

Oxford Cambridge and RSA Examinations

General Certificate of Education

HEALTH AND SOCIAL CARE

Unit 1: Promoting Quality Care

F910/TEST

Specimen Paper

Additional materials: None.

TIME 1 hour 30 minutes

Candidate Name

Centre Number

Candidate Number

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INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number in the spaces above.
- Write your answers, in blue or black ink, in the spaces provided on the question paper.
- Answer **all** the questions.
- Read each question carefully and make sure you know what you have to do before starting your answer.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **100**.
- You will be awarded marks for the *quality of written communication* where an answer requires a piece of extended writing.

Question number	For examiner's use only
1	
2	
3	
4	
5	
6	
TOTAL	

1 Read **Text 1** below.

Text 1

Susan has recently been appointed as manager of a local care day centre for the disabled. She overhears a member of staff shouting at Stephen, one of the service users. Stephen is told to hurry up and eat his dinner because he is wasting everyone's time.

Use the information given in **Text 1** to answer Questions **1(a)** and **1(b)**.

(a) (i) Name the legislation that makes such treatment illegal.

_____ [1]

(ii) Identify and give an example of the form of discrimination that Stephen is experiencing.

Form: _____ [1]

Example: _____
_____ [1]

(iii) Give **two** likely effects of such unfair treatment on Stephen.

1: _____ [1]

2: _____ [1]

(b) (i) Identify **four** rights that Stephen should expect as a service user.

1: _____ [1]

2: _____ [1]

3: _____ [1]

4: _____ [1]

- 1 (b) (ii) Susan understands the importance of applying the care values in her day-to-day work.

Name the **three** aspects of the care values.
Give an example of how care workers could apply each aspect in their day-to-day work.

Aspect 1: _____ [1]

Example: _____
_____ [1]

Aspect 2: _____ [1]

Example: _____
_____ [1]

Aspect 3: _____ [1]

Example: _____
_____ [1]

- 2 Read **Text 2** below.

Text 2

Job Advertisement

Nursery Nurse
Tiny Tots Day Nursery

We require an energetic girl to work within our team. Flexible working hours are required. Must be available for early opening times (7.00 am) and late closing (7.00 pm).

Application forms available – Phone 486127.

Use the information given in **Text 2** to answer Question **2(a)** and **2(b)**.

- (a) (i) Name the legislation which states that such advertising is discriminatory.

_____ [1]

- 2 (a) (ii) Organisations like *Tiny Tots Day Nursery* are encouraged to have an equal opportunities policy.

Give the **five** main components of any equal opportunities policy.

1: _____ [1]

2: _____ [1]

3: _____ [1]

4: _____ [1]

5: _____ [1]

- (b) (i) Identify **three** different sources of redress that applicants could use if they believe they have been discriminated against.

1: _____ [1]

2: _____ [1]

3: _____ [1]

- (ii) Explain **three** ways *Tiny Tots Day Nursery* could ensure equality of opportunity when recruiting and selecting new staff.

1: _____ [2]

2: _____ [2]

3: _____ [2]

3 Read **Text 3** below.

Text 3

A local school is running a play-scheme over the summer holidays for children aged four to 11 years. The scheme has been organised by Peter Smith, a teacher at the school. The scheme has two students on work experience from the local sixth-form college. One morning, a child called Ben told Chris, of the work-experience students, that his Dad 'hits him and his younger sister a lot'. He asks Chris to keep it a secret because his Dad told him not to tell anyone.

Use the information given in **Text 3** to answer Question **3(a)**.

(a) (i) Name the legislation that aims to protect children.

_____ [1]

(ii) Chris appears to be faced with a dilemma. Explain how promoting Ben's right to confidentiality could affect:

Ben: _____

_____ [2]

Ben's sister: _____

_____ [2]

Chris (the work-experience student): _____

_____ [2]

(iii) Describe **three** circumstances when it is appropriate for care workers to break client confidentiality.

1: _____

_____ [1]

2: _____

_____ [1]

3: _____

_____ [1]

3 (b) (i) Identify **one** policy that child-care workers use.

Policy: _____ [1]

(ii) Outline **three** areas the policy needs to include in its content.

Content 1: _____
_____ [1]

Content 2: _____
_____ [1]

Content 3: _____
_____ [1]

(iii) Describe **one** benefit of such a policy to each of the following:

Benefit to a service user: _____

_____ [2]

Benefit to a care worker: _____

_____ [2]

Benefit to an organisation: _____

_____ [2]

4 Read **Text 4** below.

Text 4

Zobiya is a Muslim woman who speaks some English. Recently she found a lump in her breast but feels too embarrassed to go to her GP surgery as she will have to see the male doctor. Zobiya would prefer to go to a well-woman's clinic where she could be seen by a female doctor, but there isn't a clinic in her area and Zobiya would find it difficult to travel to one further away.

Use the information given in **Text 4** to answer Questions **4(a)**, **4(b)** and **4(c)**.

(a) What is meant by the term 'social exclusion'?

_____ [2]

(b) Identify **five** barriers facing women such as Zobiya to accessing services.

1: _____ [1]

2: _____ [1]

3: _____ [1]

4: _____ [1]

5: _____ [1]



Oxford Cambridge and RSA Examinations

General Certificate of Education

HEALTH AND SOCIAL CARE

Unit 1: Promoting Quality Care

Mark Scheme

F910/MS

QUALITY OF WRITTEN COMMUNICATION

A set number of marks for written communication is not a requirement. However, where there is a *levels of response* mark scheme, the following general criteria for assessing the quality of written communication apply. These criteria are integrated within the more specific levels of response shown in the individual mark schemes for units.

Level 1

Ability to communicate at least **one** point using some appropriate health, social care and early years terminology. Sentences and paragraphs have limited coherence and structure, often being of doubtful relevance to the main focus of the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[1 mark representing the appropriate level of written communication is embedded in this level of response].

Level 2

Limited ability to organise relevant material, using some appropriate health, social care and early years terminology. Sentences and paragraphs are not always relevant, with the material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling.

[2 marks representing the appropriate level of written communication are embedded in this level of response].

Level 3

Ability to present relevant material in a planned and logical sequence, using appropriate health, social care and early years terminology accurately. Sentences and paragraphs are for the most part relevant, with the material presented in a balanced, logical and coherent manner which addresses the question. There may be occasional errors of grammar, punctuation and spelling.

[3 marks representing the appropriate level of written communication are embedded in this level of response].

Level 4

Ability to present relevant material in a well-planned and logical sequence, with a clearly defined structure, using appropriate health, social care and early years terminology confidently and accurately. Sentences and paragraphs, consistently relevant, are well structured in a way that directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

[4 marks representing the appropriate level of written communication are embedded in this level of response].

Exceptionally, answers which are assessed as a L1, L2, L3, L4 from the individual unit mark scheme criteria may be awarded an additional mark for the quality of their written communication if the standard is above the embedded criteria for the quality of written communication. This flexibility is available only where the quality of written communication is linked to a levels of response mark scheme.

Question	Answer	AO	Mark
1(a)(i)	Disability Discrimination Act;	AO1	1
1(a)(ii)	<p><i>Form, one from:</i></p> <ul style="list-style-type: none"> • verbal abuse; • harassment; <p><i>Example, one from:</i></p> <ul style="list-style-type: none"> • name calling; • shouting implies 'slow', 'stupid'. 	AO1	1
1(a)(iii)	<p><i>Two from:</i></p> <ul style="list-style-type: none"> • upset at being shouted at by the staff; • feels humiliated; • becomes withdrawn; • loss of self-esteem; • angry at being treated like this; • disempowered; • discriminated against. 	AO2	2x1
1(b)(i)	<p><i>Four from:</i></p> <ul style="list-style-type: none"> • confidentiality; • privacy; • choice; • respect; • dignity; • safety; • treated like an individual; • have his needs met; 	AO1	4x1
1(b)(ii)	<p>Promoting the equality and diversity of service users. Promoting individual rights and beliefs. Maintaining confidentiality.</p> <p><i>Three from:</i></p> <ul style="list-style-type: none"> • not using discriminatory language or behaviour; • knowing/applying the equal opportunities policy; • recognise individual needs; • using objective assessment criteria when carrying out individual assessments; • providing opportunities for choice within the care package/daily activities; • providing for cultural and religious requirements, e.g. dietary needs; • passing on information on a 'need to know' basis; • storing personal information in a safe and secure place; • restricting access to personal information. 	AO1	3x1
		AO2	3x1

Question	Answer	AO	Mark
2(a)(i)	Sex Discrimination Act	AO1	1
2(a)(ii)	<p><i>Five from (in any order):</i></p> <ul style="list-style-type: none"> • a policy statement; • an implementation plan; • a section on how the policy will be monitored; • an evaluation of the policy; • targets to improve further performance. 	AO1	5x1
2(b)(i)	<p><i>Three from:</i></p> <ul style="list-style-type: none"> • Equal Opportunities Commission; • Commission for Racial Equality; • Disability Rights Commission; • County Court; • The European Court of Human Rights. 	AO1	3x1
2(b)(ii)	<p><i>Three from:</i></p> <ul style="list-style-type: none"> • changing the wording in the advert – so that the gender of the applicant isn't specified will encourage male/females to apply; • placing the advert in a newspaper – which will be read by a range of people from different backgrounds means that there is fair access; • using an Equal Opportunities logo/statement on the advert – will encourage under-represented groups to apply; • removing any personal details before the short-listing of candidates for interview will reduce the opportunity for selection based on personal prejudices; • using objective criteria for selection – to avoid indirect discrimination; • at interview, asking the applicants the same questions – so as to decide on the best candidate/not asking personal questions; • making sure that the interview panel is balanced – so that all candidates are considered fairly; • monitoring applications etc. – to ensure that applicants from all backgrounds apply. <p style="text-align: right;"><i>[One mark for each correct way and additional mark for each correct explanation]</i></p>	AO2 AO3	3x1 3x1
3(a)(i)	Children Act or Human Rights Act.	AO1	1

Question	Answer	AO	Mark
3(a)(ii)	<p><i>Three from:</i></p> <ul style="list-style-type: none"> • if Ben's confidentiality is maintained he is at risk of further harm from his father, as Chris takes no action; • if Ben's confidentiality is maintained then his sister's right to protection/safety is being denied as she too has been 'hit a lot' by their dad; • if Chris keeps Ben's confidence then he is putting himself at risk, because he has a legal duty to report this information – he could lose his job if he doesn't, he could lose Ben's trust if he does break confidentiality. <p><i>[NB. The stem of the question concerns the 'dilemma' for Chris and the implications for all those involved.]</i></p>	AO2	3x2
3(a)(iii)	<p><i>Three from:</i></p> <ul style="list-style-type: none"> • when a service user is at risk of harm; • when others may be at risk of harm; • when the service user is at risk of harming others; • when the service user is intending to or is breaking the law. 	AO2	3x1
3(b)(i)	<p><i>One from:</i></p> <ul style="list-style-type: none"> • Equal Opportunities Policy; • Confidentiality Policy; • Bullying Policy. 	AO1	1
3(b)(ii)	<p><i>Three points concerning content required:</i></p> <ul style="list-style-type: none"> • it will contain a <i>policy statement</i> explaining who is covered, the aims and outcomes of the policy, make reference to the legal requirements and indicate who is responsible; • an <i>implementation plan</i> which includes a commitment from senior management and staff, consultation with service users, the training of staff to promote ownership and good practice, and target setting and time-scales; • the policy will establish <i>methods for monitoring</i> and measuring and evaluating progress, to include the collection of data, including complaints, and communicating the policy to service users and staff. 	AO2	3x1

Question	Answer	AO	Mark
3(b)(iii)	<p><i>Service user, one from:</i></p> <ul style="list-style-type: none"> • helps to prevent discrimination; • ensures that they are treated fairly; • promotes opportunity through access to the service; • develops their self-esteem/confidence; • helps the child feel safe and secure. <p><i>Care worker, one from:</i></p> <ul style="list-style-type: none"> • helps them do their job more effectively; • guide on good practice. • helps to protect them (from accusations or discrimination); • helps them to provide quality care; • ensures that they are all working to the same high standards (prevents inequality). <p><i>Organisation, one from:</i></p> <ul style="list-style-type: none"> • helps them to provide a quality service to children/parents; • ensures that staff are working within the law; • helps the organisation run smoothly/effectively as staff have common/clearly understood procedures to follow; • protects the organisation against complaints. <p style="text-align: center;"><i>[One mark for each correct outline and additional mark for each correct benefit assessment]</i></p>	AO3 AO4	3x1 3x1
4(a)	<p>People or whole areas who operate outside of/don't benefit from mainstream society; caused by a combination of linked social and economic problems/difficulties (unemployment, poor skills, low incomes, poor housing, high crime environments, bad health, family breakdown).</p> <p style="text-align: center;"><i>[Two marks for a detailed and well-synthesised answer. Max. one mark for a muddled answer, although the meaning may be clear]</i></p>	AO1 AO2	1 1
4(b)	<p><i>Five from:</i></p> <ul style="list-style-type: none"> • cultural/religious barriers/not wanting to undress in front of a male doctor; • language barriers/find it difficult to explain/understand; • psychological barriers/embarrassment/fear; • lack of transport to get to the well woman clinic; • postcode lottery – no specialist clinic available in her area; • location of the hospital. 	AO1	5x1

Question	Answer	AO	Mark
4(c)	<p><i>Use levels of response criteria.</i></p> <p><i>Level 1</i> Candidates will describe very briefly at least one way access could be improved. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling will be noticeable and intrusive. <i>[1-3 marks]</i></p> <p><i>Level 2</i> Candidates will show a sound level of knowledge and understanding when explaining the ways in which the GP surgery could improve access to health services for patients like Zobiya. They will include brief information relating to two ways access could be improved. Explanation will be developed coherently. There will be noticeable errors of grammar, punctuation and spelling. <i>[4-6 marks]</i></p> <p><i>Level 3</i> Candidates will show a high level of knowledge and understanding when explaining two ways in which the GP surgery could improve access to health services for patients like Zobiya. Explanation will be developed logically and there will be evidence of synthesis within the work. There will be few errors of grammar, punctuation and spelling. <i>[7-8 marks]</i></p> <p>Knowledge requirements:</p> <ul style="list-style-type: none"> • the NHS/GP surgery could use campaigns to raise awareness/ reduce fears/educate/inform about services available; • campaigns can be targeted at specific groups/settings/ languages; • NHS/GP could identify additional sources of funding to set up a well woman's clinic at the GP surgery; • PCT work with other agencies to jointly plan/fund to ensure effective integration of services, e.g. advocacy service. 	AO2 AO3	4 4

Question	Answer	AO	Mark
5(a)	<p><i>Use levels of response criteria.</i></p> <p><i>Level 1</i> Candidates will describe very briefly at least one form of socialisation. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling will be noticeable and intrusive. <i>[1-2 marks]</i></p> <p><i>Level 2</i> Candidates will show a sound level of understanding when explaining the ways in which discriminatory attitudes and prejudices are learnt. They will include brief explanations of both forms of socialisation or will give a full explanation of one. The explanation will be developed coherently. Answers will be factually accurate. There will be noticeable errors of grammar, punctuation and spelling. <i>[3-4 marks]</i></p> <p><i>Level 3</i> Candidates will show a high level of understanding when explaining the ways in which discriminatory attitudes and prejudices are learnt. The explanation will be developed coherently. Answers will be factually accurate. There will be few errors of grammar, punctuation and spelling. <i>[5 marks]</i></p> <p>Knowledge requirements:</p> <ul style="list-style-type: none"> • process by which attitudes and prejudices are learnt is known as socialisation; • there are two forms of socialisation – primary and secondary; • primary socialisation happens early on in life and involves family and peers; • secondary socialisation occurs later on in life and includes the influence of education, the media and the work environment; • we develop discriminatory attitudes and prejudices if we are exposed to them by these ‘agents’ of socialisation who ‘reward’ us when we conform. 	AO2 AO3	2 3

Question	Answer	AO	Mark
5(b)	<p><i>Use levels of response criteria.</i></p> <p><i>Level 1</i> Candidates will describe very briefly at least one effect. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling will be noticeable and intrusive. <i>[1-3 marks]</i></p> <p><i>Level 2</i> Candidates will show a sound level of understanding when explaining the possible effects. They will include brief explanations of at least two possible effects or will give a full explanation of one. The explanation will be developed coherently. Answers will be factually accurate. There will be noticeable errors of grammar, punctuation and spelling. <i>[4-7 marks]</i></p> <p><i>Level 3</i> Candidates will show a high level of understanding when assessing at least two possible effects. The assessment will be developed logically and there will be evidence of synthesis within the work. There will be few errors of grammar, punctuation and spelling. <i>[8-10 marks]</i></p> <p>Knowledge requirements:</p> <p>Negative effects on health and well-being – she could decide not to go through with making an appointment and this could have disastrous consequences (she may have a life threatening condition) or be reluctant to use health services again and experience many years of poor health/chronic health problems and a shortened life.</p> <p>Negative effects on her self-esteem - she may feel like a ‘second class citizen’ by the way she has been treated. She may not feel worthy of help and support and may withdraw from other aspects of social contact/interactions.</p> <p>Negative effects on her sense of empowerment – her rights are being denied and she doesn’t know what she is entitled to and how to get it. However, her neighbour, Jean, is there to support her and act as her advocate. This should empower Zobiya and help her cope if such a situation arose again.</p> <p>Zobiya is experiencing unfair treatment and is being directly discriminated against. This affects her right to fair and equal access to health care. Zobiya, and other people like her, may experience social exclusion whereby the combination of poor health and lack of educational opportunities may result in a lack of both opportunity generally and of a quality of life enjoyed by others.</p>	AO2 AO3 AO4	2 2 6

Question	Answer	AO	Mark
6(a)	<p><i>Use levels of response criteria.</i></p> <p><i>Level 1</i> Candidates will describe very briefly one or two methods that could be used to ensure that their equal opportunities policy is being implemented and monitored. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling will be noticeable and intrusive. <i>[1-3 marks]</i></p> <p><i>Level 2</i> Candidates will show a sound level of knowledge and understanding of the methods that could be used to ensure that their equal opportunities policy is being implemented and monitored successfully. At least two methods will be discussed in detail or three briefly. Answers will be developed logically and the work will be coherent. There will be noticeable errors of grammar, punctuation and spelling. <i>[4-7 marks]</i></p> <p><i>Level 3</i> Candidates will show a high level of knowledge and understanding of the methods that could be used to ensure that the equal opportunities policy is being implemented and monitored successfully. At least two methods will be discussed in detail or three soundly. Answers will be developed logically and there will be evidence of synthesis within the work. There will be few errors of grammar, punctuation and spelling. <i>[8-10 marks]</i></p> <p>Knowledge requirements:</p> <ul style="list-style-type: none"> • checking methods used for duty rotas; • surveys; • interviews; • monitoring complaints received relating to hours, duties etc; • checking types of application against appointments; • including questions within appraisals relating to the provision for women; • evaluating data relating to women's employment, hours of duty from each department; • receiving regular reports from middle managers relating to hours, duties of women with young families; • monitoring interviews; • organising checks by independent bodies/people. 	AO2 AO3 AO4	2 3 5

Question	Answer	AO	Mark
6(b)	<p><i>Use levels of response criteria.</i></p> <p><i>Level 1</i> Candidates will describe very briefly UK legislation designed to protect women's rights within the workplace. 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. <i>[1-3 marks]</i></p> <p><i>Level 2</i> Candidates will show a sound level of knowledge and understanding of UK legislation designed to protect women's rights within the workplace. They will include a brief evaluation of strengths and weaknesses. Candidates will provide a detailed evaluation of just the strengths or the weaknesses. The evaluation will be developed coherently. Answers will be factually correct. There will be noticeable errors of grammar, punctuation and spelling. <i>[4-7 marks]</i></p> <p><i>Level 3</i> Candidates will show a high level of knowledge and understanding of UK legislation designed to protect women's rights within the workplace. The evaluation will be balanced, logically developed, and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling. <i>[8-10 marks]</i></p> <p>Knowledge requirements:</p> <p>Strengths:</p> <ul style="list-style-type: none"> • gives women legal redress against direct/indirect discrimination; • has resulted in some changes in social attitudes towards women employees; • has helped to reduce the pay inequalities; • has had a positive impact on women's role/opportunities in the workplace. <p>Weaknesses:</p> <ul style="list-style-type: none"> • has failed to close pay differentials; • many women don't know about their rights and therefore do not challenge employers; • fear of victimisation; • discrimination, particularly indirect discrimination, can be hard to prove; • cost of action to women (financial, psychological, job prospects); • redress is a lengthy process. 	AO3 AO4	3 7

Total Mark Available: 100

Analysis of marks:

Question	AO1	AO2	AO3	AO4	Total
1(a)(i)	1				1
1(a)(ii)	1	1			2
1(a)(iii)		2			2
1(b)(i)	4				4
1(b)(ii)	3	3			6
2(a)(i)	1				1
2(a)(ii)	5				5
2(b)(i)	3				3
2(b)(ii)		3	3		6
3a(i)	1				1
3(a)(ii)		6			6
3(a)(iii)		3			3
3(b)(i)	1				1
3(b)(ii)		3			3
3(b)(iii)			3	3	6
4(a)	1	1			2
4(b)	5				5
4(c)		4	4		8
5(a)		2	3		5
5(b)		2	2	6	10
6(a)		2	3	5	10
6(b)			3	7	10
Totals	26	32	21	21	100

Oxford Cambridge and RSA Examinations

General Certificate of Education

HEALTH AND SOCIAL CARE

Unit 4: Health and Safety in Care Settings

F913/TEST

Specimen Paper

Additional materials: None.

TIME 1 hour 30 minutes

Candidate Name

Centre Number

Candidate Number

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INSTRUCTIONS TO CANDIDATES

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- Write your answers, in blue or black ink, in the spaces provided on the question paper.
- Answer **all** the questions.
- Read each question carefully and make sure you know what you have to do before starting your answer.

INFORMATION FOR CANDIDATES

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- The total number of marks for this paper is **100**.
- You will be awarded marks for the *quality of written communication* where an answer requires a piece of extended writing.

Question number	For examiner's use only
1	
2	
3	
4	
5	
6	
TOTAL	

1 Read **Text 1** below.

Text 1

Anika works in a large residential home as a care assistant. While she has been on duty, Anika has been required to use her workplace skills to treat **three** residents who required basic first aid.

Use the information given in **Text 1** to answer Questions **1(a)** and **1(b)**.

(a) (i) Name the legislation that relates to the provision of work equipment which places a general duty on employers.

_____ [1]

(ii) Give **four** requirements placed on employers as a result of this legislation.

Requirement 1: _____ [1]

Requirement 2: _____ [1]

Requirement 3: _____ [1]

Requirement 4: _____ [1]

- 1 (b) Identify the **five** key stages used when making a risk assessment.
Describe **one** purpose of each.

Stage 1: _____ [1]

Purpose: _____
_____ [1]

Stage 2: _____ [1]

Purpose: _____
_____ [1]

Stage 3: _____ [1]

Purpose: _____
_____ [1]

Stage 4: _____ [1]

Purpose: _____
_____ [1]

Stage 5: _____ [1]

Purpose: _____
_____ [1]

- 2 (a) Describe **three** roles of the Health and Safety Executive when making sure regulations are applied in the workplace.

Role 1: _____
_____ [1]

Role 2: _____
_____ [1]

Role 3: _____
_____ [1]

- 2 (b) (i) Give **three** reasons why accident reports are necessary in health, social care and early years settings.

Reason 1: _____
_____ [1]

Reason 2: _____
_____ [1]

Reason 3: _____
_____ [1]

- (ii) Give **three** examples of the sort of information required on accident reports.

Example 1: _____
_____ [1]

Example 2: _____
_____ [1]

Example 3: _____
_____ [1]

- (c) Give **three** reasons why it is important for a care setting to have a health and safety policy.
Explain why each is important

Reason 1: _____
_____ [1]

Explanation: _____
_____ [1]

Reason 2: _____
_____ [1]

Explanation: _____
_____ [1]

Reason 3: _____
_____ [1]

Explanation: _____
_____ [1]

3 Read **Text 3** below.

Text 3

At a residential home, two residents have an infection. The staff do not want the other residents to become infected.

Use the information given in **Text 3** to answer Questions **3(a)** and **3(b)**.

(a) (i) What is meant by the term 'cross-infection'?

_____ [1]

(ii) Describe **three** circumstances when cross infection could occur.

Circumstance 1: _____

_____ [1]

Circumstance 2: _____

_____ [1]

Circumstance 3: _____

_____ [1]

- 3 (b) Identify **four** 'standard precautions' that help prevent the spread of infection in care settings.
Describe how each could help.

Precaution 1: _____ [1]

Description: _____
_____ [1]

Precaution 2: _____ [1]

Description: _____
_____ [1]

Precaution 3: _____ [1]

Description: _____
_____ [1]

Precaution 4: _____ [1]

Description: _____
_____ [1]

- (c) You have been asked to give advice to the manager of a residential home about the Health and Safety Law poster.
Give **four** pieces of information which should be included in the poster and the purpose of each piece.

Information 1: _____ [1]

Purpose: _____
_____ [1]

Information 2: _____ [1]

Purpose: _____
_____ [1]

Information 3: _____ [1]

Purpose: _____
_____ [1]

Information 4: _____ [1]

Purpose: _____
_____ [1]

4 Read **Text 4** below.

Text 4

Care workers at a nursing home use transfer boards and hoists to move service users, therefore keeping hazardous lifting to a minimum. Regulations give strict guidelines about how moving and handling should be carried out.

Use the information given in **Text 4** to answer Questions **4(a)** and **4(b)**.

(a) Name a regulation that provides instructions for moving and handling people.

_____ [1]

(b) Explain **three** ways employers and care workers at a nursing home should prepare before moving and handling service users.

Way 1: _____ [1]

Explanation: _____
_____ [1]

Way 2: _____ [1]

Explanation: _____
_____ [1]

Way 3: _____ [1]

Explanation: _____
_____ [1]

5 Read **Text 5** below.

Text 5

The law requires that employers ensure the safety and security of their employees. Bowleaze Pre-School has to make sure that laws and regulations relating to the care and safety of children are implemented.

Use the information given in **Text 5** to answer Questions **5(a)** and **5(b)**.

(a) Identify **two** safety features that Bowleaze Pre-School could have in place to protect service users and staff. Explain, using different examples, how each would help.

[5]

Oxford Cambridge and RSA Examinations

General Certificate of Education

HEALTH AND SOCIAL CARE

Unit 4: Health and Safety in Care Settings

Mark Scheme

F913/MS

QUALITY OF WRITTEN COMMUNICATION

A set number of marks for written communication is not a requirement. However, where there is a *levels of response* mark scheme, the following general criteria for assessing the quality of written communication apply. These criteria are integrated within the more specific levels of response shown in the individual mark schemes for units.

Level 1

Ability to communicate at least **one** point using some appropriate health, social care and early years terminology. Sentences and paragraphs have limited coherence and structure, often being of doubtful relevance to the main focus of the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[1 mark representing the appropriate level of written communication is embedded in this level of response].

Level 2

Limited ability to organise relevant material, using some appropriate health, social care and early years terminology. Sentences and paragraphs are not always relevant, with the material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling.

[2 marks representing the appropriate level of written communication are embedded in this level of response].

Level 3

Ability to present relevant material in a planned and logical sequence, using appropriate health, social care and early years terminology accurately. Sentences and paragraphs are for the most part relevant, with the material presented in a balanced, logical and coherent manner which addresses the question. There may be occasional errors of grammar, punctuation and spelling.

[3 marks representing the appropriate level of written communication are embedded in this level of response].

Level 4

Ability to present relevant material in a well-planned and logical sequence, with a clearly defined structure, using appropriate health, social care and early years terminology confidently and accurately. Sentences and paragraphs, consistently relevant, are well structured in a way that directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

[4 marks representing the appropriate level of written communication are embedded in this level of response].

Exceptionally, answers which are assessed as a L1, L2, L3, L4 from the individual unit mark scheme criteria may be awarded an additional mark for the quality of their written communication if the standard is above the embedded criteria for the quality of written communication. This flexibility is available only where the quality of written communication is linked to a levels of response mark scheme.

Question	Answer	AO	Mark
1(a)(i)	Provision and Use of Work Equipment 1998	AO1	1
1(a)(ii)	<p><i>Four from:</i></p> <ul style="list-style-type: none"> to consider the risks in the workplace before buying new equipment; to provide adequate training, information and instruction on the equipment; to ensure the equipment is properly maintained; to protect the user from dangerous parts of the machinery; to reduce danger from specific hazards; to ensure stability of equipment; to ensure adequate lighting; to make sure warnings and markings are clearly visible. 	AO1	4x1
1(b)	<p>Stage 1: Look for hazards</p> <p><i>Purpose, one from:</i></p> <ul style="list-style-type: none"> think about what could go wrong; document the hazards; categorise the types of hazards; discuss with workforce any concerns they may have; concentrate on hazards that are significant although do not ignore any; check accident record book to see if there are any types of hazards documented that you have not already noted. <p>Stage 2: Assess who may be harmed and how</p> <p><i>Purpose –One from:</i></p> <ul style="list-style-type: none"> employees/visitors/customers/trainees; the assessment needs to include how a person could be injured. <p>Stage 3: Consider the risk and decide whether the precautions that are in place are adequate and whether more could be done in taking action.</p> <p><i>Purpose, one from:</i></p> <ul style="list-style-type: none"> whether the hazard can be got rid of altogether, if not, how the risk can be controlled; what the worst result is if the hazard is not dealt with; how the accident is likely to happen; how many people would be affected if things did go wrong. <p>Stage 4: Document your findings</p> <p><i>Purpose, one from:</i></p> <ul style="list-style-type: none"> the areas you have investigated; any hazards found; the conclusions reached; the controls put in place to control the hazard. 	AO1 AO2	5x1 5x1

Question	Answer	AO	Mark
1(b) cont'd	<p>Stage 5: Review the assessment and revise it if necessary</p> <p><i>Purpose, one from:</i></p> <ul style="list-style-type: none"> consider the controls that have been put in place; can improvements be made; can risks be reduced still further. <p><i>[One mark for each correct stage and additional mark for each correct purpose]</i></p>		
2(a)	<p><i>Three from:</i></p> <ul style="list-style-type: none"> enforces health and safety legislation in the workplace; provides guidance on health and safety in the workplace; HSE covers offices, factories, building sites, mines, quarries, fairgrounds, railways, chemical plants, offshore and nuclear installations, schools and hospitals (note: to obtain a mark, a candidate only has to name one of these); HSE can enter premises at any reasonable time; HSE can carry out examinations and investigations; HSE can take photographs; HSE can take measurements; HSE can take samples/articles; HSE can arrange for tests to take place; HSE can require information to be given; HSE can inspect documents; HSE can issue Improvement and Prohibition Notices. 	AO1	3x1
2(b)(i)	<p><i>Three from:</i></p> <ul style="list-style-type: none"> to meet the requirements of the law; in case further information is required by professional care workers; in case the service user's/employee's condition worsens; in case legal action is taken; to inform relatives. 	AO2	3x1
2(b)(ii)	<p><i>Three from:</i></p> <ul style="list-style-type: none"> information about the person reporting: name, job title, telephone number; information about the organisation: name, type of work; information about the accident: date, time, department; information about the injured person: full name, address, phone number, age, whether an employee or trainee; information about the injury: what was the injury, part of the body injured, first aid given; information about the kind of accident: machinery, moving and handling, contact with electricity; information about what happened: piece of equipment broken, fit, fall, cut; signature, date. 	AO1	3x1

Question	Answer	AO	Mark
2(c)	<p><i>Three from:</i></p> <ul style="list-style-type: none"> to set standards – so that everyone knows what is expected; to know who is responsible – so that it is easier for staff to talk to a named person; to ensure that all staff follow the correct procedures – so that there is consistency; to maintain the law – so that legal procedures will not be taken against the residential home; to provide a safe environment – so that staff and residents will feel secure. <p><i>[One mark for each correct reason and additional mark for each correct explanation]</i></p>	AO2 AO3	3x1 3x1
3(a)(i)	The passing of infection from one person to another	AO1	1
3(a)(ii)	<p><i>Three from:</i></p> <ul style="list-style-type: none"> if hands are not washed between dealing with service users; if protective clothing is not changed between dealing with one service user and another; if china and cutlery are not kept separately; if cuts/wounds are not protected; if waste is not disposed of correctly; if standard precautions are not applied. 	AO2	3x1
3(b)	<p><i>Four from:</i></p> <ul style="list-style-type: none"> wash hands before and after contact with each service user and before and after putting on gloves – prevents germs being passed from one service user to another; wear gloves/change gloves to form a protective barrier – used when coming into contact with a person who has an infectious illness/when clearing up spillages of blood or body waste; wear a plastic apron to prevent germs from being carried on clothes – used when caring for people with infectious illness and should be disposed of immediately after use with that service user; sterilise equipment to destroy all micro-organisms by the use of heat, steam or hot air – used on instruments so that they can be used time and time again; dispose of contaminated waste safely so that it can be processed correctly/to reduce risks to those who are involved in processing it – used for the disposal of clinical waste (yellow)/soiled linen (red)/recyclable instruments (blue); cover any wounds – to prevent bacteria from entering the wound. <p><i>[One mark for each correct precaution and additional mark for each correct description]</i></p>	AO1 AO2	4x1 4x1

Question	Answer	AO	Mark
3(c)	<p><i>Four from:</i></p> <ul style="list-style-type: none"> the name of an employee representative – so that employees know whom to contact when there is an issue or an enquiry; the name of the management representative – employees will know who at management level has received training and is, therefore, likely to be able to answer questions/resolve issues; the contact details of the enforcing authority in the event of wanting to make a complaint or to investigate a matter further – so the employee and the employer have a quick point of reference of whom to contact; any other relevant information plus purpose. <p><i>[One mark for each correct piece of information and additional mark for each correct purpose]</i></p>	AO1 AO2	4x1 4x1
4(a)	<p><i>One from:</i></p> <ul style="list-style-type: none"> Manual Handling Operations Regulations (1992/1998); Lifting Operations and Lifting Equipment Regulations (1998). 	AO1	1
4(b)	<p><i>Three from:</i></p> <ul style="list-style-type: none"> steps must be taken to minimise the risks – employer’s responsibility to examine and assess any workplace practice which could be a risk; employer must carry out risk assessments – employer required to provide any equipment needed for tasks involving moving and handling people; care worker must carry out risk assessment every time they move or handle people – no two risks are ever the same, therefore, a risk assessment must be carried out every time a person is moved; a checklist should be used before carrying out the risk assessment – e.g. is the environment safe, is the floor surface safe, is the equipment in place, is there enough space for the equipment and for the move, does the service user have privacy? the care worker should discuss with the person to be moved which method they prefer – the care worker should explain to the service user how they propose to move them; the care worker should make sure the equipment works – to ensure that the move is carried out as smoothly as possible and the service user/care worker is not put at risk; the care worker should make sure their own clothing/footwear is suitable – to ensure they are not at risk by trapping clothing in equipment or losing balance through wearing unsuitable footwear. <p><i>[One mark for each correct way and additional mark for each correct explanation]</i></p>	AO2 AO3	3x1 3x1

Question	Answer	AO	Mark
4(c)	<p><i>Use levels of response criteria.</i></p> <p><i>Level 1</i> Candidates will give at least one way that slide boards can be used when moving and handling service users or they may give one benefit to the service user. Answers are likely to be muddled and show little understanding. Errors of grammar, punctuation and spelling will be noticeable and intrusive. <i>[1-3 marks]</i></p> <p><i>Level 2</i> Candidates will clearly describe two ways in which slide boards are used when moving and handling service users. There will be some evidence of knowledge and understanding, with benefits to the service user identified. Answers will show some evidence of application of knowledge. There will be noticeable errors of grammar, punctuation and spelling. <i>[4-6 marks]</i></p> <p><i>Level 3</i> Candidates will clearly and accurately describe two ways in which slide boards are used when moving and handling service users. There will be factual knowledge and understanding evident, along with an analysis of the benefits to the service user. Answers will be developed logically and will show evidence of application of knowledge skills. There will be few errors of grammar, punctuation and spelling. <i>[7-8 marks]</i></p> <p>Knowledge requirements:</p> <p>Using Slide Boards:</p> <ul style="list-style-type: none"> • the slide board is a small board; • it is placed between a bed and a chair or a chair and a wheelchair; • it is designed to be used with service users who are 'active'; • service users will only require assistance and will not be totally dependent on care workers; • the board allows the client to slide from the bed to the chair; • care workers will help to steady the service user; • care workers will give encouragement; • care workers will ensure that the environment is safe for this procedure to be used. <p>Benefits to the service user:</p> <ul style="list-style-type: none"> • service user feels in control; • helps the service user to feel more independent/not dependent on care workers; • raises the service user's self-esteem as they are contributing; • service users are less likely to be anxious; • removes fear. 	AO2 AO3 AO4	1 3 4

Question	Answer	AO	Mark
5(a)	<p><i>Use levels of response criteria.</i></p> <p><i>Level 1</i> Candidates will identify at least one safety feature that could be in place at the playgroup. Explanations of how each would help are unlikely to be given. The answer given will be factually correct, although it is likely to be muddled. Errors of grammar, punctuation and spelling will be noticeable and intrusive. <i>[1-2 marks]</i></p> <p><i>Level 2</i> Candidates will identify at least two safety features that could be in place at the playgroup. For one feature, a detailed explanation of how it would help will be given, or two will be briefly given. Answers will be factually correct and coherent. There will be noticeable errors of grammar, punctuation and spelling. <i>[3-4 marks]</i></p> <p><i>Level 3</i> Candidates will identify at least two safety features that could be in place at the playgroup. For each feature, a detailed explanation of how each would help will be given. Answers will be factually correct. There will be evidence of synthesis within the answer. There will be few errors of grammar, punctuation and spelling. <i>[5 marks]</i></p> <p>Knowledge requirements:</p> <p>Safety features:</p> <p>Fire alarm:</p> <ul style="list-style-type: none"> • to allow people to be made aware that there is a fire; • to enable people to evacuate the building quickly; • to enable the fire brigade to be called quickly; • to save life. <p>Smoke alarm:</p> <ul style="list-style-type: none"> • to prevent smoke inhalation; • to alert people to the possibility of a fire; • to save life; • to prevent people becoming trapped inside the building. <p>Fire-fighting equipment:</p> <ul style="list-style-type: none"> • to put out a fire before it gets worse; • to contain the fire; • to prevent the fire from spreading; • to save life. <p>Note: <i>for fire fighting equipment candidates may give examples, e.g. fire blanket, fire extinguisher. These are acceptable if they give different ways of how each would help.</i></p>	AO2 AO3	2 3

Question	Answer	AO	Mark
5(b)	<p><i>Use levels of response criteria.</i></p> <p><i>Level 1</i> Candidates will identify at least one security measure that could be in place, however, there will be little or no evaluation of how effective this would be. Errors of grammar, punctuation and spelling will be noticeable and intrusive. <i>[1-3 marks]</i></p> <p><i>Level 2</i> Candidates will describe at least two security measures that could be in place and will briefly evaluate how effective each of these would be. The evaluations will show evidence of reflection, basic analysis, will draw some conclusion and will be coherent. There will be noticeable errors of grammar, punctuation and spelling. <i>[4-7 marks]</i></p> <p><i>Level 3</i> Candidates will explain at least two relevant security measures that could be in place and will evaluate in detail how effective these would be. The evaluations will show evidence of reflection and analysis and will draw accurate and relevant conclusions. There will be evidence of synthesis within the work. There will be few errors of grammar, punctuation and spelling. <i>[8-10 marks]</i></p> <p>Knowledge requirements:</p> <p>Security measures:</p> <ul style="list-style-type: none"> • locking all outer doors – to prevent people entering the building; • having a reception area with a locked door into the main area which only allows those with a password to gain access unless accompanied – prevents unwanted visitors; • having a security policy in place – all staff know the procedures for security/all are following the same standards; • staff taking responsibility for a certain number of children – so that they get to know the child and their parents – prevents children being collected by a person who has not permission to collect them; • having photographs of the parent/main carer on record – so they can check if the correct person is collecting the child; • asking for prior notification, in writing, if someone else is collecting the child, e.g. grandparent, and asking grandparent for some form of identification on arrival; • having a visitors book where accepted visitors sign in and out – so it is known who is in the building at any one time; • having safety catches on windows – so children cannot go out and unwanted visitors cannot get in; • supervising children when playing outside – so all children can be accounted for; • keeping a register of all children and checking after outside activities – to make sure no one is missing. 	AO2 AO3 AO4	2 3 5

Question	Answer	AO	Mark
6(a)	<p><i>Use levels of response criteria.</i></p> <p><i>Level 1</i> Candidates will be able to describe/identify at least one responsibility of an employer and/or an employee. Answers are likely to be muddled. Errors of grammar, punctuation and spelling will be noticeable and intrusive. <i>[1-3 marks]</i></p> <p><i>Level 2</i> Candidates will clearly describe the responsibilities of employers and the responsibilities of employees in the workplace. They may examine one in greater depth than the other. Answers will be accurate and will show evidence of some application of knowledge. There will be noticeable errors of grammar, punctuation and spelling. <i>[4-7 marks]</i></p> <p><i>Level 3</i> Candidates will clearly and accurately discuss the responsibilities of employers and the responsibilities of employees in the workplace. Answers will be developed logically and will show evidence of application of knowledge. There will be few errors of grammar, punctuation and spelling. <i>[8-10 marks]</i></p> <p>Knowledge requirements:</p> <p>Responsibility of employers:</p> <ul style="list-style-type: none"> • carry out suitable and sufficient assessment of risks; • identify hazards; • take appropriate action for the control of the risk; • carry out a further assessment after an accident; • record arrangements for health and safety, including planning, organisation, control, monitoring and reviewing of 'protective and preventative measures'; • an employer must appoint at least one competent person to assist him with health and safety tasks; • employ competent people to carry out work duties; • ensure that any necessary contracts with external services are arranged; • provide comprehensive health and safety information to all employees; • to be aware of communication issues when dealing with health and safety, e.g. language differences; • provide safety training at induction and on transfer of an employee to a new area; • to complete an accident investigation and record the findings after an accident has occurred; • keep records to show that investigations have been carried out. 	AO1 AO2 AO3 AO4	1 1 3 5

Question	Answer	AO	Mark
6(a) cont	<p>Responsibilities of employees:</p> <ul style="list-style-type: none"> • to take responsibility for themselves in the workplace; • not to take any action that would put others at risk; • to keep the health and safety rules that apply; • to know the location of the fire exits; • to wear any protective clothing deemed necessary for the job; • to report any accidents; • to report damage/breakage to machinery; • co-operate with the employer in respect of health and safety; • not to intentionally damage any equipment or materials provided by the employer. 		
6(b)	<p><i>Use levels of response criteria.</i></p> <p><i>Level 1</i> Candidates will describe/identify ways that service users and/or staff will benefit from the implementation of the Health and Safety at Work Act, although there will be little evidence of knowledge and/or understanding of the benefits to either service users or staff. Answers are likely to be muddled. Errors of grammar, punctuation and spelling will be noticeable and intrusive. <i>[1-3 marks]</i></p> <p><i>Level 2</i> Candidates will make basic judgements and discuss the ways that service users and staff will benefit from the implementation of the Health and Safety at Work Act. Examples will be given to illustrate some of the points being made. The work will be coherent. There will be noticeable errors of grammar, punctuation and spelling. <i>[4-7 marks]</i></p> <p><i>Level 3</i> Candidates will make reasoned judgements and evaluate how service users and staff will benefit from the implementation of the Health and Safety at Work Act. Examples will be given to illustrate the points being made. There will be evidence of synthesis within the work. There will be few errors of grammar, punctuation and spelling. <i>[8-10 marks]</i></p> <p>Knowledge requirements:</p> <p>Benefits:</p> <ul style="list-style-type: none"> • employers will be complying with the law; • they are less likely to have legal proceedings taken against them/be sued; • their employees are likely to have fewer accidents; • the work force (employees) are likely to feel safer/more secure; • fewer absentees through accidents, therefore, likely to have increased production; • employees are likely to be happier/more content; • service users are likely to feel safer; • service users will have confidence in their care workers; • service users are likely to be happier; • service users are likely to have fewer accidents. 	AO3 AO4	4 6

Total mark available: 100

Analysis of marks:

Question	AO1	AO2	AO3	AO4	Total
1(a)(i)	1				1
1(a)(ii)	4				4
1(b)	5	5			10
2(a)	3				3
2(b)(i)		3			3
2(b)(ii)	3				3
2(c)		3	3		6
3(a)(i)	1				1
3(a)(ii)		3			3
3(b)	4	4			8
3(c)	4	4			8
4(a)	1				1
4(b)		3	3		6
4(c)		1	3	4	8
5(a)		2	3		5
5(b)		2	3	5	10
6(a)	1	1	3	5	10
6(b)			4	6	10
Totals	27	31	22	20	100

Oxford Cambridge and RSA Examinations

General Certificate of Education

HEALTH AND SOCIAL CARE

Unit 9: Caring for Older People

F918/TEST

Specimen Paper

Additional materials: None.

TIME 1 hour 30 minutes

Candidate Name

Centre Number

Candidate Number

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INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number in the spaces above.
- Write your answers, in blue or black ink, in the spaces provided on the question paper.
- Answer **all** the questions.
- Read each question carefully and make sure you know what you have to do before starting your answer.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **100**.
- You will be awarded marks for the *quality of written communication* where an answer requires a piece of extended writing.

Question number	For examiner's use only
1	
2	
3	
4	
5	
6	
TOTAL	

1 Read **Text 1** below.

Text 1

Hassam and his wife Misha have been retired for five years. They enjoyed an active social life until Hassam had a heart attack.

Hassam spent several weeks in hospital. He has now returned home and hopes to continue enjoying his retirement.

Use the information given in **Text 1** to answer Questions **1(a)**, **1(b)** and **1(c)**.

(a) Identify **five** possible causes of Hassam's heart attack.

1: _____ [1]

2: _____ [1]

3: _____ [1]

4: _____ [1]

5: _____ [1]

(b) Name **two** lifestyle changes due to retirement.
State how each could have affected Hassam and Misha.

Change 1: _____ [1]

Effect: _____
_____ [1]

Change 2: _____ [1]

Effect: _____
_____ [1]

- 1 (c) Describe the role of **three** service providers who could support Hassam when he returns home from hospital.

Provider 1: _____

_____ [2]

Provider 2: _____

_____ [2]

Provider 3: _____

_____ [2]

- 2 Read **Text 2** below.

Text 2

Pamela was **65** years old when she was diagnosed with a muscular skeletal disorder.

Use the information given in **Text 2** to answer Questions **2(a)**, **2(b)** and **2(c)**.

- (a) Give **five** ways how being diagnosed with a muscular skeletal disorder could affect Pamela's lifestyle.

1: _____
_____ [1]

2: _____
_____ [1]

3: _____
_____ [1]

4: _____
_____ [1]

5: _____
_____ [1]

2 (b) Describe **four** coping strategies Pamela could use to control her condition.

1: _____
_____ [1]

2: _____
_____ [1]

3: _____
_____ [1]

4: _____
_____ [1]

(c) (i) Explain the difference between *formal* and *informal* support.

_____ [2]

(ii) Describe **two** ways formal support could help Pamela to cope with her situation.

Way 1: _____
_____ [1]

Way 2: _____
_____ [1]

(iii) Describe **two** ways informal support could help Pamela to cope with her situation.

Way 1: _____
_____ [1]

Way 2: _____
_____ [1]

3 Read **Text 3** below.

Text 3

Tariq is **80** years old. He has experienced problems with his digestive system for a few months. He needs to go to the toilet more often and has been feeling bloated.

Tariq visited his GP who referred him to a consultant. Tariq has had tests in hospital and is waiting for the results.

Tariq has a health care assistant visit him at home every day because he does not always get to the toilet in time and needs to be cleaned up.

Use the information given in **Text 3** to answer Questions **3(a)**, **3(b)** and **3(c)**.

(a) Identify **three** possible disorders of the digestive system.

1: _____ [1]

2: _____ [1]

3: _____ [1]

(b) Give **five** reasons why Tariq could have problems with his digestive system.

1: _____ [1]

2: _____ [1]

3: _____ [1]

4: _____ [1]

5: _____ [1]

4 Read **Text 4** below.

Text 4

Jeremy developed senile dementia, a disorder of the nervous system, when he was 70 years old. He became very forgetful and his personality changed completely. His family worried about him going out alone as he might not remember the way home. As his condition deteriorated Jeremy did not always recognise his wife or children and this distressed them. His friends stopped calling to see him. Jeremy's social worker developed a care plan to ensure his needs were met and the family could be supported.

Use the information given in **Text 4** to answer Questions **4(a)**, **4(b)** and **4(c)**.

(a) Identify **three** effects of the ageing process on Jeremy giving an example of each.

Effect 1: _____ [1]

Example: _____
_____ [1]

Effect 2: _____ [1]

Example: _____
_____ [1]

Effect 3: _____ [1]

Example: _____
_____ [1]

(b) Explain how **three** professionals could provide care for Jeremy and support his family.

Professional 1: _____

_____ [2]

Professional 2: _____

_____ [2]

Professional 3: _____

_____ [2]

- 4 (c) Describe **three** ways the NHS and Community Care Act could help Jeremy to receive the care he needs.

1: _____
_____ [1]

2: _____
_____ [1]

3: _____
_____ [1]

- 5 Read **Text 5** below.

Text 5

Eventually Jeremy needed constant care. He became very aggressive and had obsessive behaviour patterns. He would constantly wander around the house emptying all the cupboards. His wife could no longer cope. The social worker arranged for Jeremy to be admitted to a residential care home close to where his family live. Jeremy is a Catholic and enjoyed meeting friends when he went to church each week.

Use the information given in **Text 5** to answer Questions **5(a)**, **5(b)** and **5(c)**.

- (a) Give **five** ways how Jeremy's religious beliefs could be maintained by care workers.

1: _____
_____ [1]

2: _____
_____ [1]

3: _____
_____ [1]

4: _____
_____ [1]

5: _____
_____ [1]



Oxford Cambridge and RSA Examinations

General Certificate of Education

HEALTH AND SOCIAL CARE

Unit 9: Caring for Older People

Mark Scheme

F918/MS

QUALITY OF WRITTEN COMMUNICATION

A set number of marks for written communication is not a requirement. However, where there is a *levels of response* mark scheme, the following general criteria for assessing the quality of written communication apply. These criteria are integrated within the more specific levels of response shown in the individual mark schemes for units.

Level 1

Ability to communicate at least **one** point using some appropriate health, social care and early years terminology. Sentences and paragraphs have limited coherence and structure, often being of doubtful relevance to the main focus of the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[1 mark representing the appropriate level of written communication is embedded in this level of response].

Level 2

Limited ability to organise relevant material, using some appropriate health, social care and early years terminology. Sentences and paragraphs are not always relevant, with the material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling.

[2 marks representing the appropriate level of written communication are embedded in this level of response].

Level 3

Ability to present relevant material in a planned and logical sequence, using appropriate health, social care and early years terminology accurately. Sentences and paragraphs are for the most part relevant, with the material presented in a balanced, logical and coherent manner which addresses the question. There may be occasional errors of grammar, punctuation and spelling.

[3 marks representing the appropriate level of written communication are embedded in this level of response].

Level 4

Ability to present relevant material in a well-planned and logical sequence, with a clearly defined structure, using appropriate health, social care and early years terminology confidently and accurately. Sentences and paragraphs, consistently relevant, are well structured in a way that directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

[4 marks representing the appropriate level of written communication are embedded in this level of response].

Exceptionally, answers which are assessed as a L1, L2, L3, L4 from the individual unit mark scheme criteria may be awarded an additional mark for the quality of their written communication if the standard is above the embedded criteria for the quality of written communication. This flexibility is available only where the quality of written communication is linked to a levels of response mark scheme.

Question	Answer	AO	Mark
1(a)	<p><i>Five from:</i></p> <ul style="list-style-type: none"> • blocked coronary artery; • high cholesterol levels; • smoking; • stress; • lack of exercise; • shock; • overweight; • arteriosclerosis/hardened arteries. • poor diet; • heart does not pump blood effectively; • veins and arteries blocked; • increased pressure on the heart; • increased blood pressure; • circulation problems. 	AO1	5x1
1(b)	<p><i>Two life changes from:</i></p> <ul style="list-style-type: none"> • no longer working; • isolation from work colleagues; • increased ability to participate in community activities; • decreased income/relying on pension; • role changes; • increased leisure time. <p><i>Two effects from:</i></p> <ul style="list-style-type: none"> • increased confidence/lack of confidence; • able to do things they enjoy; • can take up new interests/hobbies; • feel worthless; • feel positive about their lives; • feel anxious that they are nearer to death. <p><i>[One mark for each correct change and additional mark for each correct effect – some may be interchangeable]</i></p>	AO1 AO2	2x1 2x1
1(c)	<p><i>Three from:</i></p> <ul style="list-style-type: none"> • GP – monitor state of health/prescribe medication/conduct physical examinations/etc; • community nurse – provide care/monitor general health/provide advice/etc; • health visitor – provide advice/promote good health/etc; • dietician – provide advice on diet/advise on nutritional requirements to promote good health/etc; • home care assistant – provide help with everyday tasks/provide advice/etc. <p><i>[One mark for each correct service provider and additional mark for each correct support – must be relevant to provider named]</i></p>	AO1	3x2

Question	Answer	AO	Mark
2(a)	<p><i>Five from:</i></p> <ul style="list-style-type: none"> • unable to take part in certain activities; • risks of injury in crowded places; • exercise is difficult; • may need to take up alternative hobbies; • can only enjoy gentle exercise; • could meet others in the same situation; • housework may be difficult; • unable to stand for long periods. 	AO2	5x1
2(b)	<p><i>Four from:</i></p> <ul style="list-style-type: none"> • eat a diet rich in calcium to strengthen bones; • eat a balanced diet to ensure she does not increase her weight; • lose weight to reduce pressure on her bones; • do gentle exercises to keep mobility; • take prescribed medication as directed; • take mineral supplements to strengthen her bones. 	AO1	4x1
2(c)(i)	<p>Formal support provided by professionals. Informal support provided by non-professionals.</p>	AO2	2x1
2(c)(ii)	<p><i>Two from:</i></p> <ul style="list-style-type: none"> • GP – prescribe medication/monitor condition; • physiotherapist – give exercise routine/maintain mobility; • health visitor – advise about diet and exercise; • community nurse – check blood pressure/weight; • occupational therapist – provide aids for lifting and moving things. 	AO2	2x1
2(c)(iii)	<p><i>Two from:</i></p> <ul style="list-style-type: none"> • family – help out with household chores; • friends – encourage to go out/do exercises; • neighbours – visit and socialise/do shopping; • support groups – share her concerns; • volunteers – do the gardening. 	AO2	2x1
3(a)	<p><i>Three from:</i></p> <ul style="list-style-type: none"> • irritable bowel syndrome; • ulcerative colitis; • Crohn’s Disease; • chronic constipation; • cancer of the bowel/stomach. 	AO1	3x1

Question	Answer	AO	Mark
3(b)	<p><i>Five from:</i></p> <ul style="list-style-type: none"> • lack of fibre in the diet; • weaker stomach muscles; • weak muscles in digestive tract; • dehydration; • weak muscles in the rectum; • lack of hygiene when preparing food. 	AO2	5x1
3(c)	<p><i>Use levels of response criteria.</i></p> <p><i>Level 1</i> Candidates will identify ways the care assistant should apply the care values. Candidates may give minimal description and show limited understanding of different aspects of the care values. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling will be noticeable and intrusive. <i>[1-3 marks]</i></p> <p><i>Level 2</i> Candidates will describe how the care assistant should apply at least two of the three aspects of the care values when supporting Tariq. Answers will be factually accurate and coherent. There will be noticeable errors of grammar, punctuation and spelling. <i>[4-8 marks]</i></p> <p><i>Level 3</i> Candidates will clearly analyse how the care assistant should apply all three aspects of the values of the care values when supporting Tariq. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling. <i>[9-12 marks]</i></p> <p>Knowledge requirements:</p> <p>Promote anti-discriminatory practice:</p> <ul style="list-style-type: none"> • never stereotype individuals; • identify and fight their own prejudices; • use language that Tariq can understand; • provide care according to his needs; • challenge others who may discriminate against him. <p>Maintain confidentiality of information:</p> <ul style="list-style-type: none"> • respect Tariq's wishes for information to be kept private; • do not talk about his care to those who do not need to know; • do not leave notes lying around for others to read; • explain who will have access to his information; • do not give information over the telephone unless identity of caller can be proven. 	AO3 AO4	10 2

Question	Answer	AO	Mark
<p>3(c) cont'd</p>	<p>Promote individual rights to dignity, independence, choice, and health and safety:</p> <ul style="list-style-type: none"> • encourage Tariq to be independent; • allow Tariq to have choices about his care and treatment; • ask Tariq what he needs and wishes; • make sure all care is carried out safely. <p>Acknowledge individual's beliefs and identity:</p> <ul style="list-style-type: none"> • recognise Tariq's beliefs; • enable Tariq to maintain his identity; • encourage Tariq to express his preferences. <p>Support individuals through effective communication:</p> <ul style="list-style-type: none"> • communicate at the right level of understanding for Tariq; • use appropriate language; • check Tariq has understood what is said; • listen carefully to Tariq; • use appropriate body language. 		
<p>4(a)</p>	<p><i>Three examples from:</i></p> <ul style="list-style-type: none"> • memory loss; • isolation; • dependency; • increased danger to himself; • role reversal; • increased health care needs; • disorder of the nervous system; • less muscle control; • aggressiveness; • obsessive behaviour. <p><i>Three effects from:</i></p> <ul style="list-style-type: none"> • cannot recognise his family; • friends no longer want to know him; • no social life; • needs others to care for him because he can no longer do so for himself; • at risk when he goes anywhere as does not understand how to cross the road/what dangers are; • children and family caring for him when he was the one who did the caring before; • needs professional support from carers; • caused Senile Dementia; • incontinence/lack of bladder control; • forgets where he is/where he lives; • loses his temper easily; • follows same routine/gets agitated if routine changes. <p><i>[One mark for each correct example and additional mark for each correct effect – these may be interchangeable]</i></p>	<p>AO1</p>	<p>3x1</p>
		<p>AO2</p>	<p>3x1</p>

Question	Answer	AO	Mark
<p>4(b)</p>	<p><i>Three from:</i></p> <ul style="list-style-type: none"> • GP – monitor state of health/refer to other service providers/etc; • district nurse – promote quality of life/arrange aids and equipment to help family/etc; • home care assistant – provide help with everyday tasks to support family/etc; • community psychiatric nurse – monitor mental state/provide support/provide advice/provide therapy sessions for family/etc; • health visitor – provide advice and guidance/provide support for family/etc; <p><i>[One mark for each correct professional and additional mark for each correct support – must be relevant to professional named]</i></p>	<p>AO2 AO3</p>	<p>3x1 3x1</p>
<p>4(c)</p>	<p><i>Three from:</i></p> <ul style="list-style-type: none"> • care plan will be written to make sure his needs are met; • multi-disciplinary team will care for his individual needs; • professionals work together to provide care; • information given about services available; • allow him to have maximum independence; • consistent approach will be given by all his carers; • recognition of the needs of his family as well; • Jeremy and his family fully involved in the assessment of his needs; • choices will be offered; • health and social services working together; • services delivered in a seamless manner; • high standards of care. <p><i>[One mark for each clear description]</i></p>	<p>AO2</p>	<p>3x1</p>
<p>5(a)</p>	<p><i>Five from:</i></p> <ul style="list-style-type: none"> • arrange for him to go to church when he wants to; • provide meals which meet his religious requirements; • provide choices for him; • encourage him; • talk to him about what he likes and dislikes; • listen to him carefully; • do not stereotype him; • do not try and force own beliefs on him; • do not make assumptions; • not judging him; • be patient with him as he may struggle to tell people what he wants. 	<p>AO1</p>	<p>5x1</p>

Question	Answer	AO	Mark
5(b)	<p><i>Use levels of response criteria.</i></p> <p><i>Level 1</i> Candidates will identify one or two basic ways moving into residential care has had an impact on Jeremy. 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>[1-3 marks]</i></p> <p><i>Level 2</i> Candidates will describe the impact of moving into residential care on Jeremy. Understanding of both positive and negative aspects will be shown. Answers will be factually accurate and coherent. There will be noticeable errors of grammar, punctuation and spelling. <i>[4-6 marks]</i></p> <p><i>Level 3</i> Candidates will evaluate the impact of moving into residential care on Jeremy. Candidates will consider and 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>[7-10 marks]</i></p> <p>Knowledge requirements:</p> <p>Positive Impact:</p> <ul style="list-style-type: none"> • feeling of security; • will be well cared for; • all his needs will be looked after; • professional carers available 24/7; • carers will understand his needs; • supervised activities will be available. <p>Negative Impact:</p> <ul style="list-style-type: none"> • will miss his family; • feel isolated; • feel no-one loves him any more; • get even more agitated/angry; • his freedom has been taken away. 	AO3 AO4	4 6

Question	Answer	AO	Mark
6(a)	<p><i>Use levels of response criteria.</i></p> <p><i>Level 1</i> Candidates will identify one or two effects of Jeremy being sectioned. The focus will be on Jeremy alone with little, if any, consideration of his family. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling will be noticeable and intrusive. <i>[1-3 marks]</i></p> <p><i>Level 2</i> Candidates will describe the effects on Jeremy of being sectioned, taking into consideration all of Jeremy's particular care needs. A limited understanding of both positive and negative factors will be demonstrated. Little consideration will be made of the effects on Jeremy's family. Answers will be factually accurate and coherent. There will be noticeable errors of grammar, punctuation and spelling. <i>[4-7 marks]</i></p> <p><i>Level 3</i> Candidates will analyse thoroughly the effects on Jeremy of being sectioned, taking into consideration all of Jeremy's particular care needs. A thorough understanding of both positive and negative factors relating to Jeremy and his family 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. <i>[8-10 marks]</i></p> <p>Knowledge requirements:</p> <p>Effects on Jeremy:</p> <ul style="list-style-type: none"> • detained against his will; • protect him from harming himself; • protect him from harming others; • higher level of medical intervention provided; • level of choice available severely limited; • now living in a secure environment; • able to get treatment he needs; • could make him more angry and agitated; • could relapse into depression; • suicidal tendencies; • low self-esteem; • lack of confidence; • feel inferior/less of a human being. <p>Effects on family:</p> <ul style="list-style-type: none"> • feel relieved as know he is going to be well cared for; • feel safe knowing he will not attack them again; • feel reassured he is going to get the care he needs; • feel ashamed; • worried he might commit suicide; • concerned about the future, question how long he will be detained for; • upset they could not care for him themselves. 	AO3 AO4	4 6

Question	Answer	AO	Mark
6(b)	<p><i>Use levels of response criteria.</i></p> <p><i>Level 1</i> Candidates may identify one or two service providers who could support Jeremy 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>[1-3 marks]</i></p> <p><i>Level 2</i> Candidates will make a limited analysis of care provision. Appropriate forms of care will be identified and the role of potential service providers clearly described. Answers will be factually accurate and coherent. There will be noticeable errors of grammar, punctuation and spelling. <i>[4-7 marks]</i></p> <p><i>Level 3</i> Candidates will analyse the care provision role of specific service providers, justifying their choice by linking specific skills and qualities to provide for Jeremy's particular care needs. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the work. There will be few errors of grammar, punctuation and spelling. <i>[8-10 marks]</i></p> <p>Service providers:</p> <ul style="list-style-type: none"> • social worker; • key worker/care manager; • counsellor; • community psychiatric nurse; • GP; • advocate; • benefits agency; • support groups/voluntary groups; • domiciliary care; • health care assistant; • community nurse. <p><i>[Choices will be realistic. The descriptions will be accurate and link to the providers identified.]</i></p> <p><i>[Information from each of the case studies will be taken into consideration and linked. A high level of understanding will be shown with the accurate application of underpinning knowledge]</i></p>	AO3 AO4	5 5

Total Mark Available: 100

Analysis of marks:

Question	AO1	AO2	AO3	AO4	Total
1(a)	5				5
1(b)	2	2			4
1(c)	6				6
2(a)		5			5
2(b)	4				4
2(c)(i)		2			2
2(c)(ii)		2			2
2(c)(iii)		2			2
3(a)	3				3
3(b)		5			5
3(c)			10	2	12
4(a)	3	3			6
4(b)		3	3		6
4(c)		3			3
5(a)	5				5
5(b)			4	6	10
6(a)			4	6	10
6(b)			5	5	10
Totals	28	27	26	19	100

Oxford Cambridge and RSA Examinations

General Certificate of Education

HEALTH AND SOCIAL CARE

Unit 11: Understanding Human Behaviour

F920/TEST

Specimen Paper

Additional materials: None.

TIME 1 hour 30 minutes

Candidate Name

Centre Number

Candidate Number

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INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number in the spaces above.
- Write your answers, in blue or black ink, in the spaces provided on the question paper.
- Answer **all** the questions.
- Read each question carefully and make sure you know what you have to do before starting your answer.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **100**.
- You will be awarded marks for the *quality of written communication* where an answer requires a piece of extended writing.

Question number	For examiner's use only
1	
2	
3	
4	
5	
6	
TOTAL	

1 Look at **Figure 1** below.

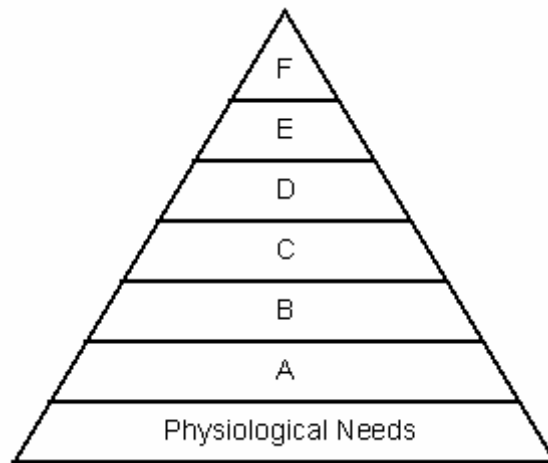


Figure 1: Maslow's Hierarchy of Needs

Use the information given in **Figure 1** to answer Question **1(a)**.

(a) Name each of the **six** human needs.

A: _____ [1]

B: _____ [1]

C: _____ [1]

D: _____ [1]

E: _____ [1]

F: _____ [1]

1 **cont'd**
Read **Text 1** below.

Text 1

Michael is 19 years old. He ran away from home 18 months ago. He has nowhere to stay and is homeless.

Use the information given in **Text 1** to answer Question **1(b)** below.

(b) Using **three** of Maslow's Hierarchy of Needs, explain why it could be difficult for Michael to reach his full potential.

1: _____

_____ [3]

2: _____

_____ [3]

3: _____

_____ [3]

2 **(a)** Identify **three** groups of influences on human development.

Influence 1: _____ [1]

Influence 2: _____ [1]

Influence 3: _____ [1]

2 cont'd
Read **Text 2** below.

Text 2

Sanjit is three years old and lives in a detached house with his parents, both of whom are doctors. He is part of a local extended family.

Lee is also three years old. He lives with his 19 year old mother, who is single and unemployed and lives on the ninth floor of a high-rise block of flats. They are an isolated nuclear family.

Use the information given in **Text 2** to answer Question **2(b)**.

- (b)** For each child, give **three** factors (positive or negative) which could influence their development and explain how each factor could affect their development.

Sanjit

Factor 1: _____

Explanation: _____

_____ [2]

Factor 2: _____

Explanation: _____

_____ [2]

Factor 3: _____

Explanation: _____

_____ [2]

Lee

Factor 1: _____

Explanation: _____

_____ [2]

Factor 2: _____

Explanation: _____

_____ [2]

Factor 3: _____

Explanation: _____

_____ [2]

- 3 (a) Identify, in the correct order, the **five** stages of Freud's personality development theory. For each stage, describe how unresolved difficulties could affect behaviour in later life.

Stage 1: _____ [1]

Description: _____
_____ [1]

Stage 2: _____ [1]

Description: _____
_____ [1]

Stage 3: _____ [1]

Description: _____
_____ [1]

Stage 4: _____ [1]

Description: _____
_____ [1]

Stage 5: _____ [1]

Description: _____
_____ [1]

5 Read **Text 5** below.

Text 5

Matthew, who is four years old, watches his older cousin Terry and copies his actions.

Use the information given in **Text 5** to answer Questions **5(a)**, **5(b)** and **5(c)**.

(a) Explain why observational learning is important in socialisation.

[4]

(b) Explain how Bandura's experiments with the Bobo doll illustrate the principles of social observational learning.

[6]



Oxford Cambridge and RSA Examinations

General Certificate of Education

HEALTH AND SOCIAL CARE

Unit 11: Understanding Human Behaviour

Mark Scheme

F920/MS

QUALITY OF WRITTEN COMMUNICATION

A set number of marks for written communication is not a requirement. However, where there is a *levels of response* mark scheme, the following general criteria for assessing the quality of written communication apply. These criteria are integrated within the more specific levels of response shown in the individual mark schemes for units.

Level 1

Ability to communicate at least **one** point using some appropriate health, social care and early years terminology. Sentences and paragraphs have limited coherence and structure, often being of doubtful relevance to the main focus of the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[1 mark representing the appropriate level of written communication is embedded in this level of response].

Level 2

Limited ability to organise relevant material, using some appropriate health, social care and early years terminology. Sentences and paragraphs are not always relevant, with the material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling.

[2 marks representing the appropriate level of written communication are embedded in this level of response].

Level 3

Ability to present relevant material in a planned and logical sequence, using appropriate health, social care and early years terminology accurately. Sentences and paragraphs are for the most part relevant, with the material presented in a balanced, logical and coherent manner which addresses the question. There may be occasional errors of grammar, punctuation and spelling.

[3 marks representing the appropriate level of written communication are embedded in this level of response].

Level 4

Ability to present relevant material in a well-planned and logical sequence, with a clearly defined structure, using appropriate health, social care and early years terminology confidently and accurately. Sentences and paragraphs, consistently relevant, are well structured in a way that directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

[4 marks representing the appropriate level of written communication are embedded in this level of response].

Exceptionally, answers which are assessed as a L1, L2, L3, L4 from the individual unit mark scheme criteria may be awarded an additional mark for the quality of their written communication if the standard is above the embedded criteria for the quality of written communication. This flexibility is available only where the quality of written communication is linked to a levels of response mark scheme.

Question	Answer	AO	Mark
1(a)	<p>A Safety/security needs.</p> <p>B Sense of belonging and love needs.</p> <p>C Self-esteem needs.</p> <p>D Cognitive needs.</p> <p>E Aesthetic needs.</p> <p>F Self-actualisation needs.</p>	AO1	6x1
1(b)	<p>Only if our basic needs are met can we focus on our higher needs, e.g. Michael cannot move onto next stage until needs of current stage are met.</p> <p>Very difficult for him to move from bottom as physiological needs difficult to meet, as he could be hungry, thirsty, without shelter, etc., therefore basic needs not met – everything else therefore unimportant.</p> <p>A will have problems as he is sleeping rough on streets and will not feel secure;</p> <p>B alone, cut off from family, no-one to care about him, not accepted by others, no identification with a group; this is very important with regard to self-concept;</p> <p>C this is about being respected, fulfilling personal goals, being useful and productive – the need to be a valued member of society, recognised for our achievements;</p> <p>D need to gain knowledge and understanding through exploration;</p> <p>E expression of our own creativity with outlets for this expression – appreciation of beauty, art and music;</p> <p>F involves an awareness of self and others with sense of independence and enjoyment of valued and fulfilling relationships – it is making most of one’s ability and potential.</p> <p style="text-align: center;"><i>[any sensible ideas relating to points in Question 1(a)]</i> <i>[maximum 3 marks for each described stage]</i></p>	AO1 AO2 AO3	3x1 3x1 3x1
2(a)	<p>Three from:</p> <ul style="list-style-type: none"> • Genetic; • socio-economic; • environmental; • psychological. 	AO1	3x1

Question	Answer	AO	Mark
3(a)	<p>Oral stage – a child could become orally fixated at this time if weaning too early or too late leading to adult who has excessive interest in oral stimulation e.g. enjoying taste of food, or smoking or be constantly chewing on pencils, fingernails etc. This could lead to child who derived excessive pleasure from sucking and swallowing could become highly gullible and trusting (liable to swallow any story) while child who derived pleasure from chewing and biting could become verbally aggressive, sarcastic and short tempered.</p> <p>Anal stage - a child could become fixated in this stage, resulting in excessive interest in this physiological function in later life. If parents were too strict during toilet training the child could become anally retentive. The infant seeking to hold onto its faeces would eventually become an adult seeking to hold onto its possessions, could develop into a miser. Too lenient – anally-expulsive becoming overly generous, untidy and giving as an adult.</p> <p>Phallic stage – If sexual urges become too great to bear or are too strictly dealt with they may become repressed into the unconscious leading to disturbed adult behaviour. Fixation here may produce adults who are dominant, aggressive, uncaring and cruel. They may have high opinions of themselves and seek to dominate others. They may be very proud and enjoy danger. Or the opposite – modesty or cautiousness.</p> <p>Latency stage – During this stage fixation does not normally occur.</p> <p>Genital stage – Difficulty in relating to people of opposite sex, shyness and immaturity. <i>[One mark for each correct stage (must be in the correct order) and additional mark for each correct description]</i></p>	AO1 AO4	5x1 5x1

Question	Answer	AO	Mark
3(b)	<p><i>Use levels of response criteria.</i></p> <p><i>Level 1</i> Candidates demonstrate the ability to communicate at least one point using some appropriate terminology. Sentences and paragraphs have limited coherence and structure, with little relevance to the main focus of the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive. <i>[1-4 marks]</i></p> <p><i>Level 2</i> Candidates demonstrate limited ability to organise their answer, using some appropriate health, social care and early years terminology. Sentences and paragraphs are not always relevant, with the material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling. <i>[5-7 marks]</i></p> <p><i>Level 3</i> Candidates demonstrate the ability to present their answer in a planned and logical sequence, using appropriate technical terminology accurately. Sentences and paragraphs are for the most part relevant, with the answer presented in a balanced, logical and coherent manner which directly addresses the question. There will be occasional errors of grammar, punctuation and spelling. <i>[8-10 marks]</i></p> <p>Knowledge requirements:</p> <ul style="list-style-type: none"> • defence mechanisms are mental processes which are automatically triggered when anxiety occurs; • unconscious strategies used to protect self from stress or guilt – short-term, a healthy way of coping with life’s stresses; long-term, dangerous and unhealthy, e.g. repression – forcing painful or frightening memories out of conscious awareness into unconscious; • regression – reverting to an earlier time of life when faced with threat or unsafe situation; • denial – refusing to accept reality; • displacement – redirecting feelings or impulses towards a substitute object or person because you cannot direct them towards their real target; • projection – attributing own unacceptable feelings or impulses to someone else; • sublimation – type of displacement where totally unacceptable behaviours are redirected into a substitute activity; this is considered to be positive and beneficial; • rationalisation – justifying our actions to ourselves when we do or think something that makes us feel guilty. 	AO1 AO2 AO3 AO4	1 3 3 3
4(a)	<p>A sensory motor stage.</p> <p>B pre-operational stage.</p> <p>C concrete operations stage.</p> <p>D formal operations stage.</p>	AO2	4x1

Question	Answer	AO	Mark
4(b)	<p><i>Use levels of response criteria.</i></p> <p><i>Level 1</i> Candidates demonstrate the ability to communicate at least one point using some appropriate terminology. Sentences and paragraphs have limited coherence and structure, with little relevance to the main focus of the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive. <i>[1-4 marks]</i></p> <p><i>Level 2</i> Candidates demonstrate limited ability to organise their answer, using some appropriate health, social care and early years terminology. Sentences and paragraphs are not always relevant, with the material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling. <i>[5-8 marks]</i></p> <p><i>Level 3</i> Candidates demonstrate the ability to present their answer in a planned and logical sequence, using appropriate technical terminology accurately. They will explore the issues which demonstrate greater understanding. Sentences and paragraphs are for the most part relevant, with the answer presented in a balanced, logical and coherent manner which directly addresses the question. There will be few errors of grammar, punctuation and spelling. <i>[9-11 marks]</i></p> <p>Knowledge requirements:</p> <ul style="list-style-type: none"> • to provide a safe, warm, secure environment in which the child can feel comfortable; • to provide the kind of materials which are appropriate to the children’s age group; • to encourage the children to explore and to think about what they are doing with the materials, and how else they can be used – this assists assimilation; • to encourage a variety of activities which both complement and contrast with each other, thus maintaining variety and novelty – this assists accommodation; • to provide new materials when the properties of previous ones have been explored as fully as appropriate – the child must be encouraged, but not pushed, since the child may not be able to learn from things which she/he is not mature enough for; • to allow children to discover things for themselves by observing, or competing with others – the teacher may arrange pairs or small groups of children to work together; • to know exactly what stage of development each child is in, what skills a child in that stage is capable of, and what skills will be mastered in the next stage – the child must be helped towards his/her transition into the next stage – this is called the readiness approach; • always to be ready to show the child an alternative strategy for achieving whatever the child is attempting, if the strategy being used has no chance of success. 	AO1 AO2 AO3 AO4	1 2 5 3

Question	Answer	AO	Mark
5(a)	<p data-bbox="335 224 742 257"><i>Use levels of response criteria.</i></p> <p data-bbox="335 291 438 324"><i>Level 1</i></p> <p data-bbox="335 324 1220 526">Candidates demonstrate the ability to communicate one basic point in a simple statement using some appropriate terminology. Sentences and paragraphs have limited coherence and structure, with little relevance to the main focus of the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive. <i>[1-2 marks]</i></p> <p data-bbox="335 560 438 593"><i>Level 2</i></p> <p data-bbox="335 593 1220 862">Candidates demonstrate the ability to present their answer in a planned and logical sequence, using appropriate technical terminology accurately. They will explore the issues which demonstrate greater understanding. Sentences and paragraphs are for the most part relevant, with the answer presented in a balanced, logical and coherent manner which directly addresses the question. There will be few errors of grammar, punctuation and spelling. <i>[3-4 marks]</i></p> <p data-bbox="335 896 702 929">Knowledge requirements:</p> <ul data-bbox="335 929 1197 1176" style="list-style-type: none"> • learning by watching someone else’s achievements is much more efficient than learning by trial and error, or waiting for some reinforcement; • many skills could probably never be learned without observing and imitating, e.g. learning to speak one’s language, or to play musical instruments, or many sports, probably could not be achieved without observational learning. 	AO3 AO4	2 2

Question	Answer	AO	Mark
5(b)	<p><i>Use levels of response criteria.</i></p> <p><i>Level 1</i> Candidates demonstrate the ability to communicate one basic point in a simple statement using some appropriate terminology. Sentences and paragraphs have limited coherence and structure, with little relevance to the main focus of the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive. <i>[1-2 marks]</i></p> <p><i>Level 2</i> Candidates demonstrate limited ability to organise their answer, using some appropriate health, social care and early years terminology. Sentences and paragraphs are not always relevant, with the material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling. <i>[3-4 marks]</i></p> <p><i>Level 3</i> Candidates demonstrate the ability to present their answer in a planned and logical sequence, using appropriate technical terminology accurately. They will explore the issues which demonstrate greater understanding. Sentences and paragraphs are for the most part relevant, with the answer presented in a balanced, logical and coherent manner which directly addresses the question. There will be few errors of grammar, punctuation and spelling. <i>[5-6 marks]</i></p> <p>Knowledge requirements:</p> <ul style="list-style-type: none"> • children will copy what they see adults doing; • children who saw adults behaving aggressively towards the bobo doll were much more likely to get aggressive towards the doll when they had a chance to play with it than were children who saw more normal behaviour; • experiment confirmed we are not just influenced by reinforcement but we are also influenced by what we see in the media and what happens to other people; • Bandura argues people will model themselves on other people who appear to be being rewarded or reinforced; • people copy or model themselves on people they associate as being like themselves, but who seem successful. 	AO3 AO4	3 3

Question	Answer	AO	Mark
5(c)	<p><i>Use levels of response criteria.</i></p> <p><i>Level 1</i> Candidates demonstrate the ability to communicate at least one point using some appropriate terminology. Sentences and paragraphs have limited coherence and structure, with little relevance to the main focus of the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive. <i>[1-2 marks]</i></p> <p><i>Level 2</i> Candidates demonstrate limited ability to organise their answer, using some appropriate health, social care and early years terminology. Sentences and paragraphs are not always relevant, with the material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling. <i>[3-4 marks]</i></p> <p><i>Level 3</i> Candidates demonstrate the ability to present their answer in a planned and logical sequence, using appropriate technical terminology accurately. Sentences and paragraphs are for the most part relevant, with the answer presented in a balanced, logical and coherent manner which directly addresses the question. There will be few errors of grammar, punctuation and spelling. <i>[5 marks]</i></p> <p>Knowledge requirements:</p> <ul style="list-style-type: none"> • when young, children copy behaviour; • childcare practitioners are likely to be role models for the children they care for – it is important that they behave in ways they want children to copy, i.e. children will copy the way childcare practitioners talk to other adults and children; • they will copy how the childcare practitioner behaves at mealtimes; • if children see their key worker wash hands after going to the toilet, or cover her mouth when she sneezes, the child will probably imitate these good habits. 	AO3 AO4	3 2

Question	Answer	AO	Mark
6	<p><i>Use levels of response criteria.</i></p> <p><i>Level 1</i> Candidates are able to communicate at least one point using some appropriate terminology. Sentences and paragraphs have limited coherence and structure, often being of doubtful relevance to the main focus of the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive. <i>[1-4 marks]</i></p> <p><i>Level 2</i> Candidates are able to refer to at least two theories. They will demonstrate limited ability to organise their answer, using some appropriate terminology. Sentences and paragraphs are not always relevant, with the material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling. <i>[5-9 marks]</i></p> <p><i>Level 3</i> Candidates are able to refer to at least two theories. They will demonstrate the ability to present their answer in a planned and logical sequence, using appropriate theoretical terminology accurately. Sentences and paragraphs are for the most part relevant, with the material presented in a balanced, logical and coherent manner which addresses the question. There may be occasional errors of grammar, punctuation and spelling. <i>[10-15 marks]</i></p> <p><i>Level 4</i> Candidates are able to refer to at least two theories. They will demonstrate the ability to present their answer in a well-planned and logical sequence, with a clearly-defined structure, using appropriate theoretical terminology confidently and accurately. Sentences and paragraphs, consistently relevant, are well structured in a way that directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling. <i>[16-20 marks]</i></p> <p>Knowledge requirements:</p> <ul style="list-style-type: none"> • Cognitive perspective – Aggression is caused because of the way the person has learned to think: there may be distorted cognitive processes occurring in the person’s mind; they may believe it is the carer’s fault that they feel angry. • Biological influences – The individual may have genetic predisposition to become aggressive – their personality traits include aggression. • Psychodynamic perspective – Individual is experiencing internal turmoil – carer becomes focus for transfer of tensions and conflicts from their past. • Humanistic perspective – Individual’s view of themselves and the world leads them to become aggressive – correct caring response. 	<p>AO1 AO2 AO3 AO4</p>	<p>1 3 7 9</p>

Total mark available: 100

Analysis of marks:

Question	AO1	AO2	AO3	AO4	Total
1(a)	6				6
1(b)	3	3	3		9
2(a)	3				3
2(b)		6	6		12
3(a)	5			5	10
3(b)	1	3	3	3	10
4(a)		4			4
4(b)	1	2	5	3	11
5(a)			2	2	4
5(b)			3	3	6
5(c)			3	2	5
6	1	3	7	9	20
Totals	20	21	32	27	100

Oxford Cambridge and RSA Examinations

General Certificate of Education

HEALTH AND SOCIAL CARE

Unit 12: Anatomy and Physiology in Practice

F921/TEST

Specimen Paper

Additional materials: None.

TIME 1 hour 30 minutes

Candidate Name

Centre Number

Candidate Number

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INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number in the spaces above.
- Write your answers, in blue or black ink, in the spaces provided on the question paper.
- Answer **all** the questions.
- Read each question carefully and make sure you know what you have to do before starting your answer.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **100**.
- You will be awarded marks for the *quality of written communication* where an answer requires a piece of extended writing.

Question number	For examiner's use only
1	
2	
3	
4	
5	
6	
TOTAL	

1 Read **Text 1** below.

Text 1

Meera and her husband Sayeed want to have children, but so far Meera has been unable to become pregnant.

It has been suggested to them that one or possibly both of them could have some dysfunction which is preventing pregnancy.

Use the information given in **Text 1** to answer Questions **1(a)**, **1(b)** and **1(c)**.

(a) Name **two** possible *physical* dysfunctions or problems that Sayeed might have. State how each problem could prevent Meera from conceiving.

Problem 1: _____ [1]

Effect: _____
_____ [1]

Problem 2: _____ [1]

Effect: _____
_____ [1]

(b) Name **two** possible *physical* dysfunctions that Meera might have that could prevent her from conceiving. State how each one stops pregnancy.

Problem 1: _____ [1]

Effect: _____
_____ [1]

Problem 2: _____ [1]

Effect: _____
_____ [1]

(c) **(i)** Name the most important male sex hormone.

_____ [1]

- 1 (c) (ii) Name **three** female hormones.
Explain the role of each in reproduction.

Hormone 1: _____ [1]

Role: _____
_____ [2]

Hormone 2: _____ [1]

Role: _____
_____ [2]

Hormone 3: _____ [1]

Role: _____
_____ [2]

- 2 Read **Text 2** below.

Text 2

Anika has been a heavy smoker for 15 years. She has started to experience breathing difficulties.

Use the information given in **Text 2** to answer Question **2(a)**.

- (a) Describe **five** ways cigarette smoking interferes with the process of breathing, from a biological perspective.

Way 1: _____
_____ [1]

Way 2: _____
_____ [1]

Way 3: _____
_____ [1]

Way 4: _____
_____ [1]

Way 5: _____
_____ [1]

2 (b) Look at **Figure 2** below.

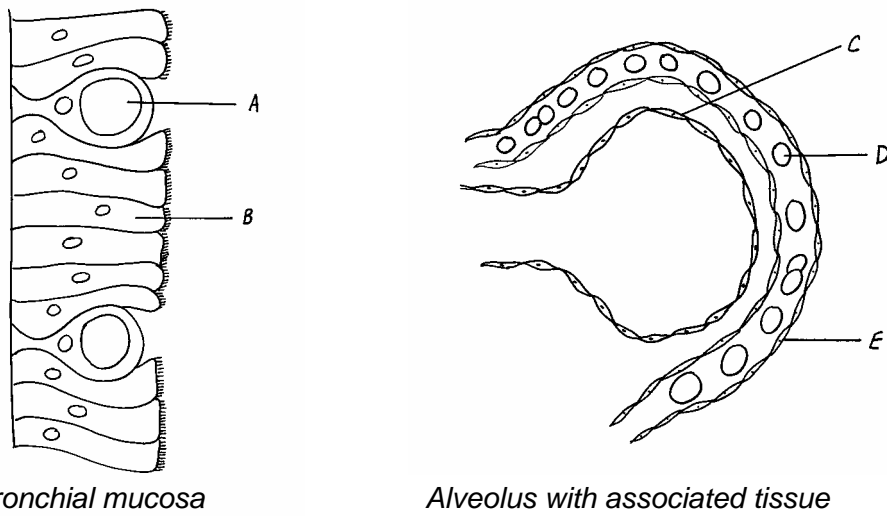


Figure 2: Diagrams of healthy lung cells

Name each of the cells labelled on the diagrams in **Figure 2**.

- A: _____ [1]
- B: _____ [1]
- C: _____ [1]
- D: _____ [1]
- E: _____ [1]

(c) Describe, in a logical sequence, how the normal mechanism of gaseous exchange takes place in the alveolus.

[5]

3 Look at **Figure 3** below.

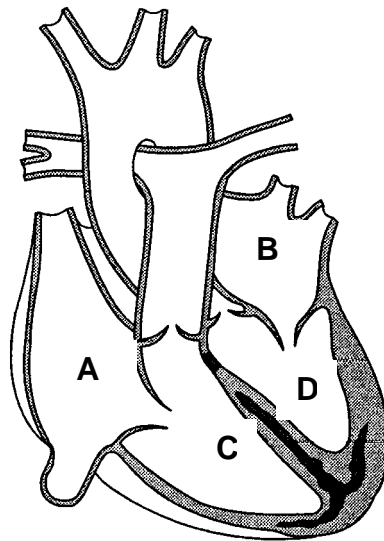


Figure 3: Human Heart

Use the information given in **Figure 3** to answer Questions **3(a)**, **3(b)** and **3(c)**.

(a) Name each of the **four** chambers of the heart labelled on the diagram.

A: _____ [1]

B: _____ [1]

C: _____ [1]

D: _____ [1]

(b) Describe, in a logical sequence, the normal route taken by the blood when completing a full circuit through the heart. Include the names of the associated blood vessels involved.

[5]

- 5 (b) Describe, from a biological perspective, **five** ways in which the digestive system is affected by irritable bowel syndrome.

Way 1: _____
_____ [1]

Way 2: _____
_____ [1]

Way 3: _____
_____ [1]

Way 4: _____
_____ [1]

Way 5: _____
_____ [1]

- (c) Explain the functions of the parts of the digestive system given below.

- Oesophagus
- Stomach
- Small intestine
- Large intestine

Oesophagus: _____

_____ [3]

Stomach: _____

_____ [3]

Small intestine: _____

_____ [3]

5 (c) **cont'd**
Large intestine: _____

_____ [3]

6 Read **Text 6** below.

Text 6

Baljit, 40 years old, may have to have bowel surgery but is determined that she will not let her irritable bowel syndrome (IBS) ruin her life. She has decided to carry on with her job as the manager of a residential home. She has the full support of her employers who have said that they will help her in any way that they possibly can.

At home her husband Lenny is supportive but is worried that she may not be able to cope with the problems that IBS can give. Baljit is aware of this and the possible strain it could put on their relationship.

Use the information given in **Text 6** to answer Questions **6(a)**, **6(b)** and **6(c)**.

(a) (i) Give **two** reasons why Baljit would need to see a stoma nurse before and after the surgery?

Reason 1: _____
_____ [1]

Reason 2: _____
_____ [1]

(ii) Describe the difference between a colostomy and an ileostomy.

Colostomy: _____
_____ [1]

Ileostomy: _____
_____ [1]



Oxford Cambridge and RSA Examinations

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HEALTH AND SOCIAL CARE

Unit 12: Anatomy and Physiology in Practice

Mark Scheme

F921/MS

QUALITY OF WRITTEN COMMUNICATION

A set number of marks for written communication is not a requirement. However, where there is a *levels of response* mark scheme, the following general criteria for assessing the quality of written communication apply. These criteria are integrated within the more specific levels of response shown in the individual mark schemes for units.

Level 1

Ability to communicate at least **one** point using some appropriate health, social care and early years terminology. Sentences and paragraphs have limited coherence and structure, often being of doubtful relevance to the main focus of the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[1 mark representing the appropriate level of written communication is embedded in this level of response].

Level 2

Limited ability to organise relevant material, using some appropriate health, social care and early years terminology. Sentences and paragraphs are not always relevant, with the material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling.

[2 marks representing the appropriate level of written communication are embedded in this level of response].

Level 3

Ability to present relevant material in a planned and logical sequence, using appropriate health, social care and early years terminology accurately. Sentences and paragraphs are for the most part relevant, with the material presented in a balanced, logical and coherent manner which addresses the question. There may be occasional errors of grammar, punctuation and spelling.

[3 marks representing the appropriate level of written communication are embedded in this level of response].

Level 4

Ability to present relevant material in a well-planned and logical sequence, with a clearly defined structure, using appropriate health, social care and early years terminology confidently and accurately. Sentences and paragraphs, consistently relevant, are well structured in a way that directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

[4 marks representing the appropriate level of written communication are embedded in this level of response].

Exceptionally, answers which are assessed as a L1, L2, L3, L4 from the individual unit mark scheme criteria may be awarded an additional mark for the quality of their written communication if the standard is above the embedded criteria for the quality of written communication. This flexibility is available only where the quality of written communication is linked to a levels of response mark scheme.

Question	Answer	AO	Mark
1(a)	<i>Problems, two from:</i> <ul style="list-style-type: none"> • low sperm count; • poor sperm motility; • blocked vas deferens/epididymus; • erectile dysfunction; • psychological dysfunction; • retrograde ejaculation; • totally sterile. 	AO2	2x1
	<i>Effects, two from:</i> <ul style="list-style-type: none"> • failure to fertilise due to reduced numbers; • unable to successfully reach the ovum; • no viable sperm available; • therefore no ejaculation of seminal fluid. <p style="text-align: right;"><i>[One mark for each correct problem and additional mark for each correct effect]</i></p>	AO3	2x1
1(b)	<i>Problems, two from:</i> <ul style="list-style-type: none"> • hostile cervical mucus; • blocked fallopian tubes; • endometriosis; • fibroids; • polycystic ovaries; • abnormal (e.g. bicornate, inverted) uterus; • failure to ovulate. 	AO2	2x1
	<i>Effects, two from:</i> <ul style="list-style-type: none"> • mucus destroys the sperm; • ovum is unable to implant; • causes uterine lining to degrade; • irregular or no release of ova; • egg implants but remains unfertilised. <p style="text-align: right;"><i>[One mark for each correct problem and additional mark for each correct effect]</i></p>	AO3	2x1
1(c)(i)	Testosterone	AO1	1

Question	Answer	AO	Mark
<p>1(c)(ii)</p>	<p><i>Three from:</i></p> <ul style="list-style-type: none"> • Oestrogen –inhibits further release of FSH/causes release of LH from pituitary/stimulates growth of endometrium/increases glycogen storage in endometrial cells/increases blood supply to endometrium/inhibits release of FSH and LH; • Progesterone – further stimulates growth of endometrium and maintains endometrium until embryo takes over/inhibits release of FSH and LH; • Follicle Stimulating Hormone (FSH) – causes follicle/egg to grow/develop/mature in ovary/ promotes the development and maturation of the reproductive system; • Leutinisig Hormone (LH) – causes ovulation/release of mature egg from ovary/stimulates development of corpus luteum; • Gonadotrophin Releasing Hormone (GRH) – stimulates the release of FSH. <p style="text-align: center;"><i>[One mark for each correct hormone and additional mark for each correct role – one per hormone] [Max. two marks for naming hormones without linking to roles]</i></p>	<p>AO1 AO2</p>	<p>3x1 3x1</p>
<p>2(a)</p>	<p><i>Five from:</i></p> <ul style="list-style-type: none"> • constricts the terminal bronchus and decreases the airflow in and out of the lungs; • carbon dioxide bonds with the haemoglobin reducing its ability to carry oxygen; • irritates the mucosal lining causing the release of more mucus leading to the dysfunction and destruction of the cilia and the lining; • destruction of the elastic fibres causing emphysematous bullae and emphysema; • reduces gas exchange efficiency; • particles in the smoke irritate the lungs inducing coughing; • nicotine paralyses cilia temporarily; • mucus slips further down (into alveoli); • increased dust etc causes irritation to epithelial cells; • increased mucus production; • increased risk of infection from uncleared mucus bacteria. <p style="text-align: center;"><i>[One mark for each correct way]</i></p>	<p>AO2</p>	<p>5x1</p>

Question	Answer	AO	Mark
2(b)	A: Goblet cell (mucus producing cell). B: Ciliated columnar cell or (Ciliated) epithelium/ciliated cells. C: Lining of the alveolus (one cell thick) or epithelial cell of alveolus wall. D: Capillary or epithelial (wall) cell. E: Blood cells (red blood cells) RBC/red blood corpuscle.	AO1	5x1
2(c)	<i>Must be in logical sequence:</i> <ul style="list-style-type: none"> • during inspiration air containing oxygen enters the alveoli; • during expiration air containing carbon dioxide exits the alveoli; • gasses transfer across the alveolar membrane by diffusion; • oxygen is absorbed into the haemoglobin in the red blood cells; • carbon dioxide that is stored in the plasma is released across the membrane; • diffusion of gasses occurs across the membrane due to changes in pressure; • oxygen dissolves in moisture lining alveolus; • oxygen passes through thin alveolus walls (cells); • oxygen passes through the single layer of blood capillary; • oxygen passes into red blood cell/combines with Haemoglobin; • carbon dioxide diffuses out of blood in opposite direction. 	AO2	5
3(a)	A = Right atrium. B = Left atrium. C = Right ventricle. D = Left ventricle.	AO1	4x1
3(b)	<ul style="list-style-type: none"> • blood enters RA from Vena Cava; • RA contracts and blood forced into RV; • RV contracts forcing blood through pulmonary artery to lungs for oxygenation; • blood returns through pulmonary vein and into LA; • LA contracts forcing blood into LV; • LV contracts forcing blood into aorta (main artery) to be distributed around body and the heart muscle. 	AO2	5

Question	Answer	AO	Mark
3(c)	<p><i>Use levels of response criteria.</i></p> <p><i>Level 1</i> Candidates will provide a simple explanation based mainly on description. Their use of technical terms will be limited. <i>[1-3 marks]</i></p> <p><i>Level 2</i> Candidates will provide a fully developed explanation that includes the physiological effects on the individual. There is a good use of technical terms. <i>[4-6 marks]</i></p> <p>Knowledge requirements:</p> <ul style="list-style-type: none"> • backflow of blood can occur; • blood flows backwards (e.g. between pulmonary artery & RV); • not enough blood through lungs; • poor oxygenation if valves between aorta & LV don't work; • inadequate pressure pumping blood round body; • cyanosis/person has a blue skin colour; • reduced oxygen supply to the body; • shortness of breath (SOB); • leg pains; • chest pains; • poor peripheral flow in hands and feet; • cold hands and feet; • poor mental acuity; • dizziness; • low blood pressure; • fainting or collapse; • congestive cardiac failure; • built up of fluid in body tissue/swollen ankles. 	AO4	6
4(a)	<p><i>Three from:</i></p> <ul style="list-style-type: none"> • ECG describes electrical activity of heart; • heart rate; • heart rhythm; • irregularities in heart function; • shows abnormal transmission of signal through heart; • reference to pacemaker/SAN/Bundle of His/Purkinje fibres appropriately each score marks; • different sections of ECG relate to different cardiac events; • p q r s t waves; • able to pinpoint where 'misfire' occurs; • shows heart block; • shows long qt syndrome; • can indicate heart disease; • can demonstrate problems with individual chambers of the heart. <p><i>[Two marks for each correct example]</i> <i>[Max. three marks for 'list like' responses]</i></p>	AO3 AO4	3x1 3x1

Question	Answer	AO	Mark
4(b)	<p><i>Use levels of response criteria.</i></p> <p><i>Level 1</i> Candidates will suggest at least one piece of general advice, including a basic description of how the advice could improve his condition or quality of life. There will be little evidence of appropriate terminology. Sentences and paragraphs have limited coherence and structure, with little relevance to the main focus of the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive. <i>[1-3 marks]</i></p> <p><i>Level 2</i> Candidates will suggest at least two pieces of general advice, including realistic ways of how the advice could improve his condition or quality of life. There will be evidence of limited ability to organise their answer, using some appropriate terminology. Sentences and paragraphs not always relevant with the material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling. <i>[4-7 marks]</i></p> <p><i>Level 3</i> Candidates will suggest at least two pieces of general advice, including realistic ways of how each piece of advice could improve his condition or quality of life. Answers will be presented in a planned and logical sequence, using appropriate terminology accurately. Sentences and paragraphs, for the most part relevant, with the material presented in a balanced, logical and coherent manner which directly addresses the question. There will be occasional errors of grammar, punctuation and spelling. <i>[8-9 marks]</i></p> <p>Knowledge requirements</p> <p>General advice:</p> <ul style="list-style-type: none"> • reduce fat in diet/especially saturated fat; • ensure not overweight; • reduce alcohol intake; • exercise regularly; • stop smoking; • reduce stress levels; • reduce caffeine intake. <p>Improvements:</p> <ul style="list-style-type: none"> • no constriction of blood vessels/thickening of blood due to nicotine; • decreases strain on heart activity/no chest pains; • ensure circulation through heart improves; • prevents further blockages/atheroma; • reduces strain of supporting additional peripheral circulation; • general health improves; • sexual function improves; • more active in mind/body. 	AO3 AO4	3 6

Question	Answer	AO	Mark
5(a)	<p><i>Three from:</i></p> <ul style="list-style-type: none"> • stress; • allergy; • inflammatory bowel disease; • genetic influence; • chemical influence. 	AO1	3x1
5(b)	<p><i>Five from:</i></p> <ul style="list-style-type: none"> • malabsorption of minerals and vitamins; • changes in the structure of the bowel lining; • fast transit of bowel content; • diarrhoea; • loose motions; • excessive production of bowel gas; • excessive production of bowel mucus. <p style="text-align: right;"><i>[One mark for each way]</i></p>	AO2	5
5(c)	<p>Oesophagus:</p> <ul style="list-style-type: none"> • connects the mouth to the stomach; • moves food by a peristaltic action/waves of contractions/squeezing motions; • lined with ciliated cells; • lined with mucus producing cells; • mucus producing cells allow lubrication; • ciliated cells assist motion of food. <p>Stomach:</p> <ul style="list-style-type: none"> • J shaped muscular sac; • secretes digestive juices; • produces hydrochloric acid to aid digestion; • combines food with digestive agents; • create a mixture called chime; • contracts violently to give the vomiting action; • absorbs sugars/water/alcohol; • has a protective lining to prevent damage from HCl. <p>Small intestine:</p> <ul style="list-style-type: none"> • digests/absorbs fats and lipids; • absorbs vitamins; • major surface area in the bowel; • absorbs water; • digests/absorbs carbohydrates; • digests/absorbs proteins; • absorbs monosacarides; • absorbs electrolytes; • excretes enzymes. 	AO2 AO3 AO4	4x1 4x1 4x1

Question	Answer	AO	Mark
5(c) cont'd	<p>Large intestine:</p> <ul style="list-style-type: none"> • assimilates contents; • absorbs water and minerals; • last third is involved in fat absorption; • moves contents by peristaltic waves; • forms faeces; • secretes mucus; • contains bowel flora that aids digestion. <p style="text-align: right;"><i>[Three mark for each explanation]</i></p>		
6(a)(i)	<p><i>Two from:</i></p> <ul style="list-style-type: none"> • to discuss the after-effects of having a stoma inserted; • to discuss aftercare for Baljit; • education of the management of the stoma and bag; • types of bag available; • to discuss changes in bowel habit/life style/diet. <p style="text-align: right;"><i>[One mark for each reason]</i></p>	AO3	2x1
6(a)(ii)	<p>Iliostomy is where the small bowel is brought to the skin surface to form the stoma. Colostomy is where the large bowel is brought to the surface to form the stoma.</p> <p style="text-align: right;"><i>[One mark for each description]</i></p>	AO1 AO2	1 1

Question	Answer	AO	Mark
6(b)	<p><i>Use levels of response criteria.</i></p> <p><i>Level 1</i> Candidates will suggest at least one action, including realistic ways of how the action could assist Baljit in her work. There will be little evidence of the use of appropriate terminology. Sentences and paragraphs have limited coherence and structure, with little relevance to the main focus of the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive. <i>[1-2 marks]</i></p> <p><i>Level 2</i> Candidates will suggest at least two actions, including realistic ways of how each action could assist Baljit in her work. There will be evidence of limited ability to organise their answer, using some appropriate terminology. Sentences and paragraphs not always relevant, with the material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling. <i>[3-4 marks]</i></p> <p><i>Level 3</i> Candidates will suggest at least two actions, including realistic ways of how each action could assist Baljit in her work. Answers will be presented in a planned and logical sequence, using appropriate technical terminology accurately. Sentences and paragraphs are for the most part relevant, with the answer presented in a balanced, logical and coherent manner which directly addresses the question. There will be occasional errors of grammar, punctuation and spelling. <i>[5-6 marks]</i></p> <p>Knowledge requirements</p> <p>Possible actions:</p> <ul style="list-style-type: none"> • flexible hours of work to cope with initial transition; • working from home where situation allows; • extra staff support while at work; • improved toilet arrangements while at work; • reduction in hours until full recovery is made; • job-share arrangements if requested; • staff briefed by management to reduce Baljit's embarrassment; • no restriction in time off for hospital appointments; • removal of any heavy duties during recovery to reduce strain; • counselling if Baljit feels it is necessary. 	AO3 AO4	3 3

Question	Answer	AO	Mark
6(c)	<p><i>Use levels of response criteria.</i></p> <p><i>Level 1</i> Candidates are able to identify/describe the short-term and/or long-term impact of IBS on the relationship. The description will be limited and may not include both short- and long-term effects. Candidates are able to communicate at least one point using some appropriate terminology. Sentences and paragraphs have limited coherence and structure, often being of doubtful relevance to the main focus of the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive. <i>[1-2 marks]</i></p> <p><i>Level 2</i> Candidates are able to explain the short-term and long-term impact of IBS on the relationship. The explanation will be biased in terms of short- or long-term effects. They will demonstrate limited ability to organise their answer, using some appropriate terminology. Sentences and paragraphs not always relevant with the material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling. <i>[3-5 marks]</i></p> <p><i>Level 3</i> Candidates are able to evaluate the short-term and long-term impact of IBS on the relationship. The evaluation will be biased in terms of short- or long-term effects. They will demonstrate the ability to present their answer in a planned and logical sequence, using appropriate terminology accurately. Sentences and paragraphs are for the most part relevant, with the material presented in a balanced, logical and coherent manner which addresses the question. There may be occasional errors of grammar, punctuation and spelling. <i>[6-8 marks]</i></p> <p><i>Level 4</i> Candidates are able to evaluate the short-term and long-term impact of IBS on the relationship. They will demonstrate the ability to present their answer in a well-planned and logical sequence, with a clearly defined structure, using appropriate terminology confidently and accurately. Sentences and paragraphs, consistently relevant, are well-structured in a way that directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling. <i>[9-10 marks]</i></p>	<p>AO1</p> <p>AO2</p> <p>AO3</p> <p>AO4</p>	<p>2</p> <p>2</p> <p>2</p> <p>4</p>

Question	Answer	AO	Mark
6(c) cont'd	<p>Knowledge requirements</p> <p>Short-term impact:</p> <ul style="list-style-type: none"> • inability for both to be able to cope with the effects of changes in bowel habit/smell/how the stoma looks/disposal of the bags; • worries about their physical relationship and the possible reduction of intimacy; • fear of social isolation and what others might think; • worry of going out and not having anywhere to change bags; • coping with the recovery from major surgery; • effects on the relationship from stigma created by others; • disruption on lifestyle due to feeling ill and weak initially; • worry about having made the wrong decision. <p>Long-term impact:</p> <ul style="list-style-type: none"> • loss of friends due to inability to commit to social events; • loss of support of friends due to intolerance; • emotional strain on the bond between them; • distancing themselves from each other because of the problems created by the IBS; • worry for both of more long-term complications; • worry of being on constant medication; • fear of loss of partner's confidence; • long- and short-term effects listed may be interchangeable with the correct application. 		

Total mark available: 100

Analysis of marks:

Question	AO1	AO2	AO3	AO4	Total
1(a)		2	2		4
1(b)		2	2		4
1(c)(i)	1				1
1(c)(ii)	3	3			6
2(a)		5			5
2(b)	5				5
2(c)		5			5
3(a)	4				4
3(b)		5			5
3(c)				6	6
4(a)			3	3	6
4(b)			3	6	9
5(a)	3				3
5(b)		5			5
5(c)		4	4	4	12
6(a)(i)			2		2
6(a)(ii)			1	1	2
6(b)			3	3	6
6(c)	2	2	2	4	10
Totals	18	33	22	27	100

Oxford Cambridge and RSA Examinations

General Certificate of Education

HEALTH AND SOCIAL CARE

Unit 15: Social Trends

Pre-Released Material

To be opened on receipt.

F924/PRE-REL

Social Constructs

A social construct is a set of behaviours which society ascribes to a social role or function...

Social constructs reflect a shared view held by society as a whole. Social constructs are not fixed. They are open to re-evaluation and review in the light of new information and changes in the way people think. But with social constructs, just as with personal constructs, it is possible to have stereotypical ideas about people or roles.

Some of the most powerful and influential social constructs are made about:

- people's roles – especially in relation to their sex and their family role...

Adapted from Advanced Health and Social Care, Oxford: Second edition pages 2003-4

Sampling

The process of selecting a subgroup of a population to represent the entire population.

Validity and reliability

If a method of collecting data is **reliable** it means that anybody else using this method, or the same person using it another time, would come up with the same results.

Validity is concerned with establishing whether the data collected offers a true picture of what is being studied. It relates to the extent to which the sample is representative of the total population eligible to be included in the study and the techniques used to collect the data.

From Advanced Health and Social Care, Oxford: Second edition page 328

Bias

Any influence that distorts the results of a research study.

Table 1.1**Population¹ of the United Kingdom**

	1951	1991 ²	2001	2011	2021	2025
England	41.2	48.2	49.2	50.9	52.7	53.4
Wales	2.6	2.9	2.9	2.9	3.0	3.0
Scotland	5.1	5.1	5.1	5.0	4.9	4.8
Northern Ireland	1.4	1.6	1.7	1.7	1.8	1.8
United Kingdom	50.2	57.8	58.8	60.5	62.4	63.0

1 Data for 1951 are census enumerated; mid-year estimates for 1991 and 2001; 2001-based projections for 2011 to 2025. See Appendix, Part 1: Population estimates and projections.

2 Estimates for England, Wales and Scotland will be revised in the light of the 2001 Census. The UK figure is an interim population estimate and is subject to further revision.

Source: Office for National Statistics; Government Actuary's Department; General Register Office for Scotland; Northern Ireland Statistics and Research Agency

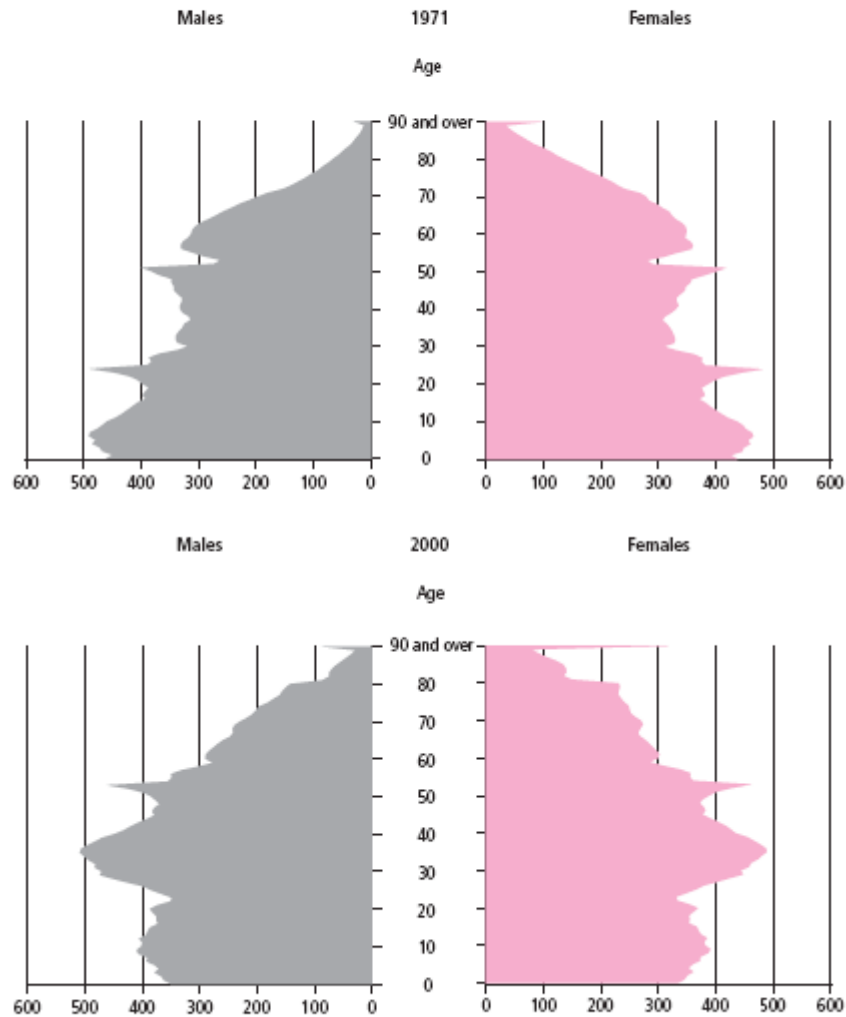
Taken from Social Trends 33: 2002 edition

Chart 1.2

Population: by gender and age, 1971 and 2000

United Kingdom

Thousands



Source: Office for National Statistics; General Register Office for Scotland; Northern Ireland Statistics and Research Agency

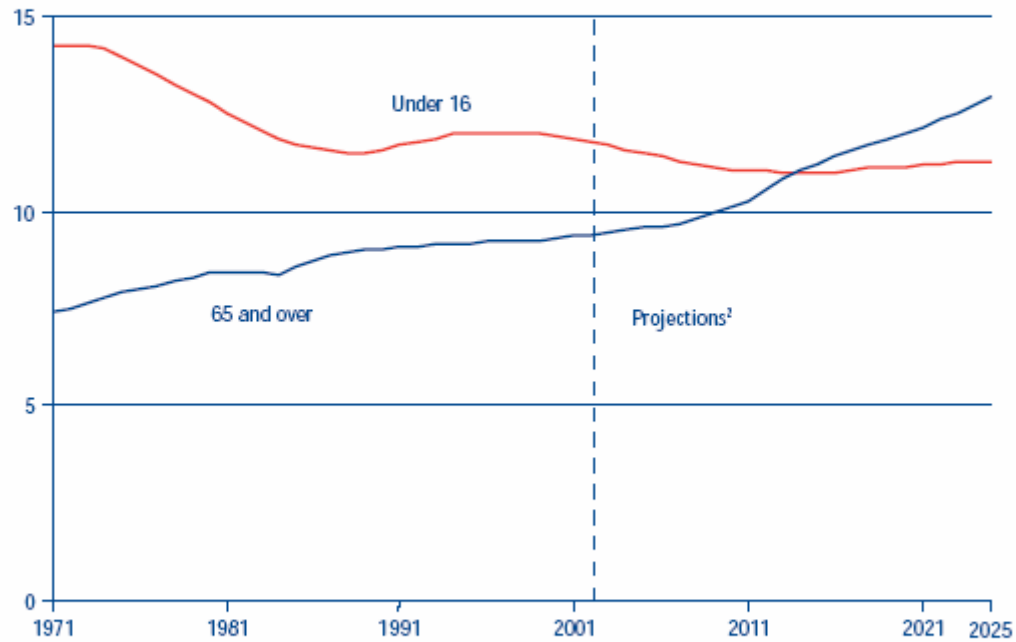
Taken from *Social Trends 32: 2002 edition*

Figure 1.3

Dependent population: by age¹

United Kingdom

Millions



¹ Data for 1982 to 2000 are interim population estimates revised following the 2001 Census and are subject to further revision.

² 2001-based projections.

Source: Office for National Statistics; Government Actuary's Department; General Register Office for Scotland; Northern Ireland Statistics and Research Agency

Taken from Social Trends 33: 2002 edition

Table 2.1**Households¹: by size**

Great Britain	Percentages				
	1961	1971	1981	1991	2001 ²
One person	14	18	22	27	29
Two people	30	32	32	34	35
Three people	23	19	17	16	16
Four people	18	17	18	16	14
Five people	9	8	7	5	5
Six or more people	7	6	4	2	2
All households (=100%)(millions)	16.3	18.6	20.2	22.4	24.1
Average household size (number of people)	3.1	2.9	2.7	2.5	2.4

¹ See Appendix, Part 2: Households.

² At Spring 2001.

Source: Census: Labour Force Survey, Office for National Statistics

Taken from Social Trends 32: 2002 edition

Table 2.2

Households¹: by type of household and family

Great Britain	Percentages				
	1961	1971	1981	1991	2001 ²
One person					
Under state pension age	4	6	8	11	14
Over state pension age	7	12	14	16	15
Two or more unrelated adults	5	4	5	3	3
One family households					
Couple³					
No children	26	27	26	28	29
1-2 dependent children ⁴	30	26	25	20	19
3 or more dependent children ⁴	8	9	6	5	4
Non-dependent children only	10	8	8	8	6
Lone parent⁵					
Dependent children ⁴	2	3	5	6	6
Non-dependent children only	4	4	4	4	3
Multi-family households	3	1	1	1	1
All households¹					
(=100%)(millions)	16.3	18.6	20.2	22.4	24.1

¹ See Appendix, Part 2: Households and Families.

² At Spring 2001.

³ Other individuals who were not family members may also be included.

⁴ May also include non-dependent children.

⁵ Includes couples of the same gender in 2001, but percentages are based on totals excluding this group.

Source: Census; Labour Force Survey, Office for National Statistics

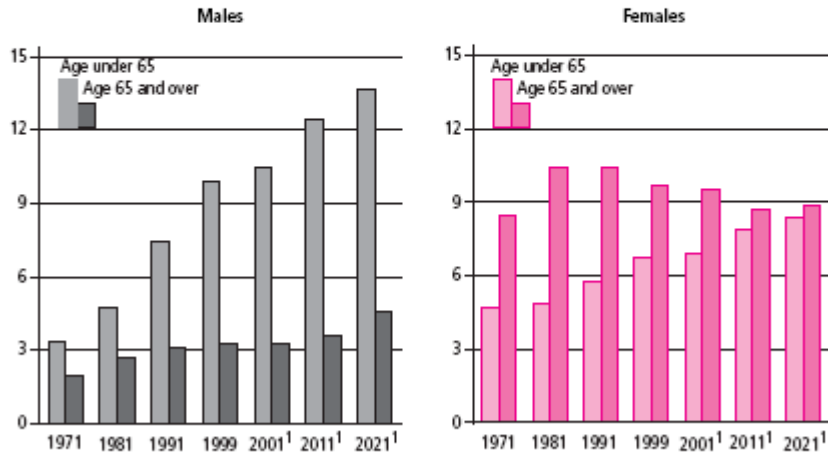
Taken from Social Trends 32: 2002 edition

Chart 2.4

Percentage of all households where heads of household were living alone¹: by age and gender

England

Percentages



¹ 1996-based household projections.

Source: Department for Transport Local Government and the Regions

Taken from Social Trends 32: 2002 edition

Table 2.5

Proportion of the population by marital status¹ and gender²

Great Britain	Percentages			
	1971	1981	1991	2000
Males				
Single	24	27	31	34
Married	71	66	60	53
Widowed	4	4	4	4
Divorced	1	3	6	8
All males ²	100	100	100	100
Females				
Single	19	21	23	26
Married	65	61	56	52
Widowed	15	15	14	12
Divorced	1	4	7	9
All females ²	100	100	100	100

¹ Population estimates by marital status for 1971 are based on the 1971 Census and those for 1981 are based on the 1981 Census and have not been rebased using the 1991 Census.

² Adults aged 16 and over.

Source: Office for National Statistics; General Register Office for Scotland

Taken from Social Trends 32: 2002 edition

Oxford Cambridge and RSA Examinations

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HEALTH AND SOCIAL CARE

UNIT 15: Social Trends

F924/TEST

Specimen Paper

Additional materials: Pre-released material.

TIME 1 hour 30 minutes

Candidate Name

Centre Number

Candidate Number

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INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number in the spaces above.
- Write your answers, in blue or black ink, in the spaces provided on the question paper.
- Answer **all** the questions.
- Read each question carefully and make sure you know what you have to do before starting your answer.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **100**.
- You will be awarded marks for the *quality of written communication* where an answer requires a piece of extended writing.

Question number	For examiner's use only
1	
2	
3	
4	
5	
TOTAL	

1 Use the information given in **Table 1.1** of the pre-released material to answer Questions **1(a)** and **1(b)**.

(a) (i) What is the population of the United Kingdom in 2001?

_____ [1]

(ii) In which area of the United Kingdom is the population expected to fall?

_____ [1]

(iii) By how much did the population of England increase between 1951 and 2001?

_____ [2]

(iv) Describe the trend for the population of Wales between 1951 and 2001.

_____ [2]

(v) The data for 2011 onwards are projections.

What is a 'projection'?

_____ [2]

(vi) Give **two** reasons why the projections are likely to be accurate.

Reason 1: _____ [1]

Reason 2: _____ [1]

(vii) Give **two** reasons why the projections could prove inaccurate.

Reason 1: _____ [1]

Reason 2: _____ [1]

1 (a) (viii) Give **four** uses of projected figures by governments.

Use 1: _____
_____ [1]

Use 2: _____
_____ [1]

Use 3: _____
_____ [1]

Use 4: _____
_____ [1]

(b) For Northern Ireland, the table shows a change of population from **1.6** million to **1.7** million from 1991 to 2001. Give **four** comments on the accuracy of this data.

Comment 1: _____
_____ [1]

Comment 2: _____
_____ [1]

Comment 3: _____
_____ [1]

Comment 4: _____
_____ [1]

2 Use the information given in **Table 2.1** of the pre-released material to answer Questions **2(a)**, **2(b)** and **2(c)**.

(a) (i) What was the average household size in 1961?

_____ [1]

(ii) How many households were there in Great Britain in 2001?

_____ [2]

(iii) What was the approximate population of Great Britain in 1991?

_____ [2]

(iv) What percentage of people lived in households of **four** or more in 2001?

_____ [1]

(b) Give **four** reasons why households of **five** or more are less common in 2001 than in 1961.

Reason 1: _____
_____ [1]

Reason 2: _____
_____ [1]

Reason 3: _____
_____ [1]

Reason 4: _____
_____ [1]

3 Read **Text 3** below.

Text 3

A local voluntary organisation wants to collect data about the possible difficulties people with an ethnic background have in accessing their services. They decide to use a questionnaire to produce quantitative data. They will then conduct interviews with 20 of the people who answer the questionnaire.

Use the information given in **Text 3** to answer Questions **3(a)**, **3(b)** and **3(c)**.

- (a) (i) Give **two** ways that quantitative data could be used by the voluntary organisation. Describe how each could help the voluntary organisation.

Way 1: _____ [1]

How could help: _____
_____ [1]

Way 2: _____ [1]

How could help: _____
_____ [1]

- (ii) The organisation wishes to produce useful information about the possible difficulties people with an ethnic background could experience when accessing their services.

Identify **four** criteria that the charity should use to select the sample of 20 follow-up interviewees.

Criteria 1: _____ [1]

Criteria 2: _____ [1]

Criteria 3: _____ [1]

Criteria 4: _____ [1]

3 (c) There are difficulties with many methods used for collecting data about ethnicity.

Identify **six** possible problems and describe a way of overcoming each of them.

Problem 1: _____ [1]

Overcome by: _____
_____ [1]

Problem 2: _____ [1]

Overcome by: _____
_____ [1]

Problem 3: _____ [1]

Overcome by: _____
_____ [1]

Problem 4: _____ [1]

Overcome by: _____
_____ [1]

Problem 5: _____ [1]

Overcome by: _____
_____ [1]

Problem 6: _____ [1]

Overcome by: _____
_____ [1]

4 (a) Explain how **four** health and social care services would support a couple to live as independently as possible during later adulthood.

Service 1: _____ [1]

Support: _____
_____ [1]

Service 2: _____ [1]

Support: _____
_____ [1]

Service 3: _____ [1]

Support: _____
_____ [1]

Service 4: _____ [1]

Support: _____
_____ [1]



Oxford Cambridge and RSA Examinations

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HEALTH AND SOCIAL CARE

Unit 15: Social Trends

Mark Scheme

F924/MS

QUALITY OF WRITTEN COMMUNICATION

A set number of marks for written communication is not a requirement. However, where there is a *levels of response* mark scheme, the following general criteria for assessing the quality of written communication apply. These criteria are integrated within the more specific levels of response shown in the individual mark schemes for units.

Level 1

Ability to communicate at least **one** point using some appropriate health, social care and early years terminology. Sentences and paragraphs have limited coherence and structure, often being of doubtful relevance to the main focus of the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[1 mark representing the appropriate level of written communication is embedded in this level of response].

Level 2

Limited ability to organise relevant material, using some appropriate health, social care and early years terminology. Sentences and paragraphs are not always relevant, with the material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling.

[2 marks representing the appropriate level of written communication are embedded in this level of response].

Level 3

Ability to present relevant material in a planned and logical sequence, using appropriate health, social care and early years terminology accurately. Sentences and paragraphs are for the most part relevant, with the material presented in a balanced, logical and coherent manner which addresses the question. There may be occasional errors of grammar, punctuation and spelling.

[3 marks representing the appropriate level of written communication are embedded in this level of response].

Level 4

Ability to present relevant material in a well-planned and logical sequence, with a clearly defined structure, using appropriate health, social care and early years terminology confidently and accurately. Sentences and paragraphs, consistently relevant, are well structured in a way that directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

[4 marks representing the appropriate level of written communication are embedded in this level of response].

Exceptionally, answers which are assessed as a L1, L2, L3, L4 from the individual unit mark scheme criteria may be awarded an additional mark for the quality of their written communication if the standard is above the embedded criteria for the quality of written communication. This flexibility is available only where the quality of written communication is linked to a levels of response mark scheme.

Question	Answer	AO	Mark
1(a)(i)	58.8 million/58 800 000	AO2	1
1(a)(ii)	Scotland	AO2	1
1(a)(iii)	(49.2 – 41.2) = 8.0 million <i>[One mark for 8 million or 8 000 000 or 49.2 – 41.2]</i>	AO1 AO2	1 1
1(a)(iv)	A rise/increase; then stable. <i>[Do not accept reference to future data]</i>	AO1	2x1
1(a)(v)	<i>Two from:</i> <ul style="list-style-type: none"> • a prediction/estimate; • based on observable trends/measurable data; • beyond the range of observable data/in the future. <i>[Do not accept 'guess']</i>	AO1 AO2	1 1
1(a)(vi)	<i>Two from:</i> <ul style="list-style-type: none"> • based on reliable data; • well identified trends; • large sample; • government figures; • data has been collected for a long time; • same methodology used. 	AO1 AO2	1 1
1(a)(vii)	<i>Two from:</i> <ul style="list-style-type: none"> • trends may be temporary/mistaken; • unpredictable influences may change outcomes; • may not be possible to take all factors into account; • less accurate the further into the future they occur. 	AO1 AO2	1 1
1(a)(viii)	<i>Four from:</i> <ul style="list-style-type: none"> • necessary for forward planning; • allow predictions; • identify possible problems; • less waste/more targeted resources; • political timings; • dispel false assumptions. 	AO2 AO3	2 2
1(b)	<i>Four from:</i> <ul style="list-style-type: none"> • the change is 0.1 million or 100 000; • the data is to the nearest 0.1 million; • 1.6 million could be between 1.55 and 1.64; • change may be as small as 1.64 to 1.65; • the change in value cannot be relied on; • therefore the possible change is within the margin of error. 	AO3 AO4	2 2

Question	Answer	AO	Mark
2(a)(i)	3.1 people [not %]	AO2	1
2(a)(ii)	24.1 millions or 24 100 000	AO1 AO2	1 1
2(a)(iii)	22.4 x 2.5 = 56 millions/56 000 000 <i>[One mark for any answer between 54 and 58 million, or for 22.4x2.5]</i>	AO1 AO2	1 1
2(a)(iv)	14+5+2 = 21% [not millions]	AO2	1
2(b)	<p><i>Four from:</i></p> <ul style="list-style-type: none"> • divorce is increasing; • increased economic independence; • fewer children in families; • less living with parents/other relations/fewer extended families; • increased (employment) mobility; • increased housing stock. 	AO2 AO4	1 3
2(c)	<p><i>Use levels of response criteria.</i></p> <p><i>Level 1</i> Candidates will be able to identify similarities and differences in the two sets of data. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling will be noticeable and intrusive. [1-4 marks]</p> <p><i>Level 2</i> Candidates will be able to compare similarities and differences and accurately describe how the factors below have had an effect on the data. At this level, they may not show the interdependence of the two sets of data. Discussion will be developed coherently. There will be noticeable errors of grammar, punctuation and spelling. [5-7 marks]</p> <p><i>Level 3</i> Candidates will be able to compare similarities and differences and accurately explain how the factors below have had an effect on the data. At this level, they will show the interdependence of the two sets of data. Discussion will be developed logically and there will be evidence of synthesis within the work. There will be few errors of spelling, punctuation and grammar. [8-10 marks]</p> <p>Knowledge requirements</p> <p>Reasons for the rise in one-person households:</p> <ul style="list-style-type: none"> • increased rate of divorce and family breakdown; • more elderly living on their own plus longer life expectancy; • higher number of students; • increased mobility for education and employment; • change in expectations; • people marrying later in life; 	AO1 AO2 AO3	2 2 6

Question	Answer	AO	Mark
<p>2(c) cont'd</p>	<p>Reasons for the comparative stability of the numbers of two-people households and the small rise increased by:</p> <ul style="list-style-type: none"> • increased rate of divorce and family breakdown, producing lone-parent families; • longer life expectancy of elderly couples; • more cohabitation; • couples having children later; • children living independent lives/leaving home; <p>Reasons for the comparative stability of the numbers of two-people households and the small rise decreased by:</p> <ul style="list-style-type: none"> • children staying at home longer; • partner dying/divorce. 		
<p>3(a)(i)</p>	<p><i>Two from:</i></p> <ul style="list-style-type: none"> • can be used to draw charts, tables, graphs – to help predict future trends; • to identify trends, scale of problems, evidence for/against subjective opinions, hypothesis – to help with planning; • make comparisons, costings, allocation, further research – to allocate funds. <p style="text-align: center;"><i>[One mark for each correct way and additional mark for each correct description of help]</i></p>	<p>AO2 AO4</p>	<p>2x1 2x1</p>
<p>3(a)(ii)</p>	<p><i>Four from:</i></p> <ul style="list-style-type: none"> • a range of ethnic backgrounds/in proportion to local conditions; • gender 50/50 or in proportion to the quantitative data; • age profile, all ages covered; • a range of different backgrounds/social class; • a range of different family structures; • must include people where English is not first language; • must overcome/take into account language difficulties. <p style="text-align: center;"><i>[Criteria must ensure either balance or controlled ratio]</i></p>	<p>AO3</p>	<p>4x1</p>

Question	Answer	AO	Mark
3(b)	<p><i>Use levels of response criteria.</i></p> <p><i>Level 1</i> Candidates will make one or two comparative statements using some appropriate terminology. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling will be noticeable and intrusive. [1-4 marks]</p> <p><i>Level 2</i> Candidates will address both reliability <i>and</i> validity. They will make at least two comparisons using some appropriate terminology. Answers will be developed coherently but may be limited in the response. There will be noticeable errors of grammar, punctuation and spelling. [5-7 marks]</p> <p><i>Level 3</i> Candidates will address both reliability <i>and</i> validity. They will realise that structured interviews are normally reliable and in-depth interviews are not and that in-depth interviews have high validity and structured interviews less validity. They will make at least two comparisons which demonstrate their ability to present a well explained and developed answer in a planned and logical sequence using appropriate technical terminology accurately. There will be few errors of spelling, punctuation and grammar. [8-10 marks]</p> <p>Knowledge requirements</p> <p>Reliability: extent to which a measurement yields the same answer each time it is used.</p> <p>Reliability of structured interview:</p> <ul style="list-style-type: none"> • these stress reliability; • repeating research with different sample should give the same results/if not then the design of the research is likely to be at fault; • questions will be the same to all interviewees; • questions should be piloted to remove badly performing questions; • interviewers' style should be the same; • will often produce data that can be expressed statistically; <p>Reliability of in-depth interview:</p> <ul style="list-style-type: none"> • not expected to have reliability; • normally very small sample size (as expensive); • individual responses not intended to be compared. 	AO3 AO4	4 6

Question	Answer	AO	Mark
<p>3(b) cont'd</p>	<p>Validity: extent to which a measurement truly reflects the phenomenon being studied.</p> <p>Validity of structured interview:</p> <ul style="list-style-type: none"> • limited responses (sometimes) available; • real variations of opinion sometimes missed; • researcher may not have considered all responses; • questions with erratic or conflicting answers often dropped; <p>Validity of in-depth interview:</p> <ul style="list-style-type: none"> • these stress validity; • open to influence of interview; • information collected comes close to the subject's real view. 		
<p>3(c)</p>	<p><i>Six from:</i></p> <ul style="list-style-type: none"> • questionnaires in different language – produce in different languages; • interviewer does not speak the same language – have interviewers from same ethnic group/translators; • different definitions of ethnicity – give restricted range to choose from/allow free response; • people refusing to answer as they may feel too personal – allow questions to be optional/use observations; • people worried about what the information will be used for, e.g. immigration or police – assurance of confidentiality; • families not wishing to differentiate between family members – allow self-selection of response; • interviewer may not relate to the interviewee – have interviewers from same ethnic group; • selecting fair samples may be difficult – use pre-sampling to ensure range is covered; • mixing of race, religion, ethnic group members – allow self-selection of response; • accept any other explanations, together with any method that would overcome the problem. <p style="text-align: right;"><i>[One mark for each correct problem and additional mark for each correct description of how to overcome it]</i></p>	<p>AO3 AO4</p>	<p>6 6</p>

Question	Answer	AO	Mark
4(a)	<p>Social service provision:</p> <ul style="list-style-type: none"> • assessment of needs; • help from social services: <ul style="list-style-type: none"> – adaptations to home: grab rails/ramps/kitchen adaptations/washing adaptations; – provision of: day-care services/respite services/home-care services (dressing/bathing/toilet/meals/housework)/ specialised home-care services (for dementia etc)/ peripatetic drop-in service during night/meals on wheels/ laundry services. <p>Health service provision:</p> <ul style="list-style-type: none"> • GP/practice nurse (primary health services); • community nurses/health visitors/district nurse • dental services/chiroprody <p>Mobility service provision:</p> <ul style="list-style-type: none"> • community transport • provision of aids, wheelchairs etc. <p>Services provided by voluntary groups and charities: Service could include advice/information/day care/visiting services/transport services/clubs etc.</p> <p style="text-align: center;"><i>[One mark for each correct service and additional mark for each correct explanation of support correctly linked to the service and showing how it promotes independence]</i></p>	AO3 AO4	4x1 4x1
4(b)	<p><i>Use levels of response criteria.</i></p> <p><i>Responses will reflect on the three possibilities that elderly may live on their own, in residential care, or with the family.</i></p> <p><i>Level 1</i> Candidates can describe at least one impact on the family with a basic explanation. There may be only an inferred link to the data given. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling will be noticeable and intrusive. <i>[1-4 marks]</i></p> <p><i>Level 2</i> Candidates will make at least two points about change and explain in a coherent way the possible impact on the family. There will be limited use of the data provided. Discussion will be developed coherently. There will be noticeable errors of grammar, punctuation and spelling. <i>[5-7 marks]</i></p>	AO1 AO2 AO3 AO4	2 1 3 4

Question	Answer	AO	Mark
<p>4(b) cont'd</p>	<p><i>Level 3</i></p> <p>Candidates will be able to discuss critically by making at least two points, which will directly link to the data given, that may illustrate positive and negative aspects about change (seeing benefits is to be credited). They will produce a synthesised, coherent discussion that illustrates possible impact on the family. Discussion will be developed logically and there will be evidence of synthesis within the work. There will be few errors of grammar, punctuation and spelling. <i>[8-10 marks]</i></p> <p>Knowledge requirements</p> <p>Impact of changes:</p> <ul style="list-style-type: none"> • increased need in state provision in health and social care services and residential provision; • decreasing size of workforce left to foot the health care bill; • increase in public vs private debate over health and social care services; • increased need for care of elderly by family likely, due to cost of care for the state/the state's unwillingness to foot the bill; • family may feel duty bound to make sacrifices to provide care for elderly relatives; • burden of care may affect women more than men as they are traditionally the carers, and are more likely to be involved in childcare/non career-based part-time working; • pressure to return to the extended family; • less opportunity for family members to work, particularly women; • financial pressures on family of cost of caring; • financial savings, shared accommodation etc; • emotional and social benefits; • greater stress through physical and emotional demands of caring – could affect relationships in the nuclear family; • costs of residential care; • use of savings that might have been inherited; • conflict due to different standards with different generations; • grandparents more likely to have (longer) relationships with grandchildren (positive benefits from); • adaptation of home may be needed – ramps, showers, etc. may not suit every body; • privacy/independence maintained. 		

Question	Answer	AO	Mark
5	<p><i>Use levels of response criteria.</i></p> <p><i>Level 1</i> Candidates will be able to make at least two points that describe the changing roles of women. There may be an attempt to link these to changes in society in the last fifty years. There will be an attempt at analysis. Ability to communicate at least one point using little or no terminology. Sentences and paragraphs have limited coherence and structure, often being of doubtful relevance to the main focus of the question. Errors of grammar, punctuation and spelling will be noticeable and intrusive. <i>[1-3 marks]</i></p> <p><i>Level 2</i> Candidates will be able to make at least two points that describe the changing roles of women. There may be an attempt to link these to changes in society in the last fifty years. There will be an attempt at analysis. Limited ability to organise relevant material, using some appropriate terminology. Sentences and paragraphs not always relevant with the material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling. <i>[4-6 marks]</i></p> <p><i>Level 3</i> Candidates will be able to make at least two points that accurately describe the changing roles of women. They will be able to link these to changes in society in the last fifty years. There will be an attempt at analysis. Ability to present relevant material in a planned and logical sequence, using appropriate and logical terminology accurately. Sentences and paragraphs, for the most part relevant, with the material presented in a balanced, logical and coherent manner which addresses the question. There may be occasional errors of grammar, punctuation and spelling. <i>[7-9 marks]</i></p> <p><i>Level 4</i> Candidates will be able to discuss the changing roles of women. They will make at least two points and be able to link with the social constructs (even if this term is not used) of family, (house) wife and mother. Conclusions will be drawn, demonstrating the ability to analyse. Ability to present relevant material in a well-planned and logical sequence, with a clearly defined structure, using appropriate terminology confidently and accurately. Sentences and paragraphs, consistently relevant, are well structured in a way that directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling. <i>[10-12 marks]</i></p>	AO1 AO2 AO3 AO4	2 1 5 4

Question	Answer	AO	Mark
<p style="text-align: center;">5 cont'd</p>	<p>Knowledge requirements</p> <p>Role of women as seen as or influenced by:</p> <ul style="list-style-type: none"> • in the past: <ul style="list-style-type: none"> – wife/mother/homemaker/carer; – subservient to husband; – dependant on husband financially; – position in society dependent on husband's class/employment; – fewer jobs for woman; – poorer pay for woman; – less independence/expected to 'obey' husband; – seen as weaker/fragile; – different standards applied to relationships; – often restricted education; – only certain behaviour socially acceptable; – little contraception; • today: <ul style="list-style-type: none"> – partner, wage earner, equal (while retaining in some relationships much of the caring, household chores); – more independence/own relationships/activities; – better education; – less defined as wife/mother; – more likely to share financial provision and choices; – seen as able to do most jobs; – more prepared to end a unsuccessful marriage; – better contraception/more control/later pregnancy; – more career orientated; – seen as individual by self and others; – higher expectations. 		

Total mark available: 100

Analysis of marks:

Question	A01	A02	A03	A04	Total
1(a)(i)		1			1
1(a)(ii)		1			1
1(a)(iii)	1	1			2
1(a)(iv)	2				2
1(a)(v)	1	1			2
1(a)(vi)	1	1			2
1(a)(vii)	1	1			2
1(a)(viii)		2	2		4
1(b)			2	2	4
2a(i)		1			1
2(a)(ii)	1	1			2
2(a)(iii)	1	1			2
2(a)(iv)		1			1
2(b)		1		3	4
2(c)	2	2	6		10
3(a)(i)		2		2	4
3(a)(ii)			4		4
3(b)			4	6	10
3(c)			6	6	12
4(a)			4	4	8
4(b)	2	1	3	4	10
5	2	1	5	4	12
Totals	14	19	36	31	100