

# Health and Social Care

**OCR GCE H103/H303/H503/H703 Unit F923 Mental-health issues**

## Unit Recording Sheet

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>14 Mental-health issues</b>	<b>Unit Code</b>	<b>F923</b>	<b>Session</b>	Jan / June	<b>Year</b>	<b>2</b>	<b>0</b>				
<b>Centre Name</b>						<b>Centre Number</b>						
<b>Candidate Name</b>						<b>Candidate Number</b>						

### Unit F923: Mental-health issues

#### What the candidate need to do:

**Candidates need to produce** an investigation of mental-health needs and issues, including a profile of **one** person who uses services **[50 marks]**. Evidence needs to include:

**AO1:** understanding of **three** types and possible causes of mental-health illnesses and associated mental-health needs **[10]**;

**AO2:** an explanation of **three** effects of the mental-health illness on the person who uses services, their family and society, in both the short and long term **[10]**;

**AO3:** research on preventative and coping strategies and practitioners/individuals that could provide support for the person who uses services, including research on **one** piece of appropriate current legislation **[15]**;

**AO4:** an evaluation of the concepts and definitions of mental health, including the portrayal of images and perceptions in the media (using examples) of people with mental-health needs and possible negative and positive effects of such portrayal, making recommendations for improvements. **[15]**.

#### How candidates will be assessed:

Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Teacher comments	Mark
<b>AO1</b>	Candidates produce a basic outline of <b>three</b> types of mental-health illnesses, their possible causes and a basic explanation of the resultant mental-health needs;  <b>[0 1 2 3 4]</b>	candidates provide a sound description of <b>three</b> types of mental-health illnesses, their possible causes and a sound explanation of how these relate to the resultant mental-health needs;  <b>[5 6 7]</b>	candidates present a comprehensive description of <b>three</b> types of mental-health illnesses and their possible causes, and a comprehensive explanation of how these relate to mental-health needs.  <b>[8 9 10]</b>		<b>/10</b>

<b>AO2</b>	Candidates produce a basic explanation of the effects of the mental illness for the person who uses services and how these apply to the individual, their family and society, including references to both short and long term effects; 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.  <b>[0 1 2 3 4]</b>	candidates demonstrate an ability to apply knowledge to produce a sound explanation of the effects of the mental illness to the person who uses services, their family and society, including references to a range of both short and long term effects; 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.  <b>[5 6 7]</b>	working accurately and independently, candidates produce a comprehensive explanation showing application of knowledge of the effects of the mental illness to the person who uses services, their family and society, including references to a wide range of short and long term effects. 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.  <b>[8 9 10]</b>		<b>/10</b>
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<b>Unit F923: Mental-health issues (continued)</b>					
<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</b>
<b>AO3</b>	Candidates produce research, from limited sources, about the main preventative and coping strategies, including a basic analysis about practitioners/individuals that could provide support for the person who uses services and the impact of <b>one</b> piece of appropriate current legislation;  <b>[0 1 2 3 4 5]</b>	Candidates produce research, from a range of sources, about the main preventative and coping strategies, including a sound analysis about appropriate practitioners/individuals that could support the person who uses services, and analyses of the impact of <b>one</b> piece of appropriate current legislation;  <b>[6 7 8 9 10]</b>	Candidates produce research, from a wide range of sources, that demonstrates the ability to make reasoned judgements about the preventative and coping strategies, including a comprehensive analysis about appropriate practitioners/individuals that could provide support for the person who uses services, and analyses in detail the impact of <b>one</b> piece of appropriate current legislation.  <b>[11 12 13 14 15]</b>		<b>/15</b>

<b>AO4</b>	Candidates provide a basic evaluation, using limited sources, of the concepts/definitions of mental health and how the media portray people with mental-health needs, including possible positive and negative effects of this portrayal and make limited recommendations for improvements;	candidates give a sound evaluation, using a range of sources, of the concepts/definitions of mental health and how the media portray people with mental-health needs, including possible positive and negative effects of this portrayal and make realistic recommendations for improvements;	Candidates provide a well-balanced evaluation, using a wide range of sources, of the concepts/definitions of mental health and how the media portray people with mental-health needs, including possible positive and negative effects of this portrayal alongside realistic and informed recommendations for improvements.			<b>/15</b>
	<b>[0 1 2 3 4 5]</b>	<b>[6 7 8 9 10]</b>	<b>[11 12 13 14 15]</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.