

Please read the instructions printed at the end of this form. **One** of these sheets, suitably completed, should be attached to the assessed work of each candidate.

<b>Unit Title</b>	<b>5 Caring for people with additional needs</b>	<b>Unit Code</b>	<b>F914</b>	<b>Session</b>	<b>Jan / June</b>	<b>Year</b>	<b>2</b>	<b>0</b>
<b>Centre Name</b>								
<b>Candidate Name</b>								
	<b>Centre Number</b>							
	<b>Candidate Number</b>							

**Evidence:** You produce a guide for practitioners which explores caring for people with additional needs, using the profile of a person who uses services who has additional needs.

#### Unit F914: Caring for people with additional needs

##### What the candidate needs to do:

**Candidates need to produce** a guide for practitioners which explores caring for people with additional needs, using the profile of a person who uses services who has additional needs [50 marks]. The guide needs to include:

- AO1:** understanding of the causes of additional needs, the effects of additional needs on people who use services and the care management process [15];
- AO2:** a profile of a person who uses services who has additional needs. You need to show an understanding of the key roles of two individuals/practitioners who support the person who uses services including the benefits of partnership working [15];
- AO3:** research and analysis of the models or approaches used to support the person who uses services, recognising attitudes and values of society towards people with additional needs [10];
- AO4:** understanding of two possible barriers experienced, support, aids and adaptations used, evaluating their impact on the person who uses services [10]

##### How candidate will be assessed:

<b>Assessment Objective</b>	<b>Mark Band 1</b>	<b>Mark Band 2</b>	<b>Mark Band 3</b>	<b>Teacher comments</b>	<b>Mark Awarded</b>
<b>AO1</b>	Candidates show a basic understanding of <b>three</b> causes of additional needs, giving a basic description of the effects on people who use services; show a basic level of understanding of each stage of the care-management process [0 1 2 3 4 5]	candidates show a sound understanding of <b>three</b> causes of additional needs, giving a sound description of the effects on people who use services; show a sound understanding of each stage of the care-management process [6 7 8 9 10]	candidates show an in-depth understanding of <b>three</b> causes of additional needs, giving a comprehensive explanation of the effects on people who use services. accurately and independently show an in-depth understanding of each stage of the care-management process [11 12 13 14 15]		<b>/15</b>

Unit F914: Caring for people with additional needs (continued)						
Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Teacher comments	Mark Awarded	
<b>AO2</b>	Candidates produce a basic profile of a person who uses services who has additional needs; with guidance, describe the key roles of <b>two</b> individuals/practitioners who support the person who uses services; briefly outline how partnership working benefits people who use services/practitioners; Ability to communicate using some appropriate terminology. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of the AO. Errors of grammar, punctuation and spelling may be noticeable and intrusive. [0 1 2 3 4 5]	candidates produce a detailed profile of a person who uses services who has additional needs; describe in detail the key roles of <b>two</b> individuals/practitioners who support the person who uses services; outline how partnership working benefits people who use services/practitioners; Limited ability to organise relevant material. Some appropriate terminology used. Sentences are not always relevant with material presented in a way that does not always address the AO. There may be noticeable errors of grammar, punctuation and spelling. [6 7 8 9 10]	candidates produce a comprehensive profile of a person who uses services who has additional needs; explain the key roles of <b>two</b> individuals/practitioners who support the person who uses services; describe in detail how partnership working benefits people who use services/practitioners; Ability to present relevant material in a planned and logical sequence. Appropriate terminology used. Sentences, for the most part, relevant and presented in a balanced, logical and coherent manner which addresses the AO. There will be occasional errors of grammar, punctuation and spelling. [11 12 13 14 15]		<b>/15</b>	
<b>AO3</b>	Candidates use limited information sources to collect evidence of how the medical and social models would interpret the additional needs of the person who uses services, analysing at a basic level the attitudes and values of society towards people who use services with additional needs; [0 1 2 3 4]	candidates use a range of information sources to research how the medical and social models would interpret the additional needs of the person who uses services, producing a sound analysis of the attitudes and values of society towards people with additional needs; [5 6 7]	candidates obtain information from a wide range of information sources to explore how the medical and social models would interpret the additional needs of the person who uses services, producing a comprehensive analysis of the attitudes and values of society towards people with additional needs [8 9 10]		<b>/10</b>	
<b>AO4</b>	Candidates describe at a basic level <b>two</b> possible barriers experienced, methods of support, aids and equipment used and include a basic evaluation of their impact on the person who uses services; [0 1 2 3 4]	candidates give a sound description of <b>two</b> possible barriers experienced, methods of support, aids and equipment used and include a sound evaluation of their impact on the person who uses services; [5 6 7]	candidates give a comprehensive description of <b>two</b> possible barriers experienced, methods of support, aids and equipment used and includes a comprehensive evaluation of their impact on the person who uses services. [8 9 10]		<b>/10</b>	
<b>Total mark awarded:</b>					<b>/50</b>	
If this work is a re-sit, please tick		Session and Year of previous submission	Jan / June	<b>2</b>	<b>0</b>	Please tick to indicate this work has been standardised internally

Please note: This form may be updated on an annual basis. The current version of this form will be available on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)).  
A completed Centre Authentication form CCS160 **must** accompany the MS1 when it is sent to the moderator.

### Guidance on Completion of this Form

- 1 One sheet should be used for each candidate.
- 2 Please ensure that the appropriate boxes at the top of the form are completed.
- 3 Please enter *specific* page numbers where evidence can be found in the portfolio, and where possible, indicate to which part of the text in the mark band the evidence relates.
- 4 Circle the mark awarded for each strand of the marking criteria in the appropriate box and also enter the circled mark in the final column.
- 5 Add the marks for the strands together to give a total out of 50. Enter this total in the relevant box.