

Health and Social Care

Advanced GCE

Unit **F918**: Caring for Older People

Mark Scheme for June 2012

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

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

Annotations

<i>Annotation</i>	<i>Description</i>
	Good response/positive
	Negative
	Benefit of doubt
	Cross
	Level 1
	Level 2
	Level 3
	Repeat
	Noted but no credit given
	Tick
	Too vague
	Omission mark
	Development of point

Question		Answer	Marks	Guidance
1	(a)	<p>Four from:</p> <ul style="list-style-type: none"> • no income from work • increased income from lump sum on retirement / insurance policies mature • less income to rely on • rely on pension / state / private • have to budget carefully • may get benefits • mortgage paid off • less / more debts • may not be able to afford to go on holiday / leisure activities / socialising • may use retirement money to go on holiday • less money for luxuries / can afford luxuries • may need to buy economy foods / poorer diet • may not be able to treat grandchildren • less money for presents • no travelling expenses to work • downsizing of house could increase income • may not be able to afford costs of running a car • may not be able to afford to pay bills • eligible for a free bus pass / pensioner discounts • rely on savings • get a part-time job for extra cash • rely on children financially 	4x1	<p>Answers must link explicitly to 'money' – vague answers such as 'cannot go on holiday' are not acceptable as there is no monetary justification – use omission annotation ^</p> <p>Links must be made to retirement situation.</p>

Question		Answer	Marks	Guidance
1	(b)	<p>One mark for each lifestyle change, TWO required from:</p> <p>One mark for each role change explanation, TWO from examples below:</p> <ul style="list-style-type: none"> • increased ability to participate in community activities – as she has more spare time • increased leisure time – as she has the freedom to choose what she does with her time • no longer see work colleagues – as she does not go to work anymore • spend more time together with partner – as has more time available • see more of family – as she may look after grandchildren • take up new hobbies / leisure activities – so able to make new friends • could experience health problems – as she is no longer active at work / become depressed due to lack of stimulation • realisation that time is passing by / closer to death – as she feels she no longer has a useful role • rely on family financially – no longer has income from work • no longer in a routine – as she does not have to be in certain places at set times • could be dependent on others – as she has to rely on family rather than being the leading role • friends- go out more / loose friends • stay at home more- isolation 	<p>2x1 2x1</p>	<p>Explanation must link to the lifestyle change given.</p> <p>Some candidates may give the explanation first and then the lifestyle change – this is acceptable.</p> <p>Explanations may be interchangeable but mark can only be awarded once.</p> <p>Explanation of each lifestyle change will be relevant and valid.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
1	(c)	<p>New Roles:</p> <ul style="list-style-type: none"> • within the family - partner • within family - children / grandchildren • voluntary worker • as member of the community • no longer an employee / pensioner <p>Positive:</p> <ul style="list-style-type: none"> + feel more valued / proud – because she is able to provide support to her family in ways she could not do while she was working + feel more needed / wanted – because she is able to volunteer / provide support for others / those less fortunate than herself + raised self-esteem / self-worth – because she has more freedom to choose what she does as she is no longer working + raised confidence – because she has been able to make new friends through her community work + improved motivation – because is able to learn new skills to carry out her new roles + feel happy – because she is enjoying her new roles <p>Negative:</p> <ul style="list-style-type: none"> - feel less valued / proud – because she is unable to provide support to her family in ways she would like to due to ill-health - feel less needed / wanted – because she is unable to volunteer / provide support for others - low self-esteem / self-worth – because she no longer feels useful - lack of confidence – because she has been lost friends / work colleagues 	7	<p>Effects of role changes must be linked to emotional aspects.</p> <p>Effects must be linked to the new roles identified to be awarded marks.</p>	<p>Level 3 [6 - 7 marks] Candidates will clearly give a balanced evaluation of at least two roles linked to the emotional effects. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the answers. <i>For full marks a valid conclusion will be drawn.</i> There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 [4 - 5 marks] Candidates will attempt to evaluate at least two roles and give the emotional effects. Answers will be generally accurate. There will be evidence of coherence within the answers. There may be some errors of grammar, punctuation and spelling. <i>Sub-max of 4 marks for positive or negative only.</i></p> <p>Level 1 [0 - 3 marks] Candidates will identify/describe either one role and its effects or identify the effects only. There is minimal description and understanding of new roles. Answers are likely to be list-like or muddled. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

Question	Answer	Marks	Guidance	
	<ul style="list-style-type: none"> - decreased motivation – because is no longer using her skills fully / feels useless - feel unhappy – because she is no longer working / not enjoying her new roles - feel bored – no longer working / less active within the family / community - worried / concerned – because she does not like the changes that are happening to her roles - stressed / depressed – due to being dependent on others / because she is no longer relied on to provide for her family 			

Question			Answer	Marks	Guidance
2	(a)	(i)	One mark for ONE disorder <ul style="list-style-type: none">• senile dementia / Alzheimer's disease• multiple sclerosis• Parkinson's' disease		

Question		Answer	Marks	Content	Guidance
					Levels of response
2	(b)	<ul style="list-style-type: none"> • memory loss – he will become forgetful and not know how to do simple tasks / who people are • confusion- forgets personal hygiene accepts • danger- wandering / letting strangers in • aggression / frustration- personality changes • attention / concentration problems - causes lapses in thought processes / lack of interaction with others / increased risk of accidents • tiredness / fatigue – because they use up their energy to do simple tasks • poor balance – could be prone to falling over so need assistance / aids • difficulty swallowing – increased risk of choking during meal times so may need adapted diet / supervision • mobility problems – may be slow / stiff so need support from others / walking aids to get about • shaking in Parkinson’s – difficulty dressing / writing / feeding self so need support • numbness / tingling in MS – loss of feeling in hands and feet making daily tasks difficult to accomplish • muscle spasms – caused by damage to nerve fibres making cooking / cleaning / washing difficult • bladder / bowel problems – can cause embarrassment if accidents occur / need to plan excursions carefully to know where toilets are • isolation – because they are unsafe to go out alone / poor mobility • loss of friends – because of unusual behaviour patterns / forget who they are • not able to take part in activities – so do not try / could get lost or not find way home 	10	<p>Accept impacts linked to the chosen disorder of the nervous system for Level 3.</p> <p>Accept suitable / accurate explanations.</p>	<p>Level 3 [8 – 10 marks] Candidates will clearly discuss the at least two possible impacts of the chosen disorder of the nervous system on Jonathan. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the answers. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 [5 – 7 marks] Candidates will attempt to discuss at least two possible impacts of the nervous system on Jonathan. Answers will be generally accurate. There will be evidence of coherence within the answers. There may be some errors of grammar, punctuation and spelling. <i>Sub-max 5 marks for one impact done very well.</i></p> <p>Level 1 [0 – 4 marks] Candidates will identify ways a disorder of the nervous system could have an impact on Jonathan. Candidates may give minimal description and show limited understanding. Answers are likely to be list-like or muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> • do not want to go out – because of lack of confidence / embarrassed • scared by people’s negative reactions to them – because of changes in their behaviour / do not know how to react around them • make friends with carers – because they see them regularly • see less of family – because they do not recognise them / afraid • do not take part in hobbies / interests – because they get confused easily / forget what to do • make new friends with people in a similar situation to themselves – because they understand their situation • dependent on others – as they cannot do things for themselves / rely on others to keep them safe • socially excluded – people do not understand their condition / stereotyping / prejudice • poor social skills – cannot interact / communicate with others • increased danger to themselves – because they do not understand how to use gas / electricity safely • self image / identity changed - people making fun of them / discriminate them • feel annoyed with themselves – because they take a long time to do simple tasks • no longer feel valued – because people treat them differently / patronise them • low self-esteem – because they feel inadequate / can no longer look after themselves • lack of confidence – because they have to rely on others all the time • stressed / depressed- due to condition 			

Question		Answer	Marks	Guidance	
				Content	Levels of response
2	(c)	<p>Promote individual rights and beliefs:</p> <ul style="list-style-type: none"> • encourage older person to be independent and do as much as possible for them selves • allow older person to have choices / ask what they prefer • provide equipment to encourage independence • make sure care is carried out safely / providing a safe environment • treat older person with dignity and respect • recognise older person's beliefs / cultural needs • enable older person to maintain their identity • encourage older person to express their preferences • raise awareness of how to complain • address older person correctly / calling by the name they prefer • communicating in an effective manner • using non-discriminatory practice • providing care according to individual needs • not patronising / stereotyping older person • not invading the older person's privacy • explaining to the older person the treatment they are going to give before they proceed • respecting the older person's differences and acknowledging that they may prefer to carry out tasks in different manner 	9		<p>Level 3 [8 – 9 marks] Candidates will clearly analyse at least two ways a named health-care practitioner should promote individual rights and beliefs when caring for an older person. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the answers. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 [5 – 7 marks] Candidates will attempt to analyse at least two ways a health-care practitioner should promote individual rights and beliefs with some reference to caring for an older person. Answers will be generally accurate. There will be evidence of coherence within the answers. There may be some errors of grammar, punctuation and spelling. <i>Sub-max 5 marks for one way done very well.</i></p> <p>Level 1 [0 – 4 marks] Candidates will identify/describe ways a health-care practitioner should promote individual rights and beliefs. Candidates may give minimal description and show limited understanding of caring for an older person. Answers are likely to be list-like or muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

Question			Answer	Marks	Guidance
3	(a)	(i)	<p>One mark for ONE disorder from:</p> <ul style="list-style-type: none"> • osteoporosis • rheumatoid arthritis / osteo / arthritis • rheumatism 	1x1	
		(ii)	<p>One mark for each identification, TWO required Additional mark for relevant explanation from:</p> <ul style="list-style-type: none"> • poor mobility / poor balance – therefore more prone to falling • weak joints – so likely to drop hot things • climbing steps / stairs may be difficult – so could stumble and fall • pain in joints may distract them – so could have an accident • difficulty getting in and out of the bath / shower – could slip easily and break bones • poor grip - so jars / bottles are difficult to open and could be dropped • joints stiffen – so may find it difficult to get up out of chairs / cars and could fall • slower at crossing the road – so may get knocked down by a car • decreased bone density / brittle bones – so bones break more easily • pain – could distract them from what they are doing • cannot lifting heavy things – so carrying shopping is hard 	2x1 2x1	<p>Effects must link to the disorder named in (a)(i).</p> <p><i>Sub-max of TWO marks for identification only.</i></p> <p><i>[Accept any relevant reason with suitable explanation].</i></p>

Question		Answer	Marks	Content	Guidance
					Levels of response
3	(b)	<ul style="list-style-type: none"> • use complementary therapies – for relaxation / relieve symptoms • talk to professionals - to get information about their condition • take prescribed medication regularly – relieve pain / aid movement • take food / vitamin / mineral supplements / healthy diet – to prevent reduction in bone density • join a support group - to share experiences / get advice • talk to others in a similar situation – to support them / gain advice on how to cope • research using internet / books / leaflets – increase understanding • seek advice / support from voluntary groups eg Age Concern • take gentle exercise - to maintain mobility • use aids / adaptations – to increase independence / improve safety when carrying out tasks • surgery- hip replacement to relieve symptoms 	6	<p>Listing coping strategies alone - level 1.</p> <p>Must have additional explanation for at least one of the ways to get into level 2.</p>	<p>Level 3 [5 – 6 marks] Candidates will clearly explain at least two coping strategies a pwus could use to relieve the effects of the chosen musculo-skeletal disorder. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the answers. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 [3 – 4 marks] Candidates will describe or attempt to explain at least two coping strategies a pwus could use to relieve the effects of the chosen musculo-skeletal disorder. Answers will be factually accurate. There will be evidence of coherence within the answers. There may be some errors of grammar, punctuation and spelling. <i>Sub-max 3 marks for one way done very well.</i></p> <p>Level 1 [0 – 2 marks] Candidates will identify coping strategies a pwus could use to relieve the effects of a musculo-skeletal disorder. Candidates may give minimal description and show limited understanding. Answers are likely to be list-like or muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

Question	Answer	Marks	Guidance
3 (c)	<p>One mark for each practitioner, TWO required One mark for each explanation of roles, TWO required</p> <ul style="list-style-type: none"> • GP - prescribe medication to relieve symptoms of the disorder / refer to consultants at the hospital for further treatment / operations • community nurse – monitor health and well-being to ensure they get the treatment required / monitor side effects of medication • health visitor - advise about diet to ensure they eat the right foods / advise about health and safety issues in the home to make sure they are safe • occupational therapist - assess home for aids / adaptations to promote independence / provide advice and guidance about how to carry out daily living tasks safely • counsellor - talk about problems to reassure that they can cope / enable them to make decisions regarding future care needs • home care assistant / community support worker - provide personal care to support daily living tasks according to their individual needs • social worker - assess needs to ensure an accurate care plan is produced • mobility assistance worker – promote independent mobility / teach use of appropriate mobility aids • physiotherapist – provide exercises to maintain mobility / increase muscle strength • complementary therapist - therapies named and explained • dietician - link to disorder - sensible explanation 	2x1 2x1	<p>Accept role explanations which are relevant to supporting an older person with a musculo-skeletal disorder.</p> <p>Roles must be relevant – eg ‘provision of ramps by occupational therapist’ is not appropriate as they do not actually provide them – they arrange for other workers to do this.</p> <p>‘Care worker’ is too vague and repeats the question, so no credit given.</p>

Question		Answer	Marks	Guidance
4	(a)	<p>One mark for each of FOUR physical effects</p> <ul style="list-style-type: none"> • poor mobility / unable to move around easily • pains in the chest the pain is usually located in the centre of the chest and can feel like a sensation of pressure, tightness or squeezing / angina • pain in other parts of the body: it can feel as if the pain is travelling from the chest to the arms (usually the left arm is affected but it can affect both arms), jaw, neck, back and abdomen • decreased energy levels / increased tiredness • poor circulation giving cold / blue lips / cold / blue fingers / toes • swelling in the legs, ankles and feet • weakened heart muscles • increased risk of further heart problems • feeling light headed / dizzy • severe nausea / vomiting • high / low blood pressure • shortness of breath • extreme tiredness and weakness / fatigue • persistent coughing • paralysis- speech / sight / swallowing 	4x1	Answers must give full physical effect – identification/one word answers only are too vague eg 'pain' on two or more must have sub-max of 2 marks only.

Question		Answer	Marks	Guidance
4	(b)	<p>Two marks each for explanation, TWO required</p> <ul style="list-style-type: none"> • increased safety / security – because there is a safety / emergency call system installed • warden lives close by – so they can be there quickly in an emergency • support available – because there are others living there with similar problems • make new friends – because they are able to meet up easily / feel valued • increased social life – because activities / trips are organised • raised confidence – because they still have their independence and own belongings surrounding them • raised self-esteem – because they are encouraged to be independent • move active – because they can meet up with others and do activities together • excursions / trips arranged – so they are not isolated / lonely • regular visits from warden / care manager- to check that they are coping / arrange support if necessary • less stressful – because they know they are no alone 	2x2	<p>Explanations could be interchangeable but can only be accepted once.</p> <p><i>Note: sub-max of TWO for identification only.</i></p>

Question		Answer	Marks	Content	Guidance
					Levels of response
4	(c)	<ul style="list-style-type: none"> • assess the ability of Sheila to provide care • social services must take this into consideration • Sheila is not expected to take on duties of professional care worker • care plan will be written to make sure Brian's needs are met • professionals work together with Sheila to provide care • information given about services available • allow Sheila to have maximum support • Sheila and Brian will be fully involved in the assessment of her needs • choices will be offered • services delivered in a seamless manner • provide respite care to give Sheila a break + example 	7	Must be reference to Sheila to achieve level 2 marks – application of knowledge is required.	<p>Level 3 [6 – 7 marks] Candidates will clearly analyse at least two ways the Carers Recognition and Services Act 1995 ensures Sheila receives the support he needs to care for Brian. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the answers. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 [4 – 5 marks] Candidates will describe at least two ways the Carers Recognition and Services Act 1995 ensures Sheila receives the support he needs to care for Brian. Answers will be factually accurate. There will be evidence of coherence within the answers. There may be some errors of grammar, punctuation and spelling. <i>Sub-max 4 marks for one way done very well.</i></p> <p>Level 1 [0 – 3 marks] Candidates will identify ways the Carers Recognition and Services Act 1995 ensures Sheila receives the support he needs to care for Brian at home. Answers are likely to be list-like. Candidates may give minimal description and show limited understanding. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

Question		Answer	Marks	Content	Guidance
					Levels of response
5	(a)	<ul style="list-style-type: none"> • use non-discriminatory practice towards Megan • provide care according to Megan's needs • never stereotype Megan • identify and fight their own prejudices towards older people • use language that Megan can understand when explaining the care they are providing • challenge others who may discriminate against her • check Megan has understood what is said before continuing with her care • listen carefully to Megan when she is talking to them • use appropriate body language so that Megan feels she can approach them for support • not label people • respect Megan's personal beliefs / preferences such as having her meals in her room • not verbally abuse Megan by swearing / shouting / name calling • not physically abuse Megan • provide information in chosen language • provide meals according to her preferences • when Megan is dressing / bathing / showering encourage her to do as much as she can for herself • ensure her personal hygiene is maintained • do not make fuss about changing bedding • any other acceptable response 	8	List-like answers with examples can only achieve level 1.	<p>Level 3 [7 – 8 marks] Candidates will clearly discuss at least two ways practitioners in the residential home should promote equality and diversity when providing care for Megan. There will be specific reference to day-to-day tasks they will carry out when providing care for an older person. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the answers. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 [4 – 6 marks] Candidates will briefly discuss at least two ways practitioners in the residential home should promote equality and diversity in their day-to-day tasks when providing care for Megan. Answers will be factually accurate and demonstrate some understanding of caring for an older person. There will be evidence of coherence within the answers. There may be some errors of grammar, punctuation and spelling. <i>Sub-max 4 marks for one way done very well.</i></p> <p>Level 1 [0 – 3 marks] Candidates will identify ways practitioners in the residential home should promote equality and diversity. Candidates may give minimal description and show limited understanding. Answers are likely to be muddled, demonstrating little knowledge or understanding.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
						Errors of grammar, punctuation and spelling may be noticeable and intrusive.

Question		Answer	Marks	Content	Guidance
					Levels of response
5	(b)	<p>Care Standards Act 2000</p> <ul style="list-style-type: none"> • National Care Standards Commission inspects home regularly • minimum standards of care have to be provided • residential home will have to be registered • regulations have to be applied consistently • focus of care is on pwus • meeting Megan's assessed needs • choice of home • health and personal care • daily life and social activities • complaints and protection • environment of the home • staffing at the home / quality workforce • management and administration of the home • independent supervision maintains standards 	7	<p>Marks must be awarded according to the quality of the response – lists only level 1.</p> <p>Links to Megan must be made to get higher marks in level 2.</p>	<p>Level 3 [6 - 7 marks] Candidates will clearly analyse at least two ways the Care Standards Act 2000 should ensure Megan receives quality care. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the answers. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 [4 - 5 marks] Candidates will describe at least two ways the Care Standards Act 2000 should ensure Megan receives quality care. Answers will be factually accurate. There may be some errors of grammar, punctuation and spelling. <i>Sub-max 4 marks for one way described well.</i></p> <p>Level 1 [0 - 3 marks] Candidates will identify features of the Care Standards Act 2000. Candidates may give minimal description and show limited understanding. Answers are likely to be muddled, demonstrating little knowledge or understanding. There will be evidence of coherence within the answers. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
6	(a)	<ul style="list-style-type: none"> • focusing difficult - may be unable to make eye contact • weak eye muscles – send negative body language messages • head tilt / turn to use null point – difficult to focus • cannot hear / lip read conversations – so cannot understand what has been said / respond appropriately • may have to rely on someone to sign for them / interpret conversations – they may not be readily available • have to concentrate hard when communicating – so may lose track of the conversation • feel different to others – so lack self-esteem • appearance of eyes may be different - lack of confidence • need to use Braille / hearing loop - information not always available in preferred formats • field of vision reduced – so can miss non-verbal signals through body language • hearing enhanced for people with visual impairments – so could hear more than others believe they can • rely on use of communication aids – which may / may not be available • touch used as an alternative method of communication – some could find this invasive • need good lighting / positioning to see to lip read – situations do not always make this possible • background noise reduces effectiveness of hearing aids – so cannot hear what has been said • unable to hear doorbell / telephone- isolation / no-one visits 	10	<p>Focus is on physical effects only.</p> <p>Links must be made to the impact of each physical effect on the older person's ability to communicate with others.</p>	<p>Level 3 [8 – 10 marks] Candidates give a comprehensive analysis of at least two physical effects of sensory impairment(s) that could affect an older person's ability to communicate with others. Examples will be used to highlight the answer; high level of knowledge and understanding of the impact of sensory impairments. Use of appropriate terminology. Evidence of synthesis in the answer. There will be few, if any errors of grammar, punctuation and spelling.</p> <p>Level 2 [5 – 7 marks] Candidates give sound analysis of at least two physical effects of sensory impairment(s) that could affect an older person's ability to communicate with others. Examples will be used to highlight the answer; sound level of knowledge and understanding of the impact of sensory impairments. Evidence of coherence within the work. There may be some errors of grammar, punctuation and spelling. <i>Sub-max of 5 marks for one way analysed in detail.</i></p> <p>Level 1 [0 – 4 marks] Candidates will identify/describe one or two physical effects of sensory impairment on an older person's ability to communicate with others.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
						Examples may be omitted or vague. Answers are likely to be list-like and muddled; little knowledge or understanding. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

Question		Answer		Marks	Guidance	
					Content	Levels of response
6	(b)	Private	Support provided	10	Answers must analyse how services support Mario ie what do they do, and how they meet his needs, possibly linking to his sensory impairments ie why do they carry out the support. Detailed understanding must be shown to achieve level 3. Explicit examples of services must be clear to achieve level 3.	<p>Level 3 [8 – 10 marks] Candidates will comprehensively discuss how at least two different private and third sector services could provide support to meet Mario's care needs; explicit reference to his sensory impairments. Understanding of the support provided will be evident. Reference will be made to Mario's care needs. Use of appropriate terminology; evidence of synthesis within the work. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 [5 – 7 marks] Candidates will attempt to discuss how at least two different private and third sector services could provide support to meet Mario's care needs; limited reference to his sensory impairments. Basic understanding of the support they could provide. References to care needs may be limited. Some evidence of coherence within the answer. There may be some errors of grammar, punctuation and spelling. <i>Sub-max 5 marks for ONE type of service covered very well.</i></p> <p>Level 1 [0 – 4 marks] Candidates may identify one or two different private and/or third sector services that could provide support for Mario, or describe how services help</p>
		opticians	test eyesight, prescribe glasses, refer to ophthalmic specialists			
		audiologists	test hearing, prescribe hearing aids, give advice			
		hearing aid specialists	fit hearing aids, check they are working properly and meeting needs			
		occupational therapy	assess home for aids / adaptations, provide training to complete daily living tasks safely, arrange for rails to be installed in the home			
		home care services	provide support with daily living activities, cooking, cleaning, shopping, personal care			
		hospitals	provide treatment / operations with less waiting times			
		counsellor	listen, respond with understanding, explore choices (not 'give advice')			
		Third sector	Support provided			
		support groups	give advice / guidance, meet others in similar situation, share experiences			
		community transport	take him to hospital appointments / shopping			
		meals on wheels	provide balanced meals delivered to the home			
		faith groups	provide support with shopping, social activities			
		RNID	provide advice and services relating to hearing needs			
		RNIB	provide advice and services relating to sight needs			
		DIAC	provide advice and guidance on benefits / support available			
Age UK	provide advice and guidance, social activities, organise trips etc					
Vitalize	provide holidays for people with sensory impairments with specifically trained volunteers					

Question			Answer	Marks	Guidance	
					Content	Levels of response
						<p>Mario to cope. Limited reference to specific types of services or the support provided; little understanding. Answers are likely to be list-like and muddled. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

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

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

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