

# **Health and Social Care**

Advanced Subsidiary GCE (Double Award) **AS H303**

Advanced Subsidiary GCE **AS H103**

## **Mark Schemes for the Units**

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**June 2006**

**H103/H303/MS/R/06**

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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Any enquiries about publications should be addressed to:

OCR Publications  
PO Box 5050  
Annersley  
NOTTINGHAM  
NG15 0DL

Telephone: 0870 870 6622  
Facsimile: 0870 870 6621  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

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**Advanced Subsidiary GCE Health and Social Care (Double Award)(H303)**

**Advanced Subsidiary GCE Health and Social Care (H103)**

### MARK SCHEMES FOR THE UNITS

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**Mark Scheme F910**  
**June 2006**

Question	Answer	Mark	Total
1a(i)	<p>One mark for identification One mark for example</p> <p><b>Form</b></p> <p>Ageism/age/direct/overt/older person</p>	<p>1x1 1x1</p>	[2]
	<p><b>Example:</b></p> <p>Shouted at/told cannot go out for walk /punished</p>		
1a(ii)	<p>Four from:</p> <ul style="list-style-type: none"> <li>• Upset/sad/unhappy</li> <li>• Angry</li> <li>• Withdrawn</li> <li>• Annoyed</li> <li>• Humiliated</li> <li>• Embarrassed</li> <li>• Low self-esteem/self-worth</li> <li>• Low self-confidence</li> <li>• Frightened</li> <li>• Depressed</li> <li>• Disempowered</li> <li>• Ashamed</li> <li>• Not want to eat</li> <li>• Isolated</li> <li>• Stressed</li> <li>• Devalued</li> <li>• Victimised</li> </ul> <p><i>Plus any other suitable effect.</i></p>	4x1	[4]
1(b)	<p>Three from:</p> <ul style="list-style-type: none"> <li>• Confidentiality</li> <li>• Privacy</li> <li>• Choice</li> <li>• Respect</li> <li>• Dignity</li> <li>• Safety</li> <li>• Treated as an individual</li> <li>• Speech/expression</li> <li>• Quality care</li> <li>• Equality/equal opportunities</li> <li>• Non-discriminatory practice</li> <li>• Accept the three care values</li> <li>• Right to complain</li> </ul>	3x1	[3]

Question	Answer	Mark	Total
1(c)	<p>Three aspects from:</p> <p><b>Care Values</b></p> <p>a) Promoting the equality and diversity of service users  b) Promoting individual rights and beliefs  c) Maintaining confidentiality</p> <p>Three examples from:</p> <ul style="list-style-type: none"> <li>• Meeting mobility/individual needs</li> <li>• Maintaining privacy</li> <li>• Giving choice to clients, e.g. diet/dress</li> <li>• Giving choice to clients re activities</li> <li>• Non-discriminatory language/actions</li> <li>• Keep files safe</li> <li>• Need to know basis</li> <li>• Celebrate culture/religion</li> <li>• Keep information about clients confidential</li> </ul> <p><i>Accept any suitable examples - these can be interchangeable.  Must be an example linked to each care value.</i></p>	3x1 3x1	<b>[6]</b>
			<b>15</b>

Question	Answer	Mark	Total																
2(a)	Three from: <ul style="list-style-type: none"> <li>• Contact supervisor</li> <li>• Record what happened</li> <li>• Refer/contact other health professional</li> <li>• Refer to policies/procedures</li> <li>• Refer him as an inpatient</li> <li>• Section him under the Mental Health act</li> <li>• Talk/counsel John about the issue</li> <li>• Monitor him closely</li> <li>• Seek advice from colleagues</li> <li>• Tell John that he is going to tell someone in higher authority</li> </ul>	3x1	[3]																
2(b)	<table border="0"> <tr> <td>Three from:</td> <td>Three from:</td> </tr> <tr> <td><b>Barriers</b></td> <td><b>Description</b></td> </tr> <tr> <td>Location/ geographical</td> <td>facility in area/postcode lottery</td> </tr> <tr> <td>Psychological</td> <td>Not wanting to go because of treatment/not know they are ill/fear/stigma/embarrassed</td> </tr> <tr> <td>Financial</td> <td>lack of funding to match demand</td> </tr> <tr> <td>Cultural</td> <td>discrimination/values about illness</td> </tr> <tr> <td>Language</td> <td>communication/difficulty expressing themselves</td> </tr> <tr> <td>Physical</td> <td>side effects of drugs/transport</td> </tr> </table>	Three from:	Three from:	<b>Barriers</b>	<b>Description</b>	Location/ geographical	facility in area/postcode lottery	Psychological	Not wanting to go because of treatment/not know they are ill/fear/stigma/embarrassed	Financial	lack of funding to match demand	Cultural	discrimination/values about illness	Language	communication/difficulty expressing themselves	Physical	side effects of drugs/transport	3x1 3x1	[6]
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2(c)	Three from: <ul style="list-style-type: none"> <li>• Guidance for care workers on practice/treatment of clients</li> <li>• Legal requirements that they need to follow/legal advice</li> <li>• Professional conduct is clear</li> <li>• Consistency of care for all service users</li> <li>• Know how to handle situations</li> <li>• System of redress if service users complain</li> <li>• Professionalize/ raises status of job</li> <li>• Outlines clients rights to them</li> <li>• Helps to improve relationships between service users and service providers</li> <li>• Sets high standards of care/improves practice</li> <li>• Helps to prevent discrimination</li> <li>• Teaches care values to care workers</li> </ul> <p><i>(If list like maximum 3).</i></p>	3x2	[6]																
			<b>15</b>																



Question	Answer	Mark	Total
3(a)(i)	<p>Form: Sexism/sex/gender/direct/indirect</p> <p>One example from:</p> <ul style="list-style-type: none"> <li>• Asked if married</li> <li>• Asked if planning a family/to have children</li> <li>• Asked personal questions</li> <li>• She tells them she's planning a family</li> <li>• Not giving her the job</li> </ul>	<p>1x1 1x1</p>	<b>[2]</b>
3(a)(ii)	<p>Three from:</p> <ul style="list-style-type: none"> <li>• Angry</li> <li>• Upset/sad/unhappy</li> <li>• Not want to apply for jobs</li> <li>• Loss of self esteem/self-worth</li> <li>• Loss of confidence</li> <li>• Depressed</li> <li>• Frustrated</li> <li>• Affect her feelings about having a family/marriage</li> <li>• Financial loss/problems</li> <li>• Dislike of employer</li> <li>• Victimised</li> <li>• Devalued</li> </ul> <p><b><i>Plus any other reasonable example.</i></b></p>	3 x1	<b>[3]</b>
3(b)	<p>Three from:</p> <ul style="list-style-type: none"> <li>• Equal opportunities commission</li> <li>• Commission for Racial equality</li> <li>• Disability Rights Commission</li> <li>• County court (accept 'court')</li> <li>• European court of human rights</li> <li>• Refer to legislation</li> <li>• CAB</li> <li>• Solicitor/legal advice</li> <li>• Governing bodies</li> <li>• Equality commission ( N Ireland)</li> </ul>	3x1	<b>[3]</b>
3(c) (i)	<p>Four from:</p> <ul style="list-style-type: none"> <li>• Makes sex discrimination illegal</li> <li>• Covers both direct and indirect</li> <li>• Set up EOC</li> <li>• Prohibit sex discrimination in education, employment, access to goods and services, management of premises, housing – give if discussed separately</li> <li>• Protects married people</li> <li>• Protects from victimisation/harassment</li> </ul>	4 x1	<b>[4]</b>

Question	Answer	Mark	Total
3(c)(ii)	<p><b>Level 1: 0-3 marks</b> There may be evidence of one or two evaluative statements. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling will be noticeable and intrusive. [0 - 3 marks]</p> <p><b>Level 2: 4-6 marks</b> They will include a brief evaluation of strengths and weaknesses. Candidates will provide a detailed evaluation of just the strengths or weaknesses (or with a bias towards either strengths or weaknesses). The evaluation will be developed with coherence. Answers will be factually correct. There will be noticeable errors of grammar, punctuation and spelling. <i>If list like, sub-max of 5.</i> [4 - 6 marks]</p> <p><b>Level 3: 7-8 marks</b> The evaluation will be balanced, developed logically and there will be evidence of synthesis within the work (two strengths and two weaknesses). Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling. Must include a conclusion for full marks. [7 - 8 marks]</p> <p><b>Strengths:</b> Sa. Raises awareness Sb. Given legal redress Sc. Has resulted in some change in social attitudes Sd. Widen jobs available Se. Positive impact of opportunities Sf. Improved employment practice Sg. Helps to reduce discrimination Sh. Success cases Si. Comprehensive/well-established law compared to some others Sj. Burden of proof</p> <p><b>Weaknesses:</b> Wa. Men still have majority of top jobs Wb. Many people do not know their rights Wc. Fear of victimisation Wd. Discrimination, still exists We. Time/cost Wf. Hard to prove Wg. Does not change attitudes</p>		[8]
			20

Question	Answer	Mark	Total
4(a)	<p>Four from:</p> <ul style="list-style-type: none"> <li>• Physical barriers</li> <li>• Psychological barriers</li> <li>• Cultural barriers (religion/religious beliefs)</li> <li>• Language/communication barriers</li> <li>• Financial</li> <li>• Geographical/location/transport</li> <li>• Time available</li> </ul> <p><i>If meaning is the same, using different terminology, this is acceptable.</i></p>	4x1	<b>[4]</b>
4(b)	<p><b>Level 1: 0-3 marks</b> There may be evidence of one or two ways the hospital could facilitate access. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling will be noticeable and intrusive. [0 - 3 marks]</p> <p><b>Level 2: 4-6 marks</b> They will include a brief explanation of one or two ways the hospital could facilitate access to its services. Answers will be factually correct. There will be some noticeable errors of grammar, punctuation and spelling.[4 - 6 marks] <i>Sub-max of 4 for only one barrier. If list like, sub-max of 4.</i></p> <p><b>Level 3: 7-8 marks</b> There will be a minimum of two ways the hospital could facilitate access to its services, 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. [7 - 8 marks]</p> <p><b>Knowledge</b></p> <ol style="list-style-type: none"> <li>a) Adaptation of premises</li> <li>b) Provide transport</li> <li>c) Campaigns</li> <li>d) Self-advocacy</li> <li>e) Funding</li> <li>f) Joint planning between GP and hospital</li> <li>g) Information in Braille</li> <li>h) Have staff of different cultures/genders, etc</li> <li>i) Have leaflets, etc, in different languages</li> <li>j) Translators</li> <li>k) Hold open days to reduce 'fear'</li> <li>l) Information booklets to include maps, etc</li> <li>m) Adequate/cheap car parking</li> </ol> <p><i>Plus any other reasonable suggestions.</i></p>		<b>[8]</b>

Question	Answer	Mark	Total
4(c)	Three from: <ul style="list-style-type: none"><li>• Housing</li><li>• Employment</li><li>• Access to goods and services</li><li>• Management buying or renting of land or property</li><li>• Transport</li><li>• Education</li><li>• Sensory</li><li>• Speech/communication</li><li>• Mental</li><li>• Mobility</li><li>• HIV</li><li>• Learning</li><li>• Physical</li><li>• + any named physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day to day activities</li></ul>	3x1	[3]
			15

Question	Answer	Mark	Total												
5(a)	Four from: <ul style="list-style-type: none"> <li>• Upset/sad/unhappy</li> <li>• Withdrawn/shy</li> <li>• Not go to nursery</li> <li>• Devalued</li> <li>• Isolated/excluded</li> <li>• Stigmatised</li> <li>• Dislike religion</li> <li>• Angry /with teacher</li> <li>• Depressed</li> <li>• Loss of self-esteem/self-worth</li> <li>• Loss of confidence</li> <li>• Frustrated</li> <li>• Confused</li> <li>• Humiliated</li> <li>• Embarrassed</li> <li>• Development is affected</li> <li>• Not participate</li> <li>• Misbehave</li> <li>• Feel different</li> </ul> <p><i>Plus any other reasonable effect.</i></p>	4x1	<b>[4]</b>												
5(b)	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Three from</td> <td style="width: 50%;">Three from (description)</td> </tr> <tr> <td>Family/primary</td> <td>imitate parents, siblings, role model</td> </tr> <tr> <td>Media/secondary</td> <td>through watching/copying, role models</td> </tr> <tr> <td>Education/secondary</td> <td>copy teachers, conformity, peers, friends, family/parents, education/school, teachers, role models</td> </tr> <tr> <td>Peers/secondary</td> <td>imitate, feel need to conform. Share/learn ideas from them, role models</td> </tr> <tr> <td>Religion/secondary</td> <td>learn roles and beliefs</td> </tr> </table> <p><i>Note: allow 'secondary' only once. Descriptions of positive and negative acceptable.</i></p>	Three from	Three from (description)	Family/primary	imitate parents, siblings, role model	Media/secondary	through watching/copying, role models	Education/secondary	copy teachers, conformity, peers, friends, family/parents, education/school, teachers, role models	Peers/secondary	imitate, feel need to conform. Share/learn ideas from them, role models	Religion/secondary	learn roles and beliefs	3x1 3x1	<b>[6]</b>
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Education/secondary	copy teachers, conformity, peers, friends, family/parents, education/school, teachers, role models														
Peers/secondary	imitate, feel need to conform. Share/learn ideas from them, role models														
Religion/secondary	learn roles and beliefs														

Question	Answer	Mark	Total
5(c)	Five from  a) Images/stories in books/videos focusing on other cultures, etc b) multicultural displays/posters c) dressing up d) food e) dolls/toys/games from different cultures f) Music/instruments from around the world g) Staff from different cultures/genders etc h) Information available in different languages i) Facilities, e.g. prayer room j) Staff who speak different languages	5x1	[5]
			<b>15</b>

Question	Answer	Mark	Total
6(a)(i)	One from: <ul style="list-style-type: none"> <li>• EOP</li> <li>• Harassment policy</li> <li>• Race relations policy</li> <li>• Bullying Policy</li> <li>• Confidentiality</li> <li>• Health &amp; Safety</li> </ul> <i>Accept other policies not listed in spec on this occasion. Do not accept the Acts.</i>	1x1	[1]
6(a)(ii)	<p><b>Level 1: 0-4 marks</b> There may be evidence of one or two benefits of the policy to the service users and 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><b>Level 2: 5-7 marks</b> They will include a brief explanation of one or two benefits of the policy to <b>both</b> care workers and service users. Answers will be factually correct. There will be some noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 3: 8-9 marks</b> There will be a minimum of two benefits of the policy to <b>both</b> 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><b>Service users</b> Sa. Helps to prevent discrimination/bullying Sb. Ensures that they are treated fairly/equality Sc. Promotes opportunity Sd. Develops high self-esteem Se. Promotes trust/relationships Sf. Helps them feel safe and secure Sg. System of redress Sh. Ensures confidentiality Si. Allows the service user to see the level of care they are entitled to. Sj. Gives them rights</p> <p><b>Care worker</b> Ca. Helps them do their job effectively Cb. Guides them in good practice/guidelines to follow Cc. Helps to protect them from accusations/or discrimination Cd. Helps them promote quality care Ce. Ensures that they are all working to the same high standards Cf. System of redress Cg. Gives them rights</p> <p><i>If very specific health and safety information given, allow correct technical responses.</i></p>		[9]

Question	Answer	Mark	Total
6(b)	<p><b>Level 1: 0-4 marks</b> One or two ways an organisation could promote good practice and quality care are described. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p><b>Level 2: 5-7 marks</b> At least two ways an organisation could promote good practice and quality care are described in detail. Answers will be factually correct. There will be some noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 3: 8-10 marks</b> At least two ways an organisation could promote good practice and quality care are analysed. Responses 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><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>a) Training</li> <li>b) Using policies/guidelines</li> <li>c) Using codes of practice</li> <li>d) Update staff regularly</li> <li>e) Meetings</li> <li>f) Abide by legislation</li> <li>g) Feedback from service users and staff</li> <li>h) Care values to be implemented</li> <li>i) Well qualified staff</li> <li>j) Good management structure</li> <li>k) Appraisals of staff</li> <li>l) Adaptation of premises</li> <li>m) Inspection/monitoring practice/assessment</li> <li>n) Staff to reflect diversity of local population/community</li> <li>o) Monitoring and evaluation of policies</li> <li>p) Set targets</li> </ul> <p><i>Plus any other reasonable suggestion.</i></p>		[10]
			20



**Mark Scheme F913**  
**June 2006**

Question	Marking points	Marks	Total
1 (a) (i)	Control of Substances Hazardous to Health Regulations (1999)  <i>Accept COSHH, date not required.</i>	1x1	1
(a) (ii)	1 mark for type of substance (or specific named one). 1 mark for how to store it. 2 required <ul style="list-style-type: none"> <li>• Bleach(ing agent) – store in clearly marked (original) container in locked cupboard out of reach of children etc</li> <li>• Oxidising agent – store in sealed container away from flammable substances</li> <li>• Flammable chemicals – store in fire resistant locked cupboard away from sparks etc</li> <li>• Poisons – store in locked cupboard with clear instructions for dealing with accidents and limited staff access</li> <li>• Caustic agents (most cleaning materials) – store in (locked) cupboards in original containers with clear safety warnings</li> <li>• Named acid - locked</li> </ul>	2x2	4
(b) (i)	Health and Safety (signs and signals) Regulations (1996)  <i>Date not required.</i>	1	1
(b) (ii)	1 mark for hazard identified. 1 mark for simple description of risk reduced – 2 marks for clearly linked explanation (2 stage) <ol style="list-style-type: none"> <li>1. Wet/slippery floor – warns of slipping hazard / prevents falls / warns people to follow another route or take extra care</li> <li>2. High voltage / electrical hazard / electricity – warns people not to meddle so reducing risk of electrocution/electric shock</li> <li>3. Radiation / Radioactivity / Radioactive – warns people not to enter / keep away as radiation is harmful / restricted access / causes damage to unborn babies / damages cells / causes mutations / causes cancer / need special training or protection or radiation meter</li> </ol>	3x3	9
<b>Total for Question 1</b>			<b>15</b>

Question	Marking points	Marks	Total
2 (a)	Transfer of infection / infectious agent / bacteria / virus etc. between one person and another ( <i>or contamination to other</i> )	1	1
(b)	<p>One mark for procedure. One mark for description of how cross infection is prevented, THREE required:</p> <ul style="list-style-type: none"> <li>• wiping work surfaces clean - prevents accumulation of infective agents which could transfer to hands / food</li> <li>• removing spillages – prevent bacterial growth</li> <li>• basic disinfection – kills bacteria preventing infection</li> <li>• regular cleaning of toilet areas – harbour large numbers of choliform bacteria / transfer to hands &amp; mouth can be very dangerous</li> <li>• cleaning of sinks/baths/bathrooms – similar to toilets + intimate contact with wounds potentially</li> <li>• (regular) changing of bed linen – prevent soiling and faecal contamination</li> <li>• (regular) changing of towels etc. – as above plus damp conditions ideal for bacterial growth</li> <li>• routine hand washing before and after tasks – removes bacteria prevents spread from one to another</li> <li>• mopping floors – prevent accumulation of dust etc which could harbour germs</li> <li>• vacuuming carpeted areas – removal of dust &amp; debris which could include contaminated e/g/fungal spores</li> <li>• washing painted surfaces intermittently – prevents grime &amp; grease build up in which bacteria could grow</li> <li>• wearing protective clothing – prevents cross contamination</li> <li>• covering cuts with a plaster</li> </ul> <p><i>Do not accept specific infection control measures.</i></p>	3x2	6
(c)	<p>Two marks for linked explanation (2 stage), three required:</p> <ul style="list-style-type: none"> <li>• Gloves- will protect patient from contamination by care worker or previous patient as gloves will be disposed of between patients so preventing carriage of bacteria etc.</li> <li>• Mask – prevents from inhaling infectious agents from infected person and therefore cannot 're-breathe' agent onto next patient (prevents care worker's own infection from being passed to patient)</li> <li>• Overshoes –reducing contamination brought in on workers shoes – reduces risk to patient e.g. in operating theatre – reduces risk of serious disease outbreak in setting – prevents infection from patient in theatre being spread outside the area</li> </ul>	3x2	6
(d)	<p>One mark for each, two required:</p> <ul style="list-style-type: none"> <li>• Wear gloves when dealing with instruments</li> <li>• Place used sharps in container (immediately) after use</li> <li>• Never walk with sharp instrument/keep away from the body</li> <li>• Arrange instruments so that all handles face in same direction</li> </ul> <p>Place dirty instruments into disinfectant / sealed container immediately after use</p>	2x1	2
<b>Total for Question 2</b>			<b>15</b>

Question	Marking points	Marks	Total
3 (a)	<p>Any two from:</p> <ul style="list-style-type: none"> <li>Investigates any breaches of Health and Safety Law / upholds the law on Health and Safety (accept examples)</li> <li>Provides guidance on Health and Safety Law/training courses</li> <li>Publishes leaflets about Health &amp; Safety/information</li> </ul>	2x1	2
3 (b)	<p>Any one from:</p> <ul style="list-style-type: none"> <li>Health and Safety at Work Act (1974)</li> <li>The Management of Health and Safety at Work Regulations (1992)</li> <li>Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (1995)</li> <li>Control of Substances Hazardous to Health (1999) Regulations</li> <li>Health and Safety (signs and signals) Regulations (1996)</li> <li>The Fire Precautions (workplace) (amended) Regulations (1997)</li> <li>Manual Handling Operations Regulations (1992, revised 1998)</li> <li>Lifting Operations and Lifting Equipment Regulations (1998)</li> </ul> <p><i>Accept abbreviations. No date required.</i></p>	1	1
(c)	<p>One mark per point – 3 required</p> <ul style="list-style-type: none"> <li>Location of accident book</li> <li>Name of person to take charge in case of emergency</li> <li>Approved first aider</li> <li>Location of first aid kit</li> </ul>	3x1	3
(d)	<p>Any two of:</p> <ul style="list-style-type: none"> <li>Name of employee representative (if there is one)</li> <li>Name of the manager representative</li> <li>The contact details of the <b>enforcing</b> authority/HSE etc, allow <b>local</b> authority <b>THIS SESSION ONLY</b></li> <li>Fire safety issues</li> <li>Risk assessment</li> <li>First aid</li> </ul> <p><i>Plus any reasonable response.</i></p>	2x1	2

Question	Marking points	Marks	Total
3(e)	<p><b>Levels response</b></p> <p><b>(H) Level 3 response: 9-12 marks</b> Detailed response clear awareness of the benefits to staff of a Health and Safety policy, linked to clear examples from the chosen care setting.</p> <p><b>(M) Level 2 response: 5-8 marks</b> Responses will show evidence of some understanding of the benefits to staff of the policy. There may be some links made to the chosen care setting, but most information is likely to be generic.</p> <p><b>(L) Level 1 response: 0-4 marks</b> Responses may be superficial simply stating the types of statements likely to be found in such a policy. There may be no real links made to the chosen care setting.</p> <p><i>Responses will clearly vary depending on the care setting chosen and in high level responses should include examples from the care setting chosen.</i></p> <p><b>Knowledge requirements:</b></p> <ul style="list-style-type: none"> <li>• Staff will feel confident as have clear guidelines to follow</li> <li>• There will be clear management hierarchies to support staff decisions</li> <li>• Staff will know that they are using best quality standards due to advice from professional bodies etc.</li> <li>• Increased pride in job done well</li> <li>• Autonomous working as know what to do</li> <li>• Involved in decision-making process</li> <li>• Empowered as can have input during audit and reassessment processes</li> </ul>		12
	<b>Total for Question 3</b>	<b>20</b>	

Question	Marking points	Marks	Total
4 (a) (i)	<p>One mark for one of:</p> <ul style="list-style-type: none"> <li>• slide board/transfer board</li> <li>• hoist</li> </ul> <p><i>If a different (but reasonable) aid is given which is not in the specification it can be marked correct.</i></p>	1	1
4 (a) (ii)	<p><b>Levels response</b></p> <p><b>(H) Level 3 response: 5-6 marks</b> Candidates describe the initial phase of preparing a service user to be moved with a piece of equipment, from a practitioner's perspective. There will be equal consideration given to how <b>both</b> the service user and the practitioner would be prepared prior to the process of moving and handling with this piece of equipment.</p> <p><b>(M) Level 2 response: 3-4 marks</b> Candidates give a basic description/identification of the initial phase of preparing a service user to be moved with a piece of equipment. There will be a general description of how the service user and the practitioner would be prepared prior to the process of moving and handling with this piece of equipment, although this will be focused more towards either the service user or the practitioner.</p> <p><b>(L) Level 1 response: 0-2 marks</b> Candidates can identify the initial phase of preparing a service user to be moved with a piece of equipment. The description will be general in nature. The focus is likely to be on the service user <b>or</b> the practitioner.</p> <ul style="list-style-type: none"> <li>• Talk to service user to ensure they understand the procedure/wants to be moved</li> <li>• Reassure them if they have any anxieties</li> <li>• Check that all necessary equipment is ready and in place</li> <li>• Check that you know/understand the procedure/staff properly trained</li> <li>• Have another member of staff to assist</li> <li>• Make sure that there is adequate room</li> <li>• Check that service user is correctly positioned before beginning manoeuvre</li> <li>• Talk to service user throughout to ensure continued satisfaction with the procedure</li> <li>• Wear appropriate/loose fitting clothing</li> <li>• Wear flat shoes</li> <li>• Check that slings are appropriate for weight of the service user</li> <li>• Carry out a risk assessment</li> <li>• Assess mobility of the service user</li> <li>• Check for history of falls</li> </ul>		6

Question	Marking points	Marks	Total
4(b)	<p><b>Levels Response</b></p> <p><b>(H) Level 3 response : 7-8 marks</b> Candidates demonstrate clear and detailed grasp of the importance of the review process in risk assessment and explain the process clearly. They show clearly that this is an ongoing process that is never finished. They may give examples from real situations or historical examples to illustrate their points. They will be clear understanding of the cyclical nature of risk assessment, and how this final stage returns to the beginning of the cycle.</p> <p><b>(M) Level 2 response : 4-6 marks</b> Candidates give a clear outline of the process of review in risk assessment. They demonstrate some understanding of the importance of the process and may give some examples from practice. They may show some appreciation of the cyclical nature of risk assessment.</p> <p><b>(L) Level 1 response: 0-3 marks</b> Candidates may repeat what has already been given in the question and make simple statements about frequency of this process. They show little appreciation of the ongoing nature of risk assessment. Any examples given will be straightforward and obvious.</p> <p><b>Knowledge requirements:</b></p> <ul style="list-style-type: none"> <li>• Ongoing nature of review</li> <li>• Risk assessment is an ongoing process which is never completed</li> <li>• Staff and service user input to review process – formal or ad hoc</li> <li>• Advice from professional organisations / research/ consumer groups etc</li> <li>• Examples (e.g. baby sleeping positioning advice changed based on research findings or advice on vaccination changes depending on level of vaccination in population etc.)</li> <li>• New equipment</li> <li>• Involves service users and care workers in deciding if current situation is adequate and therefore feel involved and important/have ownership</li> </ul>		8
	<b>Total for Question 4</b>		<b>15</b>

Question	Marking points	Marks	Total
5	<p><b>Levels response</b></p> <p><b>(H) Level 3 response: (12-15)</b> Candidates make detailed and well argued judgements showing clear links between the hazards, the service users and ways of reducing the risks. They indicate some consideration of precautions that are already in place.</p> <p><b>(M) Level 2 response: (6-11)</b> Candidates identify risks and make sound links between the service users and the risks. They make more detailed recommendations for risk reduction, but may not compare present precautions with actual requirements.</p> <p><b>(L) Level 1 response: (0-5)</b> Candidates identify hazards but make few links between the service users and the specific risks. Advice on reducing risk is simplistic. The work may consist of a simple list of hazards with no realistic suggestions for improvement.</p> <p><b>Knowledge requirements:</b></p> <ul style="list-style-type: none"> <li>• Steps at main entrance (pushchair access)</li> <li>• Several outside doors (security)</li> <li>• Access to play area from outside nursery</li> <li>• Sink near carpeted area</li> <li>• Water area near carpets</li> <li>• Toilets near front door</li> <li>• Carrying water between sink and painting etc</li> </ul> <p><b>Plus:</b> Any other reasonably well argued points should be allowed.</p> <p><i>H = hazard</i> <i>S = how it affects the service user</i> <i>Ri = reducing the risk</i> <i>P = precautions already in place</i></p>		15
	<b>Total for Question 5</b>		<b>15</b>



Question	Marking points	Marks	Total
6 (a)	<p>One mark for each identified means. One mark for how it would reduce risk. Three required:</p> <ul style="list-style-type: none"> <li>• smoke alarm – give early warning of smouldering before fire starts</li> <li>• no smoking – reduces likelihood of fire outbreak</li> <li>• flammable liquid stored appropriately – reduces risk of spontaneous outbreak</li> <li>• no storage in corridors, stairwells etc of flammable materials – reduces fire risk in communal areas</li> <li>• sprinkler system – will put out fires very early and prevent serious outbreak</li> <li>• fire retardant furniture</li> </ul>	3x2	6
6 (b)	<p>One mark for each piece of equipment. One mark for circumstances in which it would be used. THREE required</p> <p><b>Carbon dioxide Fire Extinguisher</b> – put out small ‘ordinary fires ‘</p> <p><b>Water Fire Extinguisher</b> - put out paper fires but little else</p> <p><b>Foam Fire Extinguisher</b> - used for electrical fires</p> <p><b>Fire blanket</b> - used to wrap a person on fire or cover e.g. a chip-pan fire</p> <p><b>Sand bucket</b> – to extinguish small fires, put out cigarettes</p> <p><b>Sprinkler system</b> – automatically wet area to put out small fires</p> <p><i>Accept ‘fire extinguisher’ on its own once only.</i></p>	3x2	6

Question	Marking points	Marks	Total
6(c)	<p><b>Levelled response</b></p> <p><b>(H) Level 3 response: 7-8 marks</b> Candidates demonstrate detailed links between the care setting chosen and the general evacuation procedures. They cover <b>at least two</b> differences caused by the nature of the service users in the specific care setting. The information is presented logically.</p> <p><b>(M) Level 2 response : 4-6 marks</b> Candidates show some appreciation of <b>at least one</b> significant alteration be made to general evacuation procedures due to the specific nature of the service users in the chosen care setting <b>or</b> highlight <b>at least one</b> specific difficulty.</p> <p><b>(L) Level 1 response: 0-3 marks</b> Candidates show a limited understanding of any specific alteration necessary because of the nature of the service users in the specific care setting. They may outline only standard evacuation procedures with little thought for the nature of the care setting.</p> <p><b>Knowledge requirements:</b> Standard fire evacuation procedures including -</p> <ul style="list-style-type: none"> <li>p raise the alarm</li> <li>p close windows and doors</li> <li>p move swiftly to the nearest fire exit</li> <li>p do not stop to collect belongings</li> <li>p walk, don't run</li> <li>p gather in the designated area</li> <li>p take a register to ensure everyone is out</li> <li>p do not return until given clearance</li> <li>p use stairs not lifts</li> <li>p take shortest (designated) route out</li> </ul> <p>Other points will relate to the specific care setting and will be dependant on the setting chosen. Areas likely to be considered include –</p> <ul style="list-style-type: none"> <li>• immobility (bed-ridden, wheelchair users, special care patients, elderly, infirm etc.)</li> <li>• fear / panic (young children or confused patients)</li> <li>• vulnerability to infection / cold etc (ill and elderly)</li> <li>• slowness (infirm, elderly)</li> </ul> <p>etc. Higher level candidates will suggest amendments to standard evacuation procedures in some detail.</p> <p><i>P = procedure (probably generic)</i> <i>S = service user specific problem</i> <i>V = variation required due to nature of setting</i></p>		8
	<b>Total for Question 6</b>		<b>20</b>

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>
<b>1</b>	12	3		
<b>2</b>	7	8		
<b>3</b>	8		4	8
<b>4</b>	1	4	5	5
<b>5</b>		5	5	5
<b>6</b>	6	10	4	
<b>Total marks</b>	<b>34</b>	<b>30</b>	<b>18</b>	<b>18</b>



**Mark Scheme F918**  
**June 2006**

Question	Answer	Mark	Total
1 (a)	<p><i>Five from:</i></p> <ul style="list-style-type: none"> <li>• bereavement</li> <li>• isolation/poor social life</li> <li>• loss of friends/partner</li> <li>• decreased income</li> <li>• mobility problems (<i>accept examples</i>)</li> <li>• lack of confidence</li> <li>• decreased motivation/depression</li> <li>• dependent on others</li> <li>• increased dangers</li> <li>• low self-esteem</li> <li>• less energy/tiredness</li> <li>• skin thinner/wrinkles</li> <li>• hearing and eyesight problems</li> <li>• difficulty doing household chores</li> </ul>	5x1	5
1 (b)	<p><i>Two emotional effects from:</i></p> <ul style="list-style-type: none"> <li>• feel wanted</li> <li>• feel valued</li> <li>• proud to share experiences</li> <li>• enjoyment/have fun</li> <li>• happy to meet others in a similar situation</li> <li>• boost confidence</li> <li>• raise self-esteem</li> <li>• increased motivation</li> <li>• less depressed</li> </ul> <p><i>Two social effect from:</i></p> <ul style="list-style-type: none"> <li>• meet new people</li> <li>• make friends</li> <li>• meet up with friends</li> <li>• less isolated</li> <li>• able to share experiences</li> <li>• take up new activities</li> </ul>	2x1 2x1	4
1 (c)	<p><i>Three reasons from:</i></p> <ul style="list-style-type: none"> <li>• lack of mobility</li> <li>• weakened muscles</li> <li>• risk of falling</li> <li>• risk of breaking bones</li> <li>• lack of confidence</li> <li>• suffers rheumatism</li> <li>• joints stiff</li> <li>• lack of energy</li> <li>• afraid/feel threatened</li> <li>• lonely/lack of support</li> <li>• poor transport/transport difficult</li> <li>• afraid of getting lost</li> </ul> <p><i>[One mark for each identifying three reasons why Sarah is nervous about going out]</i></p>	3x1	3

Question	Answer	Mark	Total
1 (d)	<i>Three professional care workers from:</i> <ul style="list-style-type: none"><li>• physiotherapist</li><li>• occupational therapist</li><li>• home care assistant</li><li>• district/community nurse</li><li>• osteopath</li><li>• chiropractor</li><li>• complimentary/alternative medicine</li><li>• GP</li><li>• health visitor</li><li>• social worker</li></ul>	3x1	3

Question	Answer	Mark	Total
2 (a)	<p><i>Five lifestyle changes from:</i></p> <ul style="list-style-type: none"> <li>• no longer working</li> <li>• no longer in routine</li> <li>• increased ability to participate in community activities</li> <li>• role changes</li> <li>• increased leisure time/social life</li> <li>• no longer see work colleagues</li> <li>• spend more time with his wife</li> <li>• spend more time with his friends</li> <li>• see more of family</li> <li>• make new friends</li> <li>• take up new hobbies/leisure activities</li> <li>• freedom to choose what he does</li> <li>• go on holiday more often</li> </ul>	5x1	5
2 (b) (i)	<p><i>Two from:</i></p> <ul style="list-style-type: none"> <li>• no longer employee</li> <li>• pensioner</li> <li>• voluntary worker</li> <li>• part-time job</li> <li>• role within family</li> <li>• role in the community</li> <li>• role reversal</li> </ul>	2x1	2
2 (b) (ii)	<p><i>Two effects from:</i></p> <ul style="list-style-type: none"> <li>• feel valued/proud</li> <li>• feel needed/wanted</li> <li>• raised/lowered self esteem/self worth</li> <li>• raised/lower confidence</li> <li>• improved motivation</li> <li>• learning new skills</li> <li>• feel happy</li> <li>• more independent</li> <li>• improved/decreased social life</li> <li>• stressful/tiring</li> </ul> <p><i>[Effects will be linked to the new roles identified]</i>  <i>[Explanation of each effect will be relevant and valid]</i></p>	2x2	4



Question	Answer	Mark	Total
2 (c)	<p data-bbox="392 268 790 302"><i>Four economic changes from:</i></p> <ul style="list-style-type: none"> <li data-bbox="392 336 746 369">• no income from work</li> <li data-bbox="392 371 630 405">• less income</li> <li data-bbox="392 407 671 441">• rely on pension</li> <li data-bbox="392 443 786 477">• have to budget carefully</li> <li data-bbox="392 479 691 512">• may get benefits</li> <li data-bbox="392 515 703 548">• mortgage paid off</li> <li data-bbox="392 551 683 584">• less/more debts</li> <li data-bbox="392 586 1015 620">• may not be able to afford to go on holiday</li> <li data-bbox="392 622 1038 656">• may use retirement money to go on holiday</li> <li data-bbox="392 658 1023 692">• less money for luxuries/can afford luxuries</li> <li data-bbox="392 694 1050 728">• may need to buy economy foods/poorer diet</li> <li data-bbox="392 730 970 763">• may not be able to treat grandchildren</li> <li data-bbox="392 766 786 799">• less money for presents</li> <li data-bbox="392 801 871 835">• no travelling expenses to work</li> <li data-bbox="392 837 842 871">• buy smaller house/downsize</li> <li data-bbox="392 873 735 907">• have to sell their car</li> <li data-bbox="392 909 671 943">• rely on savings</li> <li data-bbox="392 945 799 978">• concessions/subsidiaries</li> </ul>	2x1 2x1	4

Question	Answer	Mark	Total
3 (a)	<p><i>Three from:</i></p> <ul style="list-style-type: none"> <li>• irritable bowel syndrome</li> <li>• ulcerative colitis</li> <li>• Crohn's Disease</li> <li>• chronic constipation</li> <li>• cancer of the bowel/stomach/colon</li> <li>• stomach ulcers</li> </ul>	3x1	3
3 (b)	<p><i>Five from:</i></p> <ul style="list-style-type: none"> <li>• weaker stomach muscles</li> <li>• weak muscles in digestive tract</li> <li>• dehydration</li> <li>• weak muscles in the rectum</li> <li>• diarrhoea</li> <li>• tiredness</li> <li>• piles</li> <li>• loss of weight</li> <li>• loss of appetite</li> <li>• anaemia</li> <li>• lack of essential nutrients</li> <li>• difficulty digesting food</li> <li>• bloating/wind/flatulence</li> <li>• skin discolouring</li> <li>• pain/discomfort</li> </ul>	5x1	5
3 (c)	<p><i>Four from:</i></p> <ul style="list-style-type: none"> <li>• afraid to be too far from a toilet</li> <li>• afraid of having an accident</li> <li>• lack of visitors</li> <li>• lose friends</li> <li>• family embarrassed</li> <li>• smell can be a barrier</li> <li>• cannot eat a normal diet</li> <li>• lack of confidence</li> <li>• less able to go out/socialise</li> <li>• lack of self-esteem</li> <li>• might feel embarrassed</li> <li>• feel a burden</li> </ul>	4x1	4

Question	Answer	Mark	Total
3 (d)	<p><i>Use levels of response criteria.</i></p> <p><i>Level 1</i> Candidates will identify ways the GP should maintain confidentiality. 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. <i>[0 - 3 marks]</i></p> <p><i>Level 2</i> Candidates will describe how the GP should maintain confidentiality when supporting an older person with a digestive disorder. Answers will be factually accurate. There will be evidence of coherence within the answers. There will be noticeable errors of grammar, punctuation and spelling. <i>[4 - 6 marks]</i></p> <p><i>Level 3</i> Candidates will clearly analyse ways the GP should maintain confidentiality when supporting an older person with a digestive disorder. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling. <i>[7 - 8 marks]</i></p> <p><b>Knowledge requirements:</b></p> <p><b><i>Maintain confidentiality:</i></b></p> <ul style="list-style-type: none"> <li>• respect older person's wishes for information to be kept private</li> <li>• do not talk about older person's care to those who do not need to know</li> <li>• do not leave notes lying around for others to read</li> <li>• explain who will have access to this information</li> <li>• do not give information over the telephone unless identify of caller can be proven</li> <li>• not leaving personal notes on the computer screen so that others can read them</li> <li>• having a password to access computer records</li> <li>• not talking about older person by name in public so that they can be identified</li> <li>• sharing information on a 'need to know' basis only</li> <li>• talk in a private room/area</li> <li>• locking-up records</li> </ul>	AO12 AO21 AO32 AO43	8

Question	Answer	Mark	Total
4 (a)	<p><i>One from:</i></p> <ul style="list-style-type: none"> <li>• a stroke</li> <li>• senile dementia</li> <li>• multiple sclerosis</li> <li>• <i>(Parkinson's Disease)</i></li> </ul>	1x1	1
4 (b)	<p><i>Three physical effects from:</i></p> <ul style="list-style-type: none"> <li>• paralysis</li> <li>• poor mobility/exercise</li> <li>• isolation</li> <li>• dependent</li> <li>• increased health needs</li> <li>• increased care needs</li> <li>• difficulty speaking/communicating</li> <li>• change in appearance</li> <li>• shaking</li> <li>• becomes tired easily</li> </ul> <p><i>Make sure effects link to disorder.</i></p>	1x1 2x1	3
4 (c)	<p><i>Three social effects from:</i></p> <ul style="list-style-type: none"> <li>• increased isolation</li> <li>• loss of friends</li> <li>• not recognise friends/family</li> <li>• friends/family visit more often</li> <li>• not spending time with family</li> <li>• not spending time with friends</li> <li>• make new friends in residential home</li> <li>• miss neighbours</li> <li>• less/increased socialising</li> <li>• develop close relationships with carers</li> <li>• communication difficulties</li> </ul>	1x1 2x1	3

Question	Answer	Mark	Total
4 (d)	<p><i>Use levels of response criteria.</i></p> <p><i>Level 1</i> Candidates will identify features of the Care Standards Act 2000. 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. <i>[0 - 3 marks]</i></p> <p><i>Level 2</i> Candidates will describe ways the Care Standards Act 2000 would support Helen after her illness. Answers will be factually accurate. There will be evidence of coherence within the answers. There will be noticeable errors of grammar, punctuation and spelling. <i>[4 - 6 marks]</i></p> <p><i>Level 3</i> Candidates will clearly analyse ways the Care Standards Act 2000 would support Helen after her illness. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling. <i>[7 - 8 marks]</i></p> <p><b>Knowledge Requirements:</b></p> <p><b>Care Standards Act 2000</b></p> <ul style="list-style-type: none"> <li>• National Care Standards Commission inspect home</li> <li>• minimum standards of care have to be provided</li> <li>• residential home will have to be registered</li> <li>• regulations have to be applied consistently</li> <li>• focus on service users</li> <li>• meeting assessed needs</li> <li>• choice of home</li> <li>• health and personal care</li> <li>• daily life and social activities</li> <li>• complaints and protection</li> <li>• advocacy</li> <li>• environment of the home</li> <li>• staffing at the home/quality workforce</li> <li>• management and administration of the home</li> <li>• independent supervision maintains standards</li> <li>• care plan would be produced</li> <li>• ensures her needs are met</li> </ul>	AO22 AO32 AO44	8

Question	Answer	Mark	Total
5 (a)	<p><i>Three from:</i></p> <ul style="list-style-type: none"> <li>• more dependent at first</li> <li>• able to do more for himself after recovery/more independent</li> <li>• need reassurance</li> <li>• will be able to see more</li> <li>• may find it hard to adjust</li> <li>• increased/decreased confidence</li> <li>• increased/decreased self-esteem</li> <li>• will need formal support straight after operation</li> <li>• less isolated</li> <li>• may need more medication</li> <li>• might need help with transport</li> <li>• change in requirements for aids/equipment</li> </ul>	3x1	3
5 (b)	<p><i>Two community care services from:</i></p> <ul style="list-style-type: none"> <li>• health-care services eg GP, Community Nurse,</li> <li>• social-care services eg social worker, care manager</li> <li>• day care services eg day centre, respite care</li> <li>• domiciliary services eg home care assistant</li> <li>• private services eg equipment suppliers, optician</li> <li>• voluntary services eg support groups, transport</li> </ul> <p><i>[One mark for correctly <b>explaining how</b> the community care services identified would support Mohammed. Answers <b>must link</b> directly.]</i></p>	2x1 2x1	4

Question	Answer	Mark	Total
5 (c)	<p><i>Use levels of response criteria</i></p> <p><i>Level 1</i> Candidates will identify basic ways hospital care workers would promote equality and diversity. 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. <i>[0 - 3 marks]</i></p> <p><i>Level 2</i> Candidates will describe ways hospital care workers would promote equality and diversity. Answers will be factually accurate. There will be evidence of coherence within the answers. There will be noticeable errors of grammar, punctuation and spelling. <i>[4 - 6 marks]</i></p> <p><i>Level 3</i> Candidates will thoroughly analyse ways hospital care workers would promote equality and diversity. 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. <i>[7 - 8 marks]</i></p> <p><b>Knowledge requirements</b></p> <p><b>Promote equality and diversity:</b></p> <ul style="list-style-type: none"> <li>• do not stereotype Mohamed</li> <li>• identify and fight their own prejudices</li> <li>• use language that Mohamed can understand</li> <li>• provide care according to his needs</li> <li>• challenge others who may discriminate against him</li> <li>• check Mohamed has understood what is said</li> <li>• listen carefully to Mohamed</li> <li>• use appropriate body language</li> <li>• not labelling people</li> <li>• respecting Mohamed's sexuality</li> <li>• not verbally abusing Mohamed</li> <li>• not physically abusing Mohamed</li> <li>• providing information in chosen language</li> <li>• provide meals according to his cultural beliefs</li> <li>• respecting religious practices</li> <li>• providing choice</li> </ul>	AO12 AO22 AO32 AO42	8

Question	Answer	Mark	Total
6 (a)	<p><i>Level 1</i> Candidates will identify effects on Doris. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling will be noticeable and intrusive. [0 - 3 marks]</p> <p><i>Level 2</i> Candidates will basically describe the effects (at least two of PIES) of osteoporosis on Doris with minimal reference to Doris' care needs. A limited understanding of factors relating to muscular-skeletal disorders 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. [4 - 6 marks]</p> <p><i>Level 3</i> Candidates will thoroughly describe the effects (at least three of PIES) of osteoporosis on Doris taking into consideration all of Doris' particular care needs. A thorough understanding of factors relating to muscular-skeletal disorders 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. [7 - 8 marks]</p> <p><b>Knowledge requirements</b> <b>Effects of muscular-skeletal disorders:</b></p> <p><b>Physical</b> p risk of accidents p lack of mobility p special diet required p personal care can be difficult p need to use aids for daily living tasks p may need adaptations to the home p side effects of medication p unable to lift heavy weights p lack of motivation p references to personal hygiene/maintaining personal hygiene p unable to carry out daily living tasks p fitness could suffer p more medical intervention/treatment p weight gain</p> <p><b>Intellectual</b> i lack of stimulation i unable to learn new skills</p> <p><b>Emotional</b> e angry/upset e fear factor e lack of confidence e low self-esteem e feel undervalued e stress/depression e embarrassment e self-fulfilling prophecy/self-actualisation</p> <p><b>Social</b> s lack of social life/socially excluded s limited participation in hobbies and interests s unable to meet friends s increased isolation</p>	AO12 AO22 AO32 AO42	8



Question	Answer	Mark	Total																								
6 (b)	<p><i>Use levels of response criteria.</i></p> <p><i>Level 1</i> Candidates may identify service providers who could support Doris 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>[0 - 4 marks]</i></p> <p><i>Level 2</i> Candidates will make a limited description of service providers. Appropriate forms of care will be identified and the role of potential service providers clearly described. Answers will be factually accurate. There will be evidence of coherence within the answers. There will be noticeable errors of grammar, punctuation and spelling. <i>[5 – 8 marks]</i></p> <p><i>Level 3</i> Candidates will evaluate (with justifications) the care provision role of specific service providers justifying their choice by linking specific skills and qualities to provide for Harriett'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. A conclusion included for 11-12 marks. <i>[9 - 12 marks]</i></p> <table border="0"> <thead> <tr> <th><b>Service Providers:</b></th> <th><b>Role Examples:</b></th> </tr> </thead> <tbody> <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>assess home for aids and adaptations</td> </tr> <tr> <td>d. physiotherapist;</td> <td>design a programme of exercises to improve mobility</td> </tr> <tr> <td>e. counsellor;</td> <td>listen to concerns</td> </tr> <tr> <td>f. health visitor;</td> <td>advise about diet/health</td> </tr> <tr> <td>g. home care assistant;</td> <td>provide personal care</td> </tr> <tr> <td>h. community nurse</td> <td>take blood pressure/change dressings</td> </tr> <tr> <td>i. GP</td> <td>home visit/emergency treatment</td> </tr> <tr> <td>j. Meals on Wheels</td> <td>providing/delivering meals</td> </tr> <tr> <td>k. Dietician</td> <td>advice on nutrition</td> </tr> </tbody> </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>	<b>Service Providers:</b>	<b>Role Examples:</b>	a. social worker;	assess needs	b. key worker/care manager;	monitor care provision	c. occupational therapist;	assess home for aids and adaptations	d. physiotherapist;	design a programme of exercises to improve mobility	e. counsellor;	listen to concerns	f. health visitor;	advise about diet/health	g. home care assistant;	provide personal care	h. community nurse	take blood pressure/change dressings	i. GP	home visit/emergency treatment	j. Meals on Wheels	providing/delivering meals	k. Dietician	advice on nutrition	AO23 AO33 AO46	12
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Total Mark Available: 100

## Analysis of marks:

Question	AO1	AO2	AO3	AO4	Total
1(a)	5				5
1(b)	2	2			4
1(c)		3			3
1(d)	3				3
2(a)	5				5
2(b)	2	2	2		6
2(c)			2	2	4
3(a)	3				3
3(b)	3	2			5
3(c)		2	2		4
3(d)	2	1	2	3	8
4(a)	1				1
4(b)	1	2			3
4(c)	1	2			3
4(d)		2	2	4	8
5(a)	3				3
5(b)		2	2		4
5(c)	2	2	2	2	8
6(a)	2	2	2	2	8
6(b)		3	3	6	12
<b>Totals</b>	<b>35</b>	<b>27</b>	<b>19</b>	<b>19</b>	<b>100</b>
	<b>30 - 40</b>	<b>20 - 30</b>	<b>15 - 25</b>	<b>15 - 25</b>	





**Advanced Subsidiary GCE Health & Social Care H103/H303  
June 2006 Assessment Series**

**Unit Threshold Marks**

Unit		Maximum Mark	a	b	c	d	e	u
<b>F910</b>	Raw	100	79	69	59	49	40	0
	UMS	100	80	70	60	50	40	0
<b>F913</b>	Raw	100	79	69	59	50	41	0
	UMS	100	80	70	60	50	40	0
<b>F918</b>	Raw	100	80	70	60	50	41	0
	UMS	100	80	70	60	50	40	0

**Specification Aggregation Results**

**Three (H103) and Six (H303) Unit Award:** Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
<b>H103</b>	300	240	210	180	150	120	0
<b>H303</b>	600	480	420	360	300	240	0

**Three Unit Award (H103):** The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
<b>H103</b>	7.5	21.8	42.4	64.9	83.8	100.0	2299

*2299 candidates aggregated this session.*

**Six Unit Award H303 -** The cumulative percentage of candidates awarded each grade was as follows:

	AA	AB	BB	BC	CC	CD	DD	DE	EE	U	Total Number of Candidates
<b>H303</b>	4.1	9.3	16.1	25.2	35.0	48.0	60.4	72.0	83.9	100	1472

*1472 candidates were entered for aggregation this series.*

For a description of how UMS marks are calculated see;  
[www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp](http://www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp)

Statistics are correct at the time of publication.

**OCR (Oxford Cambridge and RSA Examinations)  
1 Hills Road  
Cambridge  
CB1 2EU**

**OCR Information Bureau**

**(General Qualifications)**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [helpdesk@ocr.org.uk](mailto:helpdesk@ocr.org.uk)

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Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553**

