b			5	5	10
4	3	9	3		15
5a	5				5
5b			5		5
5c		2	3		5
6				20	20
Total	22	19	29	30	100

**Mark Scheme F924
January 2007**

Question	Expected Answer	Mark	Total
1 (a)	<p>One mark for correct reason, TWO required from:</p> <ul style="list-style-type: none"> • abortion • divorce • changing priorities of women • cost of bringing up children/social acceptance of childlessness • change in social norms • decline in fertility • later age of giving birth to first child • women into employment • greater access to HE for women • women able to fulfil their lives without children 	2x1	[2]
(b)	<p>Two marks for each correct way, TWO required from:</p> <ul style="list-style-type: none"> • reduction in family size - less children to look after elderly relatives • more child centred family - children at the heart of the family • more childless couples - increase in couple families with no children or with just one child • more dual worker families <p><i>One mark for identification only (sub-max of two).</i></p>	2x2	[4]

Question	Expected Answer	Mark	Total
1 (c)	<p>Level 3 response: 7 - 9 marks Candidates can give a detailed explanation with at least two reasons why the data needs to be studied in its full context. They will provide a balanced response emphasising the significant increase in joint registrations thus indicating a possible stable relationship even though the couple are not married. The answer will be planned and logical using appropriate technical terminology accurately. There will be few errors of spelling, punctuation and grammar. <i>Level 3 responses will show an understanding that stable/unstable relationships cannot be simply identified by looking at formal married relationships - they may question the validity of quantitative data for research in this area.</i></p> <p>Level 2 response: 4 - 6 marks Candidates can give a basic explanation of at least one reason why the data might suggest stable relationships exist outside marriage. Answers will be developed coherently but may be limited in the response. There will be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 response: 0 - 3 marks Candidates can describe the data but will not relate it specifically to the question. Simple statements will be made. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p>Knowledge requirements: (a) despite an increase in births outside marriage there has been a significant increase in joint registrations. (b) a slight decrease in solely registered births suggesting stable relationships (c) discussion of what is a stable relationship – is marriage required?</p>		[9]

Total: [15]

Question	Expected Answer	Mark	Total
2 (a)	<p>Two marks for correct response, TWO required.</p> <ul style="list-style-type: none"> less pressure upon the education services - smaller classes lower unemployment in the future - smaller workforce more women available for employment less overcrowding in towns and cities reduced pressure on hospital services particularly maternity services <p><i>One mark for identification only.</i> <i>Two marks max for reference to finance only.</i></p>	2x2	[4]
(b)	<p>Two marks for correct response, TWO required:</p> <ul style="list-style-type: none"> reduced labour force cannot meet the needs of the economy problems of caring for the elderly an ageing population with all the possible repercussions a stagnant society lacking innovation and new ideas tax burden will increase on fewer members of the workforce less employment in early years – increase in unemployment less consumers <p><i>One mark for identification only.</i></p>	2x2	[4]
(c)	<p>One mark for correct response, THREE required:</p> <ul style="list-style-type: none"> Government data - official/national statistics large scale and large sample/covers UK quantitative census data collected over time same source used each time 	3x1	[3]
(d)	<p>Two marks for each explanation, TWO required:</p> <ul style="list-style-type: none"> people may change their habits - women may start having larger families impossible to control all relevant variables death rates may change because of unexpected events eg spread of unknown disease, changes in peoples lifestyles, war or natural disaster unexpected economic changes may bring about changes in birth and death rates data may be collected in different ways, and/or by different researchers <p><i>One mark for brief identification.</i></p>	2x2	[4]

Total: [15]

Question	Expected Answer	Mark	Total
3 (a)	<p>One mark for correct identification, TWO required:</p> <ul style="list-style-type: none"> • low response rate • small sample • may not be valid - people may lie • not a representative sample • men may only help occasionally • quantitative data - may not give insight or depth • the data is dated • only includes married couples/not cohabiting 	2x1	[2]
(b)	<p><i>Two marks for each explanation, TWO required.</i></p> <ul style="list-style-type: none"> • shared v separated roles • nuclear v extended family arrangement • middle class v Working class arrangement • traditional v modern arrangement • both parents working v traditional breadwinner 	2x2	[4]
(c)	<p>Level 3 response: 7 - 8 marks Candidates will outline in depth at least two economic factors linked to the New Man. They will be specifically economic. The answer will be well planned and logical using appropriate technical terminology accurately. There will be few if any errors in spelling, punctuation and grammar.</p> <p>Level 2 response: 4 - 6 marks Candidates will outline at least one economic factor which will be described in some depth or more than one factor will be covered in less depth. There will be noticeable errors of grammar, punctuation and grammar. Sentences and paragraphs are not always relevant with the material presented in a way that does not always address the question.</p> <p>Level 1 response: 0 - 3 marks Candidates will identify but not develop one economic factor. It is unlikely to be placed in context. Errors of punctuation, grammar and spelling will be noticeable and intrusive. Sentences and paragraphs have limited coherence and Structure often being of doubtful relevance to the main focus Of the question.</p> <p>Knowledge requirements:</p> <ul style="list-style-type: none"> (a) decline in manufacturing jobs largely done by men (b) increase in tertiary sector (c) need for two incomes because of the cost of living (d) mortgage costs (e) higher economic expectations of young couples (f) increased use of women in the economy (g) equality in the workplace 		[8]

Question	Expected Answer	Mark	Total
3 (d) (i)	<p>Level 3 response: 5 - 6 marks Candidates will identify an appropriate method and describe two characteristics of the method. There will be few errors of spelling, punctuation and grammar. <i>Must be put into the context of the 'new man'.</i></p> <p>Level 2 response: 3 - 4 marks Candidates will identify an appropriate method and outline in some detail at least one characteristic of using the method. There will be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 response: 0 - 2 marks Candidates will identify a method and at the upper end briefly describe one characteristic of using the method. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p>Knowledge requirements:</p> <ul style="list-style-type: none"> (a) method: Questionnaire or structured interview using closed questions (b) sampling (c) types of questions (d) response rates (e) aims/hypotheses (f) correlations (g) statistical data (h) piloting 		[6]

Question	Expected Answer	Mark	Total
3 (d) (ii)	<p>Level 3 response: 8 - 10 marks Candidates will explicitly assess by reference to at least one strength and weakness in depth. They will link the explanation to the context of the new man. The answer will be structured and well planned and use appropriate technical terminology. There will be few errors of spelling, punctuation and grammar. <i>Reference to either validity/reliability.</i></p> <p>Level 2 response: 5 - 9 marks Candidates will assess by reference to at least one strength and weakness. Both must be referred to. At the lower end the answer may be unbalanced and refer to mainly strengths or weaknesses and they are unlikely to reference the new man. There will be noticeable errors of spelling, punctuation and <i>grammar. Sentences and paragraphs not always relevant with the material presented in a way that does not always address the question.</i></p> <p>Level 1 response: 0 - 4 marks Candidates will list at least one strength and/or weakness but there will be no attempt to assess. Errors of spelling, punctuation and grammar will be noticeable and intrusive. Sentences and paragraphs have limited coherence and structure often being of doubtful relevance to the main focus of the question.</p> <p>Knowledge requirements: <i>Strengths:</i> S1 reliability S2 ability to generalise S3 objectivity S4 large scale S5 cover a large sample S6 draw links between variables S7 confidentiality S8 quick S9 easy to put into graph</p> <p><i>Weaknesses:</i> W1 validity W2 depth W3 insight W4 superficial responses W5 lacks qualitative data W6 inadequate range of responses provided W7 non response</p> <p><i>Plus any other valid response.</i></p>		[10]

Total: [30]

Question	Expected Answer	Mark	Total
4 (a)	<p>One mark for each reason, TWO required:</p> <ul style="list-style-type: none"> • increase in divorce • elderly women living longer than men • more socially acceptable not to marry and live as a single person • increase in single professional career minded women 	2x1	[2]
(b)	<p>Two marks for each explanation, TWO required:</p> <ul style="list-style-type: none"> • decline in couples with dependent children - decline in birth rate, change in women's priorities • increase in couples with no children - materialism a priority • increase in lone parent families - divorce, social acceptance • increase in non dependent children only - more older children living with parents, high debts incurred from university – followed by decrease/decline in birth rate • increase in couples with no children - followed by large increase • gradual increase in one family households with dependent children - followed by large increase and significant fall <p><i>One mark for brief identification.</i></p>	2x2	[4]
(c)	<p>Two marks for each explanation, TWO required: NOTE: patterns, not trends.</p> <ul style="list-style-type: none"> • higher levels of married couple families in Asian families - cultural expectation, non-acceptance of divorce and cohabitation • higher levels of lone parent families in Black African/Black Caribbean families - matrifocal families • higher levels of pensioner only families in white British families - longer life expectation, lower levels of extended families • very low levels of cohabiting couples in Asian families - non acceptance, religious and cultural influence. <p><i>One mark for brief identification.</i></p>	2x2	[4]

Question	Expected Answer	Mark	Total
4 (d)	<p>Level 3 response: 8 - 10 marks Candidates will discuss at least two reasons that will be outlined in depth and relate explicitly to lone parent families. They will show a clear understanding of the changes within society that have led to this increase. Answers will be planned and logical using appropriate technical terminology. There will be few errors of spelling, punctuation and grammar.</p> <p>Level 2 response: 5 - 7 marks Candidates will discuss at least two reasons that will be explicitly relevant. The answer may have some depth. There will be noticeable errors of grammar, punctuation and spelling. Sentences and paragraphs are not always relevant with the material presented in a way that does not always address the question.</p> <p>Level 1 response: 0 - 4 marks Candidates will identify one reason but there will be no development or discussion. Errors of spelling, punctuation and grammar will be noticeable and intrusive. Sentences and paragraphs have limited coherence and structure often being of doubtful relevance to the main focus of the question.</p> <p>Knowledge requirements:</p> <ul style="list-style-type: none"> (a) changes in legislation - divorce (b) welfare support (c) increase in teenage pregnancy (d) people living longer (e) social acceptance (f) growth of individualism (g) media role models (h) changes in workplace provision for young children and flexible work patterns (i) changing attitudes towards domestic abuse and violence (j) financial independence of women (k) single parent adopting children 		[10]

Total: [20]

Question	Expected Answer	Mark	Total
5	<p>Level 4 response: 16 - 20 marks Candidates will analyse at least two ways both health and social care services will need to adapt to meet the changing structure of the family in both types of family and ethnic divisions. They will show an awareness of the complexity of a multicultural society and the need for a radical review of provision. Ability to present relevant material in a well planned and logical sequence with a clearly defined structure using appropriate terminology confidently and accurately. Sentences and paragraphs, consistently relevant are well structured in a way that directly addresses the question. There will be few, if any errors of grammar, punctuation and spelling.</p> <p>Level 3 response: 11 - 15 marks Candidates will explain at least two ways health and social care services will need to adapt. Depth will be evident and the answer will be logical and well planned. An understanding in some depth will be shown for the need to adapt current provision in the light of social trends. Ability to present relevant material in a planned and logical sequence using appropriate terminology accurately. Sentences and paragraphs, for the most part relevant, with the material presented in a balanced, logical and coherent manner which addresses the question. There may be occasional errors of grammar, punctuation and grammar. <i>Reference to both ethnic data and household data required in some depth.</i></p> <p>Level 2 response: 6 - 10 marks Candidates will explain at least one way the services will need to adapt and it will link to either health or social care. There will be little attempt to discuss and the answer will be descriptive and not balanced. Sentences and paragraphs not always relevant with the material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling. <i>Some brief reference to both figures OR more in depth in one figure only.</i></p> <p>Level 1 response: 0 - 5 marks Candidates will make little reference to the question and the response is likely to be one or two bullet points vaguely related to the services. For the top marks in this level limited description will be evident. Sentences and paragraphs have limited coherence and structure, often being of doubtful relevance to the main focus of the question. Errors of grammar, punctuation and spelling will be noticeable and intrusive. <i>Reference only to fig. 4 OR fig. 5.</i></p> <p>Reward any responses relating to needs of families.</p>		20

Question	Expected Answer	Mark	Total
5 (cont)	<p>Knowledge requirements:</p> <p><i>People in households data:</i></p> <p>P1 need for greater provision to meet the growth of single parenthood</p> <p>P2 social and health care provision to meet the need of elderly people needing health and social assistance both within the home and within institutions</p> <p>P3 training of staff to ensure that they are aware of the complexity of family structures and to avoid stereotypes and labelling</p> <p>P4 need for increased social care resources to help the growing isolation of family structures because of the break up of traditional close knit families</p> <p>P5 need for counselling services to deal with family break ups</p> <p><i>Ethnic group by type of household data:</i></p> <p>E1 services will need to train staff to ensure they are fully aware of ethnic and cultural diversity</p> <p>E2 targeting of resources to the large number of pensioners in white households and the relatively high numbers of lone parent families in black family structures</p> <p>E3 less need to target resources to the elderly in Asian families because many pensioners live within the extended family – services may not be meeting the needs of Asian families</p> <p>E4 more awareness of anti discriminatory practice linked to ethnic cultures/norms</p> <p>E5 need for all services to adapt their communication processes to meet the multicultural society</p>		[20]

Total: [20]

SPECIFICATION GRID (A2)

Question	AO1	AO2	AO3	AO4
1(a)	2			
1(b)	2	2		
1(c)	2	1	2	4
2(a)		2		2
2(b)	2	2		
2(c)	3			
2(d)	2	2		
3 (a)	2			
3 (b)		4		
3 (c)			4	4
3 (d) (i)	2	2	2	
3 (d) (ii)		2	4	4
4(a)	1	1		
4(b)	1	1	1	1
4(c)	1	1	2	
4(d)			5	5
5			10	10
Total	20	20	30	30

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