

Health and Social Care

Advanced GCE AS H503/H703

Advanced Subsidiary GCE AS H103/H303

Report on the Units

January 2008

H103/H303/MS/R/08J

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This report on the Examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the syllabus content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the Examination.

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Chief Examiner's Report

The quality of work submitted was at a good standard for many of the candidates. Centres had obviously taken into consideration feedback which they have received over previous sessions, information gathered from training sessions and previous experiences of assessment of portfolios. This has certainly been reflected in the overall quality of portfolios and the achievement of the assessment criteria.

The majority of centres are using the unit specifications, amplification of the assessment requirements and the assessment objectives to guide candidates and ensure their evidence is relevant. Scaling was applied where relevant; however there was a noticeable reduction in the overall level during this session which is a credit to the assessors and a reflection of the level of feedback given throughout the assessment of the portfolios. Scaling was applied where assessment decisions deviated from the expected standard to ensure consistency of the assessment decisions. This was usually due to poor application of the assessment criteria. Centres are advised to refer to the amplification sections of the specifications for each unit and to use the Assessment Evidence Recording sheets provided to help with accurate assessment of portfolios.

Assessment objective 1 (AO1) was usually presented as a generic piece of work as intended and not applied to a specific setting or case study, although a few centres are misinterpreting this requirement. The case studies supplied by OCR remain popular and there is evidence to show that centre/candidate devised case studies are becoming more popular. Care should be taken to ensure that centre devised/individual case studies are meeting the requirements of the relevant units and not digressing from the assessment evidence needed. Where candidates applied their knowledge and understanding to the case studies thoroughly they were able to achieve a good level overall.

Annotation of coursework is a necessity and should be completed accurately to enable moderators to confirm where assessment judgments had been made. It is not the intention that moderators should be remarking portfolio work and annotation enables them to clearly understand the reasoning behind the assessment decisions which have been applied. Candidates are also able to understand where portfolio work could be improved for resubmission. Centres should only be submitting final versions of portfolios for moderation, where first and second drafts are sent there is some confusion as to which part of the evidence contributes to the final mark.

Extensive research materials, printed off internet pages and unreferenced work should not be included in portfolios as this does not contribute to the overall mark. Only one completed copy of a questionnaire should be included in the appendix of any portfolio and referenced within the text to demonstrate the usefulness/contribution to the evidence presented. Learning aids produced for Unit 13 should not be sent, an annotated photograph is perfectly acceptable. Centres should also advise candidates that the use of photographs where children can be identified is not appropriate.

Centres that followed the correct moderation procedures helped the process greatly as moderators are unable to complete the moderation of portfolios until they have all the correct documentation. Assessors need to ensure that MS1s are completed accurately and any necessary amendments made on the top copy are also completed on the self-duplicating copies. This helps to speed up the moderation process as there is no additional administration required; moderators are, therefore, able to spend their time moderating the work. URS sheets should be completed fully with the correct information - candidate numbers, names, page referencing and comments were often omitted completely which impedes the moderation process.

Report on the Units taken in January 2008

Excellent practice was demonstrated where centres included evidence of internal verification procedures demonstrated. This is particularly important where centres have more than one assessor for a unit because assessment needs to be standardised to ensure accuracy and a valid rank order. This will also ensure that the requirement for remarking to be requested is minimised.

Principal Moderator's Report (AS)

General Comments

Due to accreditation, entry numbers across all units were lower than previous sessions. Many centres demonstrated a sound understanding of the specification and were familiar with the structuring of units. Best practice would be to use sub-headings lifted directly from the amplification.

It would appear that the majority of centres are now aware of the benefits of using the Assessment Evidence Recording Sheets (AERS) to help with the assessment of portfolios. It must be stressed that this is an optional aid to assessment and should not be used in the place of the Unit Recording Sheet (URS). The URS sheet is a compulsory document, which should be attached to each portfolio assessed.

When assessing coursework, it is essential that the amplification section of the unit specification be used to mark the work. The command words used in each mark band for each assessment objective indicate the depth and breadth of understanding required for the marks to be awarded.

The knowledge and understanding required for assessment objective one is meant to be approached generically. Throughout this assessment objective examples should be used wherever possible to underpin knowledge and show depth of understanding.

Assessment objective two requires candidates to apply their knowledge and understanding to either a specific care setting, care worker or service user.

Across all six units there are still problems with referencing within the body of the script and some centres are still failing to submit a bibliography.

When evaluating work in assessment objective four, it is often a requirement of the higher mark bands to use a second perspective, in order to achieve greater depth.

Comments on Individual Units

F911: Candidates were mostly able to give detailed descriptions about the different types of communication used within care settings. Some candidates lack understanding of how people are valued and supported by the communication skills used and are unable to give examples. There is little focus on the care values and these should be considered in AO1 as factors which can inhibit/enhance communication.

In AO2 the explanations of the reasons for using each communication skill lack depth.

The two theories described in AO3 should be related to the setting identified in AO2 rather than applied to any health and social care setting. The explanation of the actual theory can be condensed. The emphasis in this section is on how each theory can provide guidance to care workers.

In AO4 many candidates are not producing an in depth evaluation of the interaction, which shows evidence of reflection, analysis and conclusions.

F912: In AO1 candidates are able to describe the medical and social models of health however there is limited in depth use of these models to explain why some individuals do not heed health advice. Many candidates are describing in too much depth the government initiative and fail to pick up marks for thoroughly describing the implications.

In AO2 candidates must explain the reasons for the preventative measures being applied. Best practice would be to use statistical evidence and references to Government targets to explore the reasons for the described measures.

Candidates should be explaining two ways in which individuals' quality of life is affected by ill-health. To award in the top mark band, candidates must 'demonstrate synthesis and understanding to compare factors which affect health and well-being'.

Many candidates dealt well with AO4 and were able to produce in depth evaluations of both their own performance and the successfulness of the campaign.

F914: Entries for this unit were small. Many of the portfolios seen reflected the needs of the specification.

In AO2 candidates should be demonstrating an understanding of how evaluation procedures lead to the modification of individual plans to ensure the changing needs of service users are met.

Candidates must provide a detailed account of the ways in which service users' quality of life has been affected by the attitudes and values of society. Many candidates did not include an analysis of both positive and negative effects of the attitudes and values of society towards service users.

F915: Candidates are required to include detailed information about the main purposes of each type of provision and show a high level of understanding of the influences of one national policy on one of the examples chosen.

AO2 is generally tackled well by both candidates and centres. In order to achieve MB3 candidates are required to include alternative qualifications and explain with examples three skills needed to carry out the role.

Candidates are required to give a detailed analysis of two strategies that could be used to aid learning in two different ways. Page 59 of the specification identifies both the ways and the strategies to be included. Many candidates omitted this information or submitted work of poor quality.

When considering an appropriate activity for AO4, candidates must bare in mind that the focus of the activity should be its impact on development.

F916: In AO1 candidates should consider the positive effects of exercise in each of the three identified areas; however, there was still evidence of an imbalance biased towards the physical effects. The conclusions presented for the effects of exercise on daily living sometimes lacked depth.

As in previous sessions candidates are not explaining the dietary needs of the individual in sufficient depth, including considering diverse background and specific dietary variation. Furthermore when describing thoroughly, recommendations for improvements, a comprehensive understanding of the needs of the individual were not always evident.

For AO4 candidates must evaluate in-depth the likely effects of both the dietary recommendations and the exercise programme. In order to achieve mark band 3, candidates must offer comprehensive advice to the individual for the future.

F917: Entries for this unit were small. Many of the portfolios seen reflected the needs of the specification.

Candidates should be directed to the amplification on page 91 when considering what to include in their analysis of the results between members of the public and healthcare professionals. Furthermore in AO3 candidates should give careful consideration as to how reliable, valid or biased the research is and suggest improvements that could be made and further areas of possible research.

F919 Unit 10 Care practice and provision

The evidence produced demonstrated increasing confidence across many of the centres.

Candidates usually selected two relevant demographic factors which had influenced the organisation and provision of services in their local area. Centres where candidates had included more than two demographic factors are advised that this is not a requirement and should be discouraged as the overall achievements of candidates are not enhanced by doing so. The level of understanding of the use which is made of the demographic characteristics when planning services varied and was very much centre dependent.

The stages in local planning tended to be covered vaguely, if at all. Many candidates omitted reference to the different stages altogether. Candidates must show that they understand what actually happens at each stage within their evidence. The involvement of local stakeholders in local planning was often brief and did not meet the assessment requirements. Candidates should be able to identify the main stakeholders for the services they have chosen, it is not necessary to cover absolutely all of them. Candidates often did not include evidence on how the plan is monitored and reviewed.

There was a range of interpretations of the organisation of services. Occasionally this was omitted completely and often covered only very briefly. National, local and internal organisation should be included to enable candidates to clearly demonstrate their depth of understanding. Many centres had approached this section by explaining the different types of services available by referring to statutory, private and voluntary; however should also demonstrate their understanding of the hierarchical organisation as well.

The case study chosen by candidates should be introduced at the beginning of AO2 to demonstrate an understanding of the needs related to PIES. Centres should note that two services need to be covered as part of this evidence; references to the practitioners alone limited the level of achievement which can be achieved. Candidates who were able to link the approaches used by practitioners from their two chosen services to meeting the needs of their chosen service user achieved higher standards. The explanations of the approaches used by the two practitioners varied in detail, centres are advised to refer to the specifications for the approaches which should be included. One approach for practitioners from each service is adequate – there is certainly no requirement for candidates to cover all of the approaches generically and then apply them to the practitioners.

Understanding of multi-disciplinary teams varied greatly and there was evidence of limited understanding of how they actually work together. The ability to analyse how providers working in multi-disciplinary teams benefits the service user was often weak. Candidates would benefit from linking this directly to the needs of their case study which they included in their introduction to AO2.

Candidates demonstrated high standards in their selection of research methods to research quality assurance mechanisms. Reasons to justify the research techniques chosen were often omitted. The level of analysis varied greatly and candidates' ability to explain how the data collected is used to inform future practice was often very brief. For future reference; where candidates can locate primary data collected by services they can use this as primary research

for their own evidence eg reports from inspections, questionnaire results, observations which have been carried out. It is recognised that this type of information can be difficult to gather by the students themselves due to the ethical issues applied by services and moderators have been advised to accept this type of evidence.

The National policy or piece of legislation relevant to either service was usually selected well. Candidates evaluated the effects of the chosen legislation on care practice and provision within the chosen service. Candidates should make sure the strengths and weaknesses are explicitly stated in order to achieve higher marks. Consideration of the National policy or piece of legislation from two different perspectives ie the service user and service provider/practitioners was generally sound. Candidates should be encouraged to reach an overall conclusion/judgment. Occasionally more than one policy or piece of legislation was covered – centres are advised that this is not necessary; depth and not breadth is required in order to achieve higher level marks.

F922 Unit 13 Child Development

Centre interpretation of assessment objective 1 continues to vary. The depth of information provided often limited candidates' ability to fully meet the assessment criteria. Candidates need describe fully three different patterns for each area of development including physical growth from birth and eight years of age. Charts are acceptable as a starting point to identify the milestones within each pattern; however, charts alone do not meet the assessment requirements above mark band 1. Candidates must demonstrate their understanding of the patterns and should include information on how development progresses from one milestone to the next. This should be a descriptive piece of work which links to the information in the chart. Descriptions of three milestones within each area of development are insufficient to fully meet the requirement to cover the patterns from birth to eight years.

Centres should note that the child used for the case study for AO2 should be at least 8 years of age to enable comparisons to be made across the full spectrum of development between birth and eight years. Where younger case studies have been used candidates experienced difficulties in projecting development. Some candidates combined their comparisons of their case study's development with the norms within assessment objective 1. Variations from the norms must also be explained and this was often omitted. Candidates provided detailed information about all of the factors affecting development which are listed in the specification. Only the factors which have actually affected their case study's development directly should be covered, for example, if the child lives in a single parent family there is no benefit from giving information about all the different family structures. The relevant factors should then be used to explain the any deviation of the child's development from the norms. To achieve higher band marks candidates need to be able to connect the factors affecting development to the child's progression against the norms and demonstrate this understanding clearly in their explanations.

At least three different sources of information which have been used for their research of theories of play should be clearly referenced within the main body of the text and also included in the bibliography. Candidates should be encouraged to use a recognised referencing style (eg Harvard). The requirement is not necessarily to consider two 'theorists', there was evidence in portfolios of candidates covering both Piaget and Vygotsky which actually link to the same 'theory'.. Centres should refer to the specifications for the theories of play which can be used and remember that candidates are only required to cover two of them – they should be demonstrating in-depth understanding of these two and not superficial understanding of a larger number. To achieve higher marks for this assessment objective reasoned judgments about how two theories of play can be reflected in the child's development must be given. Candidates must include two examples of each within the child's development for birth to eight years.

The learning aid or activity designed and produced for assessment objective four should be directly linked to a developmental need and have an impact on a particular area(s) of the child's development. Candidates often omitted information which highlighted the ways in which the learning aid/activity would challenge the child. It is recognised, and perfectly acceptable, that the learning aid/activity would need to be trailed with a child other than the case study who would have already passed through the developmental stage intended. The plans for the learning aid/activity should include and outline of the methods to be used, resources needed and also accurate timescales for making and using the learning aid or carrying out the activity. Many candidates omitted one or more of these requirements.

The level and detail of the evaluation of the learning aid/activity also varied. Few candidates included excellent evaluations. The performance of the learning aid or activity should be explicitly linked to the original aims and/or objectives. Analysis of how the learning aid or activity actually benefited or could benefit the child studied was often weak

Recommendations for improvements to the learning aid or activity were generally realistic and informative.

F923 Unit 14 Mental Health Issues

Candidates entered for this unit demonstrated sensitivity and it was reassuring to note that the confidentiality of service users/case studies was generally maintained throughout.

Candidates usually explained clearly three different types and possible causes of mental-health illnesses. A few candidates missed the link to the different types and causes and gave detailed information on specific mental illnesses, some of which were actually the same type. Clear guidance should be given to candidates when they are choosing their three types, rather than specific mental-health illnesses to ensure that they are not limiting their opportunity to access higher marks. The complexity of identifying specific causes was recognised by few candidates. The resultant health needs for each of the three types of mental-health illnesses must be covered explicitly. Some candidates attempted to cover this generically rather than explicitly to each type which is not appropriate as the resultant health needs can vary widely.

The case studies provided by OCR remain popular which is perfectly acceptable for the sensitive nature of the information required for this unit. The effects of mental illness were generally applied to their chosen service user/case study and included references to PIES. Candidates must also refer explicitly to long and short term effects in day-to-day situations. References were clearly made to effects on the service user's themselves; however the evidence relating to family, friends and wider society was often limited.

When analysing the main preventative/coping strategies, candidates need to refer to any which the service user could use, they do not have to be ones they are currently using. Evaluation of the strengths and weaknesses of each of the strategies was often omitted when explaining why they are appropriate for the service user. Two different services that could provide support for the service user should be explicitly stated before giving details of the approaches used by practitioners to meet their needs. When providing information about meeting needs candidates should be referring explicitly to PIES needs and not just giving a general overview. Candidates should also make informed judgments about the appropriateness of the approaches used. The most popular legislation relevant to the service user was the Mental Health Act; however several centres also looked at the NHS and Community Care Act. Other alternatives are acceptable where appropriate.

The concepts/definitions of mental health were covered in varying detail. Some centres approached this from an historical perspective and others compared different concepts/definitions. Candidates need to include explicit and detailed evidence of this within their portfolios. Candidates who explained how definitions had changed over a period of time

had a thorough understanding of the way concepts and definitions have evolved. A range of examples of the media's portrayal of people with mental-health needs had been used in centres including some classic films and documentaries. Brittany Spears was also a popular choice with excellent examples of both positive and negative media portrayal being used. Excellent use was made of relevant newspaper articles. Positive and negative effects of the two examples of the media's portrayal of people with mental-health needs were generally understood.

Recommendations for improvements were realistic showing a thorough understanding of the main issues associated with the way the media can influence attitudes within society.

F925 Unit 16 Research Methods in Health and Social Care

A range of research projects were seen during this moderation session. A few centres had linked their research to the requirements of another unit, for example theories of play (unit 13), Media portrayal of mental health issues (Unit 14), Quality assurance mechanisms (Unit 10), Family and Social Trends (Unit 15) Behavioural theories (Unit 11) which was beneficial.

The evidence on the purposes of research was often basic. Research methods were described clearly with the majority of candidates considering the strengths and weaknesses of those they were intending to use for their own research project. Candidates are recommended to include one secondary and two primary methods for this section of their portfolio. Centres should note that there is no requirement for candidates to cover all research methods; this should be actively discouraged.

The explanation of the rationale for the chosen research area was quite diverse. Candidates should be guided to clearly explain the reasons why their chosen topic is relevant. This could include references to other pieces of research they have considered, media sources, and personal interest. Links could also be made to the purposes of research completed in AO1. Within the rationale candidates should explicitly state the aims and/or objectives of their chosen research. An understanding of the differences between aims and objectives should be clearly established before the candidates commence this part of their portfolio.

Ethical issues need to be clearly linked to the candidates' own research area; this should not be a generic explanation as candidates' ability to apply their knowledge and understanding contributes to the marks awarded. The possible sources of error and bias should also be those which candidates appreciate could occur in their own research, it is not necessary for them to give information which is not relevant to their own research as this does not demonstrate application of knowledge and understanding. Application of this evidence could include references to the participants, the researcher, the area of research or any other relevant issues. It should be noted that the requirement is for a 'range' (three) to be covered there is no requirement to cover all those listed in the specification.

Candidates' portfolios must show explicitly that they have actually used three distinctly different sources to carry out their research. The completion of questionnaires counts as one source only. A balance of primary and secondary sources was generally included, questionnaires and interviews were popular combined with internet and media/literature searches. Justification of candidate's choice of research methods was often not completed in relation to their own research area. The evidence should include reasons why the methods are suitable for the chosen area of research and may include reasons why certain methods were not chosen. Justification of research methods and analytical techniques in this section should reflect on their use and effectiveness. Discussion of sampling methods used for collecting primary data was often omitted; this must be included by candidates wanting to achieve higher marks.

When presenting their findings candidates demonstrated excellent use of ICT, however graphs and charts for each question asked does not demonstrate detailed analysis of findings. Findings of the research would be better presented if grouped together according to the original aims and objectives to enable candidates to analyse their findings thoroughly making direct links to these.

Report on the Units taken in January 2008

Analysis of the findings should be detailed and not merely a repetition of how many people gave a particular response. Conclusions must be drawn from their findings for candidates to achieve mark band 3.

Candidates often made superficial links between their evaluations and the predetermined aims and/or objectives when assessing the success of their research project. The evidence of confusion of the terms of Validity, Reliability and Representativeness continues to be apparent. Candidates must understand the meaning and application of this key terminology to ensure that they are applied accurately. Recommendations for improvements and continuation of the research varied greatly in quality. Some were excellent where others were extremely weak.

Centres should remember that the emphasis of the research unit is on the process rather than the actual findings. Candidates who followed the 'Guidance from and Expert' sheets distrusted during training sessions definitely benefited as their research projects were presented coherently and covered fully the assessment evidence requirements.

F910 Promoting Quality Care

General Comments

Overall candidates did not perform as well as in previous sessions on this paper. Many candidates seemed unprepared for the examination and did not have the knowledge or skills required to answer the questions to the standard required at advanced level.

There is a lack of understanding of command verbs and therefore candidates do not do what is required of them in questions. This is especially evident in questions where 'analyse' and 'evaluate' are used.

Many candidates relied on memory of past papers rather than relating their answers to the question in the paper, for example Question 2b asked the candidates to relate the barriers to service users with mental health needs not to just general service users.

Too many candidates give listed answers in the levelled responses and therefore never get out of level one. It is vital to teach candidates that they are not being marked on the quantity of answers they make in a levelled response but on the quality of a few points that they make. The ability to write coherently was very poor in some centres. Lack of appropriate terminology in answers also means candidates cannot access the higher marks. Some candidates are not writing in full sentences when required to do so within the question.

Comments on Individual Questions

- 1 (a) (i) Generally well answered. However candidates are still unaware of what Direct Discrimination means. Some candidates still make up their own example instead of using the stimulus material.
(ii) Well answered.
- (b) Most candidates can identify the 3 Care Values but some found it harder to give an actual way it could be applied in a setting for older people. Get candidates to practice applying the care values to different care settings.
- (c) Well answered although some candidates did give quite repetitive answers therefore losing marks.
- 2 (a) Candidates were able to identify the barriers but many were unable to relate these to service users with mental health needs. This was a good example of where candidates had just 'learnt' previous mark schemes and gave the same answers, for example 'cannot speak English' or 'are wheelchair users'.
- (b) Many candidates still say 'breaking the law' rather than committing a serious offence.
- (c) Many candidates did not know the Mental Health Act or if they did they just listed everything they knew about it. Many gave the strengths and weaknesses even though the question only asked them to analyse the strengths and nothing else. Candidates should be encouraged to explain 2 or 3 components of the Act and analyse why they are strengths.

Report on the Units taken in January 2008

- 3** (a) A worrying number of candidates could not access this E grade question which asked them to identify the components of an Equal Opportunities policy. Many candidates made up answers.
- (b) As many candidates could not answer 3a they therefore could not approach 3 b. Some candidates did write good answers and applied their knowledge in 3a to gain high marks.
- 4** (a) (i) Well answered but many still thought it was direct as it was said to her face. Ensure candidates give the example from the stimulus not their own.
(ii) Well answered.
- (b) Well answered.
- (c) Although many candidates knew lots of ways that organisations can ensure interviewing and advertising promotes equal opportunities few could access the higher grades as they simply listed as many ways as they could remember from previous mark schemes. Candidates needed to explain why the ways identified would promote equal opportunities.
- 5** (a) Generally well answered.
- (b) Candidates did manage to give ways the setting could promote opportunities for children with disabilities but could not really explain why the point they had made would support the children. Many candidates spoke about children with disabilities very negatively and did not understand the idea of inclusion.
- 6** (a) Most candidates could outline at least two feature of the Disability Discrimination Act. Some candidates wasted time by giving the strengths and weaknesses of the Act rather than just outlining it.
- (b) Many candidates did not get above 5 marks as they had not responded to the command verb of 'evaluate'. Candidates that listed 4 or 5 strengths and then 4 or 5 weaknesses were placed in Level 1 as they had not explained their points. Candidates should be encouraged to discuss in detail no more than 3 strengths and 3 weaknesses. A brief conclusion was required to access above 10 marks

F913 Health & Safety in Care settings

General Comments

This paper performed quite well overall, with the majority of candidates displaying appropriate knowledge. There were still a few examples of candidates being entered with little evidence of appropriate knowledge. The questions requiring understanding of principles and policies produced poor responses from all but the most able candidates.

Comments on Individual Questions

- 1 (a) Mostly correct
- (b) Mostly correct
- (c) Signs were generally correctly answered, although a few candidates thought that sign C indicated a warning that a chemical would cause harm to eyes. A minority of candidates were able to provide a sufficiently detailed response to gain the two marks for each explanation.
- (d) Mostly correct
- (e) Few candidates gave an entirely correct answer. A decision was made to award marks for correct points only, and not to penalise incorrect answers.
- 2 (a) Generally answered accurately, although some candidates wrote about cross contamination of service users instead of care workers.
- (b) Virtually all correctly identified a piece of equipment.
- (c) This was reasonably well answered by the majority, showing good preparation.
- 3 (a) Many candidates showed a good understanding of the risk assessment process. A minority became sidetracked by issues of access and discrimination.
- (b) Only the most able candidates were able to do more than say what happened during the fourth stage.
- 4 (a) Many candidates did not know the correct information to answer this question.
- (b) Most candidates could identify three pieces of information, but most merely elaborated on these rather than giving a reason for each.
- (c) (i) Generally correct
(ii) Many imprecise answers were given which failed to score.
- 4 (d) Few candidates were able to show the depth of understanding to score well on this demanding question which was a good differentiator.
- 5 (a) Many candidates were able to score highly on this question. Weaker candidates gave a number of slightly different ways in which the entry/exit to the setting could be controlled.
- (b) This question produced few sound responses, with the majority of candidates repeating their answers to 5a.

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- 6** **(a)** The majority of candidates scored reasonably well. Weaker candidates simply gave several types of extinguisher rather than considering a greater range of options. A significant minority gave answers relating to evacuation rather than addressing the question asked.
- (b)** Few candidates answered this question well. A significant number simply described standard evacuation procedures rather than anything linked to the specific setting chosen.

F918 Caring for Older People

General Comments

The candidates who entered for the exam this session demonstrated achievement across the full ability range with a significant number achieving success across grades A – E. A large proportion of the candidates entered applied their knowledge accurately and with confidence. It was pleasing to see that the number of candidates who had very little knowledge or seemed to have been entered inappropriately has reduced.

Candidates generally used the terminology of the unit appropriately; however, some continue to have difficulty spelling technical vocabulary correctly. This is an area centres should focus on for future sessions and can easily be rectified by the use of 'key terms' check lists when revising.

Time was fully utilised with the majority of candidates completed the whole paper, attempting to answer all the questions and sub-questions.

A minority of candidates gave irrelevant answers. Some candidates do not seem to read the question fully before responding and consequently miss the point of the question. Centres should encourage candidates to read the question thoroughly before answering in order to avoid loss of valuable marks. It was evident that candidates had understanding but, in some cases, did not give the relevant responses to gain marks. Repetition of the question without actually answering it is another key area where candidates lose marks. Repetitive answers, where candidates state the same information in slightly different words, do not access the full marks as they are unable to be credited with the same mark again. Centres could give candidates a task in preparation for the exam where they write the same answer in several different ways to highlight this point.

Key verbs in questions continue to be missed. Where candidates do not respond to the key verb they limit their access to the marks available. Centres should ensure that candidates understand the requirements of each key verb to ensure their answers meet the level of detail necessary to achieve explain, analyse, evaluate, discuss, assess, describe and identify. Centres are recommended to give plenty of practice questions throughout the preparation for the examined unit – this will improve candidates' confidence and enable them to plan more coherent answers.

It was encouraging to see that many centres have followed the advice and guidance given during training to prepare candidates thoroughly for the examination paper. There was certainly evidence of sound revision, understanding of key concepts and clear application of knowledge.

Comments on Individual Questions

- 1 (a) Candidates had a sound understanding of the causes of a circulatory disorder. A few lost marks because their answers were too vague. eg 'diet', 'stress' where they need to specify the relevant problems with the diet or the levels of stress involved.
- (b) Generally well answered with the majority of candidates understanding the social effects of retirement. A minority lost marks because they referred to emotional or economic answers.
- (c) Candidates who understood the meaning of 'economic' were able to access the marks available. Some gave totally irrelevant answers especially where there was no direct link made to the level of income/money involved. Q1d. Well answered by the majority of candidates. Those who lost marks did not apply their knowledge and understanding to Haroon's needs.

Report on the Units taken in January 2008

- 2** (a) Generally well answered - a few candidates did not make reference to 'daily living' which was specified in the question.
- (b) Candidates who understood what coping strategies are scored well, many tended to repeat the same answer by referring to several different aids/adaptations which was not accepted.
- (c) Candidates were able to identify ways that attending the day centre could affect Heather positively; several struggled to add relevant explanation to their answers.
- 3** (a) The majority of candidates were able to identify a disorder of the muscular skeletal system and identify possible effects. A few candidates muddled their body systems and gave irrelevant answers eg multiple sclerosis which is a disorder of the nervous system. Where candidates give 'arthritis' as their answer they do need to specify which type of arthritis they are referring to.
- (b) The job role of an occupational therapist was given thoroughly with a significant number of candidates recognising how the OT would help Ian to live independently. Where candidates lost marks they had not explained their answers fully in many instances.
- (c) The depth of analysis varied in the responses to this question. Many candidates listed as many different ways they could think of which did not allow them to reach above level 2 responses. Candidates need to demonstrate the depth of their understanding by giving a detailed analysis to progress to level 3.
- 4** (a) A number of candidates misunderstood the question and gave care practitioners for their responses instead of the required community care services. Candidates needed to specify the services and then explain how the services could support a person with a disorder of the nervous system. Their explanation could refer to particular care practitioners who work within each service.
- (b) The Mental Health Act was only superficially understood by many candidates. The level of understanding limited their ability to gain above level 1 or 2 marks. Centres are advised to ensure that candidates can give an overview of the content of relevant legislation for the specification and recognise relevant strengths and weaknesses.
- 5** (a) When analysing ways the physiotherapist would maintain confidentiality candidates were required to give depth to their responses rather than breadth. Listing several different ways was only applicable to level 1 responses. Candidates should have taken two or three ways and analyse them fully to access the marks available in level 2 and 3.
- (b) The Carers Recognition and Services Act was understood better this session than when it has been questioned on before, however, the levels achieved were mainly level 1 and 2. Centres are advised to pick apart the legislation and apply it to different scenarios to ensure that candidates are fully prepared to answer likely questions in the future. It would also be relevant to highlight strengths and weaknesses.
- 6** (a) Candidates answered this question well and demonstrated a thorough understanding of the strengths and weaknesses of Mohamed attending an intermediate care centre.
- (b) Candidates were able to identify a range of relevant service providers; however the level of analysis was often weak. Candidates' description of the roles of their chosen service providers was often limited. Very few gave any information relating to justify their choices of providers by linking their specific skills and qualities to meeting the Mohamed's particular care needs when he returned home.

F920 Understanding Human Behaviour

General Comments

On this paper candidates demonstrated a distinct improvement in being able to select appropriate theorists for the perspectives identified in questions, with very few candidates mismatching theorists to psychological perspectives or theories to theorists. However, there was still a tendency for candidates to write lengthy descriptions of the theories, rather than to apply their knowledge to the questions. Candidates should be reminded that to access the higher mark levels they are required to apply their theoretical knowledge – this is best done by providing appropriate examples to illustrate their answers, even if the question does not specifically relate to a particular setting or situation. Candidates should also be reminded that the space available for their answer and the number of marks allocated are useful indications of the length of answer expected although it was pleasing to note that many candidates scored very highly whilst using as little as half the space provided.

Many candidates usefully planned their answers by making brief notes and highlighting key words in the questions, however candidates should be reminded to use only blue or black pen for their answers and to avoid making detailed annotations of their responses. Many candidates had been well prepared to give well structured essay answers and practice in essay writing to give clear and concise answers is clearly beneficial preparation for this exam. Where candidates are asked to evaluate a theory they should be able to give both positive and negative aspects of the theory and draw a conclusion. It is useful for candidates to be able to compare and contrast the main aspects of the different psychological perspectives and the theories they have studied.

There was little indication that the time allocated for this paper was inadequate, although candidates who gave unnecessarily lengthy answers (continuing onto extra sheets) in the early questions undoubtedly found themselves rushing to complete the 30 mark question at the end.

Comments on Individual Questions

- 1 (a) A surprising number of candidates had difficulty in answering this, knowing that cognitive development related to intellectual development should have linked with an understanding of the constructivist perspective.
 - (b) A number of candidates responded from a general socio-economic approach to a child's development and did not focus specifically on cognitive development.
 - (c) In this specification 'environmental influences' refer specifically to air, noise and water pollution.
- 2 (a) (i) A simple statement identifying genetics v upbringing was all that was required here.
 - (ii) Most candidates answered this well, although some attempted to cover all PIES for each factor in detail. (The space and marks available were particularly relevant in this question in providing guidance for the length of answer).
 - (b) Appropriate theorists were identified by nearly all candidates although relatively few discussed the implications of the biological approach to the development of personality.

- 3** This question was generally well answered by all candidates with some good examples given and clear application to social and emotional development of individuals. Candidates gaining higher marks were able to explain that at different points in their lives peoples needs were met in different ways - examples of older people worrying about the cost of heating their homes or not being able to get to the shops to buy food were relevant in explaining that physical/physiological needs must be met before social and emotional needs can be addressed. (Many candidates confuse the spelling of physiological with psychological - in this context accurate spelling is essential).
- 4** **(a)** Many candidates gave lengthy descriptions of an appropriate theory but did not relate their answers specifically to the stem statement. Higher scoring candidates gave examples of changes which people might find it difficult to adapt to, eg for children – starting school; for older people – moving into residential care and linked these changes with examples of behaviour eg tantrums, aggression, withdrawal, to illustrate aspects of the theory chosen.
- (b)** There were some very good answers to this question with many candidates gaining high marks. However, a number of candidates attempted to use the theory chosen in 4a to answer this question – this was not a requirement of the question. Other candidates focussed on socio-economic factors and tended to take a very negative approach to the development of self-concept. Candidates who gave lengthy descriptions of the various terms associated with self concept eg self esteem, self image and self efficacy may well have left themselves short of time at this stage of the paper.
- 5** The majority of candidates selected Bandura's theory and gave lengthy descriptions of the Bobo doll experiment. It was clear that some candidates had been well prepared to evaluate their chosen theory by providing positive and negative criticisms of the theory, with many candidates giving comparisons with other perspectives. Candidates who chose Latane or Tajfel tended to achieve higher marks – perhaps because they spent less time in giving detailed accounts of the experimental work associated with their theories and were able to demonstrate their understanding of the theory by giving examples of social expectations and behaviour. The majority of candidates simply repeated what their chosen theory stated about individuals being influenced by others rather than evaluating whether, or to what extent this was so and drawing some conclusions about the value of the theory.

F921 Anatomy & Physiology in Practice

General Comments

In this session most candidates responded well to the questions. Only a few candidates failed to read the question stem with accuracy, with most candidates completing all of the questions. Lack of understanding of the overall aim of the question did not contribute to low achievement. The accuracy of the candidates' knowledge was a noticeable problem in their responses. The use of English in this paper was sometimes poor, with scientific spellings a significant problem for many candidates. In a small number of cases the legibility of some papers, added to poor spelling and grammar, did not help the marking process. However, candidates were not penalised providing that the word was understandable and matched the description given. The diagram questions in this session were generally answered well.

Questions were based on the six systems that were required to be studied in the unit outline and the associated underpinning knowledge. The majority of questions required candidates to 'apply' their knowledge and were not based on straight 'recall' of knowledge. Short answer questions and diagrams were used to help stimulate candidate response and increase accessibility.

The questions in the paper that were mainly set at E grade level carried 'name' or 'identify' command verbs.

More demanding questions carried the 'describe/explain' command verbs and provided the opportunity for candidates to give some extended answers in order to demonstrate the depth and breadth of their knowledge.

In the higher level questions the candidates were asked to explain, providing the opportunity for candidates to give detailed and reasoned answers in order to demonstrate the depth and breadth of their knowledge of the subject.

Knowledge was required for the six systems that related to structure, function, dysfunction, diagnosis and treatment of the system and the chosen dysfunction. The candidates were also asked to either describe or explain the effects on the individual or the system. Candidates generally wrote in a coherent manner giving facts connected to the question but often using vague comments such as 'serious effect', 'help in their treatment' 'affect them emotionally' and often repeated the question stem in their answer.

Centres could help to improve candidate performance by:

- improving comprehension of the command verbs 'explain' and 'describe'.
- improving the techniques used by candidates when answering the question, for example, sentence construction and accurate spelling.
- practising questions that require explanations during controlled conditions throughout the teaching of the unit.
- making sure candidates are familiar and know the meaning of technical terminology used within the unit and the underpinning knowledge.

Where low marks were recorded it appeared to be the result of confusion in their application of knowledge and a lack of examination technique. Lack of clarity of expression often contributed to a lower mark. Successful answers and good practice were reflected in responses that were factually accurate and where knowledge was successfully applied to the given context or question.

Report on the Units taken in January 2008

Responses to questions occasionally demonstrated poor examination technique when formulating their answers. Candidates on occasion failed to express themselves fully using incomplete sentences and poor explanations of theory, principals and terminology. The general standard of answer was reasonably focused and accurate, especially in questions one and two.

Responses were found to be less accurate in question 3b where many candidates gave vague answers. In question 3c candidates demonstrated a better understanding of diagnosis and treatment.

Question 4c was also poorly answered by large number of candidates. In this part many candidates had little or no knowledge of the role of hormones in the menstrual cycle. Knowledge was generally confused and often incorrect however where candidates had mastered the subject answers were concise, accurate and well structured.

Comments on Individual Questions

- 1 **(a)** This question was generally well answered and many candidates were able to accurately label the diagram.
- (b)** This was answered successfully with many candidates scoring between four and six marks.
- 2 **(a)** This question was generally well answered and many candidates were able to accurately label the diagram. On occasion candidates confused their left and right sides.
- (b)** This was answered successfully with many candidates scoring between five and eight marks.
- 3 **(a)** This question was generally well answered and many candidates were able to accurately identify a musculo-skeletal dysfunction.
- (b)** A noticeable number of candidates were unable to provide good explanations of the basic effects of their chosen dysfunction. Answers were often limited and vague, failing to fully explain the effects on support and protection.
- (c)** Many candidates fully described how their chosen dysfunction could be treated. Information about diagnosis was often accurate but limited in descriptive content. Diagnosis was often only identified with little to support the description.
- 4 **(a)** Generally answered well with many candidates being able to accurately identify the female reproductive system. On occasion some candidates became confused when identifying the uterus and the bladder but continued to identify the remaining anatomical features correctly.
- (b)** This question was generally well answered and responses were accurate.
- (c)** Many candidates had little or no knowledge of the role of hormones in the menstrual cycle. Knowledge was generally confused and often incorrect. Where candidates had mastered the subject answers were concise, accurate and well structured however these candidates were few and far between.

- 5** This question was attempted by most candidates and their responses varied greatly in standard. Many candidates were unable to describe more than cause of lung disease. Their focus was mainly on smoking with a small number discussing environmental causes but very few considering the problem any further. Candidates were seen to be very capable at assessing the physical effects on individuals. The assessment of the remaining effects often appeared superficial with no explicit indication of the effect and any change. Candidates often used comments such as 'would affect them emotionally', or 'would affect their social life'. This gave no real indication of any change in their well-being.

F924 Social Trends

General Comments

The overall performance by candidates once again improved with most centres making good use of the pre-release material. Fewer candidates seemed to have been entered inappropriately and there was an increase in the number performing very well on the paper. All the questions were accessible and far fewer candidates failed to attempt all components of each question.

Aspects that need addressing by a number of centres include the difficulty candidates have in understanding the concept of 'trends'. Too many just transpose the data without reference to patterns or changes. Simply referring to increasing, decreasing, fluctuating etc will achieve the mark for identification. This needs to be followed by a very brief explanation for this change. Encourage candidates to clearly separate their two responses and choose two different patterns not just reverse the first trend they have identified.

A clear understanding of research methods continues to be a problem. Many candidates still confuse quantitative and qualitative research and then fail to apply their chosen method to the context in question eg teenage pregnancy. This therefore tends to produce generic responses of a textbook nature. Candidates also failed to distinguish between outlining the method ie the process involved – identifying aims/hypotheses, gathering the data using a sample, recording the data and then analysing it and drawing conclusions with evaluating the method using concepts such as validity and reliability.

Many candidates lost marks through presenting an imbalanced answer. This was particularly evident with Question 4 (c) in which most responses only looked at the negative impact upon society, ignoring possible benefits from having an ageing population.

A number of candidates continue to under perform as a result of a weakness in presenting their answers in a planned and logical sequence using appropriate terminology. They often repeat the same point several times during an essay answer and seem unable to structure a response which meets the requirements of an A2 paper.

Comments on Individual Questions

- 1
 - (a) Generally answered well but some candidates identified the same point in two different ways.
 - (b) Very well answered. Good use made of the pre release material.
 - (c) Good responses which included both advantages and disadvantages.
- 2 Very few very good responses. Many candidates simply restated the data and failed to apply it to the services. Others gave generic answers without being specific about which services they were discussing. Some just said that the private services should reduce their fees without saying how this could be achieved.

Report on the Units taken in January 2008

- 3**
- (a)** Generally answered well but some candidates misread the data.
 - (b)** A large number of candidates failed to understand that the term 'characteristics' refers to the nature of the data eg it is secondary, government source etc.
 - (c)** Most candidates responded well to this question and were able to explain at least two problems.
 - (d)** Some excellent answers showing a clear understanding of changes in women's roles and priorities. Some students failed to realise that the question referred to women in their mid 20's in 2008.
- 4**
- (a)** Generally answered well.
 - (b)** A large number of responses did not relate their answers to 'men'.
 - (c)** Very good understanding of the potential problems to society of an ageing population but very few candidates were aware of any benefits to be gained from men and women living longer.
- 5**
- (a)** Generally answered well.
 - (b)**
 - (i)** Considerable confusion shown with regard to the term 'sample'. Also a large number of candidates stated that they would use a questionnaire without showing that they would have to use open questions. A questionnaire alone is not an example of qualitative research.
 - (ii)** Poorly answered with few candidates outlining how research could be undertaken into teenage pregnancy. Many just stated the advantages and potential difficulties in doing such research, material that would have been more appropriate to 5(c).
 - (c)** A few very good answers usually showing a clear understanding of the strengths and weaknesses of informal interviews for their research. However many candidates tried to justify using a questionnaire with closed questions and consequently presented a rather confusing answer.

Grade Thresholds

Advanced GCE (Subject) (Aggregation Code(s))
January 2008 Examination Series

Unit Threshold Marks

| Unit | | Maximum Mark | A | B | C | D | E | U |
|------|-----|--------------|----|----|----|----|----|---|
| F910 | Raw | 100 | 75 | 65 | 55 | 46 | 37 | 0 |
| | UMS | 100 | 80 | 70 | 60 | 50 | 40 | 0 |
| F911 | Raw | 50 | 41 | 36 | 31 | 26 | 22 | 0 |
| | UMS | 100 | 80 | 70 | 60 | 50 | 40 | 0 |
| F912 | Raw | 50 | 41 | 36 | 31 | 26 | 22 | 0 |
| | UMS | 100 | 80 | 70 | 60 | 50 | 40 | 0 |
| F913 | Raw | 100 | 80 | 71 | 62 | 54 | 46 | 0 |
| | UMS | 100 | 80 | 70 | 60 | 50 | 40 | 0 |
| F914 | Raw | 50 | 41 | 36 | 31 | 26 | 21 | 0 |
| | UMS | 100 | 80 | 70 | 60 | 50 | 40 | 0 |
| F915 | Raw | 50 | 42 | 37 | 32 | 27 | 22 | 0 |
| | UMS | 100 | 80 | 70 | 60 | 50 | 40 | 0 |
| F916 | Raw | 50 | 41 | 36 | 31 | 26 | 21 | 0 |
| | UMS | 100 | 80 | 70 | 60 | 50 | 40 | 0 |
| F917 | Raw | 50 | 41 | 36 | 31 | 26 | 21 | 0 |
| | UMS | 100 | 80 | 70 | 60 | 50 | 40 | 0 |
| F918 | Raw | 100 | 84 | 74 | 65 | 56 | 47 | 0 |
| | UMS | 100 | 80 | 70 | 60 | 50 | 40 | 0 |
| F919 | Raw | 50 | 41 | 36 | 31 | 26 | 22 | 0 |
| | UMS | 100 | 80 | 70 | 60 | 50 | 40 | 0 |
| F920 | Raw | 100 | 79 | 69 | 59 | 49 | 39 | 0 |
| | UMS | 100 | 80 | 70 | 60 | 50 | 40 | 0 |
| F921 | Raw | 100 | 79 | 70 | 61 | 52 | 43 | 0 |
| | UMS | 100 | 80 | 70 | 60 | 50 | 40 | 0 |
| F922 | Raw | 50 | 42 | 37 | 32 | 27 | 22 | 0 |
| | UMS | 100 | 80 | 70 | 60 | 50 | 40 | 0 |
| F923 | Raw | 50 | 42 | 37 | 32 | 27 | 22 | 0 |
| | UMS | 100 | 80 | 70 | 60 | 50 | 40 | 0 |
| F924 | Raw | 100 | 81 | 71 | 61 | 52 | 43 | 0 |
| | UMS | 100 | 80 | 70 | 60 | 50 | 40 | 0 |
| F925 | Raw | 50 | 42 | 37 | 32 | 27 | 22 | 0 |
| | UMS | 100 | 80 | 70 | 60 | 50 | 40 | 0 |

Specification Aggregation Results

Overall threshold marks in UMS (ie after conversion of raw marks to uniform marks)

AS Single Award (H103)

| | Maximum Mark | A | B | C | D | E | U |
|-------------------|--------------|------|------|------|------|------|-------|
| H103 | 300 | 240 | 310 | 180 | 150 | 120 | 0 |
| % in grade | | 10.8 | 30.1 | 50.6 | 77.1 | 90.4 | 100.0 |

87 candidates aggregated this series

AS Double Award (H303)

| H303 | AA | AB | BB | BC | CC | CD | DD | DE | EE |
|----------------------|-----|-----|------|------|------|------|------|------|------|
| UMS (max 600) | 480 | 450 | 420 | 390 | 360 | 330 | 300 | 270 | 240 |
| % in grade | 2.4 | 4.7 | 10.2 | 13.4 | 25.2 | 38.6 | 66.9 | 81.1 | 97.6 |

127 candidates aggregated this series

GCE Single Award (H503)

| | Maximum Mark | A | B | C | D | E | U |
|-------------------|--------------|-----|-------|------|------|-------|-------|
| H503 | 600 | 240 | 310 | 180 | 150 | 120 | 0 |
| % in grade | | 0 | 21.24 | 35.7 | 64.3 | 100.0 | 100.0 |

19 candidates aggregated this series

GCE Double Award (H703)

| H703 | AA | AB | BB | BC | CC | CD | DD | DE | EE | U |
|-------------------|-----|-----|-----|------|------|------|------|------|------|-------|
| Max 1200 | 960 | 900 | 840 | 780 | 720 | 660 | 600 | 540 | 480 | 0 |
| % in grade | 0.0 | 0.0 | 0.0 | 25.0 | 25.0 | 50.0 | 50.0 | 75.0 | 75.0 | 100.0 |

5 candidates aggregated this series

For a description of how UMS marks are calculated see:

http://www.ocr.org.uk/learners/ums_results.html

Statistics are correct at the time of publication.

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