

**Advanced Subsidiary GCE  
Health and Social Care  
Unit F918: Caring for Older People**

## F918

**Specimen Paper**

Time: 1 hour 30 minutes

Candidates answer on the question paper.

**Additional materials:**

Candidate  
Forename

Candidate  
Surname

Centre  
Number

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Candidate  
Number

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**INSTRUCTIONS TO CANDIDATES**

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer **all** the questions.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

**INFORMATION FOR CANDIDATES**

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- Your Quality of Written Communication is assessed in questions marked with an asterisk (\*).
- The total number of marks for this paper is 100.

FOR EXAMINER'S USE	
1	
2	
3	
4	
5	
6	
<b>TOTAL</b>	

This document consists of **7** printed pages and **1** blank page.

Answer **all** questions.

1 Harry is 60 years old. He has had a massive heart attack, a circulatory disorder. The effects of the heart attack made it impossible for Harry to return to work and he has had to retire earlier than expected.

(a) Suggest **five** possible reasons why Harry has a circulatory disorder.

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 ..... [5]

(b) Give **five** possible social effects of retirement on Harry.

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 ..... [5]

(c) Describe **five** ways retirement could affect Harry economically.

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 ..... [5]

**Total: 15 marks**

2 Rebecca has experienced sensory impairments as she gets older. She has cataracts on both her eyes and her hearing has deteriorated to the extent that she can no longer hear the television.

(a) Suggest **four** ways sensory impairments may affect Rebecca's daily living.

1:.....  
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2:.....  
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3:.....  
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4:.....  
..... [4]

(b) Describe **five** coping strategies Rebecca could use to help with her sensory impairments.

1:.....  
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2:.....  
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3:.....  
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4:.....  
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5:.....  
..... [5]

(c) Rebecca joins a local day centre which she attends twice a week.

Identify and explain **three** ways attending the day centre could affect Heather positively.

1:.....  
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2:.....  
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3:.....  
..... [6]

**Total: 15 marks**

3 Tariq was diagnosed with a muscular-skeletal disorder when he was 64 years old.

(a) (i) Name **one** muscular-skeletal disorder.

..... [1]

(ii) Identify **four** possible effects of this disorder on Tariq.

1: .....

2: .....

3: .....

4: ..... [4]

(b) Identify and explain **four** ways an occupational therapist could help Tariq to live independently.

1: .....

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2: .....

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3: .....

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4: .....

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..... [8]

(c) Analyse ways an occupational therapist should promote individual rights and beliefs when working with Tariq.

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..... [7]

**Total: 20 marks**

**4** Disorders of the nervous system include senile dementia, Parkinson's disease and multiple sclerosis.

**(a)** Discuss ways different community care services could support for a person with a disorder of the nervous system.

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**(b)** Evaluate the effectiveness of **one** piece of relevant legislation in providing support for an older person with a disorder of the nervous system.

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[8]

Total: 15 marks



6 Parisa has had a hip replacement operation as result of a muscular skeletal disorder. She is staying in an intermediate-care centre before going home after her operation.

(a)\* Evaluate the effects of staying at the intermediate-care centre on Parisa.

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(b)\* Analyse the roles of professional care workers who could support Parisa when she returns home.

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[10]

**Total: 20 marks**  
**Paper Total [100]**

SPECIMEN

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SPECIMEN

Question Number	Answer	Max Mark
1(a)	<p><b>Suggest five possible reasons why Harry has a circulatory disorder.</b></p> <p>Five from:</p> <ul style="list-style-type: none"> <li>• he was a heavy smoker</li> <li>• ate too much cholesterol</li> <li>• did not exercise enough</li> <li>• he was overweight</li> <li>• too much salt in his diet</li> <li>• too much fat/saturated fat in his diet</li> <li>• high stress levels</li> <li>• previous heart problems</li> <li>• inherited factors</li> <li>• coronary artery was blocked</li> <li>• blood clot in his heart</li> <li>• high blood pressure</li> <li>• diabetes</li> <li>• shortage of oxygen/essential nutrients to the heart</li> <li>• poor circulation of blood around the heart</li> </ul>	[5]
1(b)	<p><b>Give five possible social effects of retirement on Harry.</b></p> <p>Five from:</p> <ul style="list-style-type: none"> <li>• no longer see work colleagues/lose friends from work</li> <li>• spend more time with his partner</li> <li>• isolate himself/lack of socialising/unable to go out</li> <li>• see more of family</li> <li>• make new friends/meet new people</li> <li>• take up new hobbies/leisure activities</li> <li>• can go on holiday whenever he wants</li> <li>• get involved in the community</li> <li>• voluntary work</li> <li>• spend more time with friends/improved social life</li> <li>• more time to spend doing leisure activities</li> <li>• no longer in routine</li> </ul>	[5]

Question Number	Answer	Max Mark
1(c)	<p><b>Describe five ways retirement could affect Harry economically.</b></p> <p>Five from:</p> <ul style="list-style-type: none"> <li>• no income from work</li> <li>• less income/more income</li> <li>• rely on pension</li> <li>• have to budget carefully</li> <li>• difficulty paying bills</li> <li>• may get benefits/pension credits</li> <li>• mortgage paid off/have to pay rent</li> <li>• less/more debts</li> <li>• rely on savings</li> <li>• may not be able to afford to go on holiday</li> <li>• may use retirement money to go on holiday</li> <li>• less money/more money for luxuries</li> <li>• may need to buy economy foods/poorer diet</li> <li>• may not be able to treat grandchildren</li> <li>• less money for presents</li> <li>• less money/more money for hobbies/interests</li> </ul> <p><i>Sub-max of 3 for identification only.</i></p>	<b>[5]</b>
2(a)	<p><b>Suggest four ways sensory impairments may affect Rebecca's daily living.</b></p> <p>Four from:</p> <ul style="list-style-type: none"> <li>• difficulty cooking</li> <li>• difficulty cleaning her home</li> <li>• difficulty socialising/interacting with others</li> <li>• loss of friends</li> <li>• safety impaired</li> <li>• hygiene/washing</li> <li>• lack of stimulation from reading/television</li> <li>• need to use aids/adaptations</li> <li>• dependent on others to provide care</li> <li>• no longer able to drive</li> <li>• difficulty when shopping</li> <li>• unable to hear door bell</li> </ul>	<b>[4]</b>

Question Number	Answer	Max Mark
2(b)	<p><b>Describe five coping strategies Rebecca could use to help with her sensory impairments.</b></p> <p>Five from:</p> <ul style="list-style-type: none"> <li>• talk to others in a similar situation</li> <li>• make sure everything is kept in a particular place so that she can find them</li> <li>• have a hearing aid fitted</li> <li>• ask for an assessment to be carried out by an occupational therapist</li> <li>• aids/adaptations to the home (accept examples)</li> <li>• ask her family to support her</li> <li>• seek advice/support from care professionals</li> <li>• seek advice/support from voluntary groups eg Age Concern</li> <li>• have an operation to remove the cataracts</li> <li>• move into sheltered accommodation/residential care</li> <li>• use meals-on-wheels</li> <li>• learn Braille/sign language</li> <li>• take part in recreational activities eg bingo</li> </ul>	[5]
2(c)	<p><b>Identify and explain three ways attending the day centre could affect Heather positively.</b></p> <p>Three ways from:</p> <ul style="list-style-type: none"> <li>• <b>improve her social life</b> – meet new people</li> <li>• <b>extend her social circle</b> – make new friends</li> <li>• <b>keep her occupied</b> – less time to fill</li> <li>• <b>raise self-esteem</b> – she feels valued as a member of the group</li> <li>• <b>raise confidence</b> – she is encouraged to do things</li> <li>• <b>feel empowered</b> – enabled to do more than at home</li> <li>• <b>stimulating her mind</b> – taking part in activities</li> <li>• <b>improve her motivation</b> – she has something to look forward to</li> <li>• <b>learn new skills</b> – cooking/craft activities/sign language</li> <li>• <b>feel happy</b> – because she is mixing with others</li> <li>• <b>improve her physical fitness</b> – because activities exercise muscles</li> <li>• <b>she would be able to get advice</b> – professional support available</li> </ul> <p>One mark for identification of <b>three</b> effects of joining the day centre, additional mark for adequate explanation of the effects identified.</p> <p>Effects and explanation may be interchangeable </p>	[6]

Question Number	Answer	Max Mark
3(a)(i)	<p><b>Name one muscular-skeletal disorder.</b></p> <p>One from:</p> <ul style="list-style-type: none"> <li>• osteoporosis</li> <li>• rheumatoid arthritis</li> <li>• osteoarthritis</li> <li>• rheumatism</li> </ul>	[1]
3(a)(ii)	<p><b>Identify four possible effects of this disorder on Tariq.</b></p> <p>Four from:</p> <ul style="list-style-type: none"> <li>• lack of mobility</li> <li>• stiffness</li> <li>• tiredness/lack of energy</li> <li>• cannot walk very far</li> <li>• feel helpless/angry/upset</li> <li>• low self-esteem</li> <li>• lack of confidence</li> <li>• isolation</li> <li>• lack of fitness/take longer to do tasks</li> <li>• pain</li> <li>• depression/lack of motivation</li> </ul> <p>Osteoporosis</p> <ul style="list-style-type: none"> <li>• brittle bones</li> <li>• bones less dense</li> <li>• reduced height</li> <li>• curvature of the spine/back curve</li> </ul> <p>Rheumatoid arthritis</p> <ul style="list-style-type: none"> <li>• swollen joints</li> <li>• disfigurement of joints</li> <li>• inflamed joints</li> <li>• joints attacked by immune system</li> <li>• weaker muscles/lack of strength</li> <li>• unable to grip</li> </ul> <p>Osteoarthritis</p> <ul style="list-style-type: none"> <li>• damage to cartilage/tissue around joints</li> <li>• wear and tear of joints</li> </ul> <p>Rheumatism</p> <ul style="list-style-type: none"> <li>• muscular spasms</li> </ul>	[4]

Question Number	Answer	Max Mark
3(b)	<p><b>Identify and explain four ways an occupational therapist could help Tariq to live independently.</b></p> <p>Four from:</p> <ul style="list-style-type: none"> <li>• <b>assess his needs</b> – to ensure they are met fully</li> <li>• <b>assess home for aids/adaptations</b> – to maintain safety</li> <li>• <b>talk to his family/carers</b> – to ensure all his needs are met</li> <li>• <b>advise about daily living routines</b> – to enable him to cope with his disorder</li> <li>• <b>teach new skills</b> – to enable him to care for himself</li> <li>• <b>observe Ian doing tasks/activities</b> – to assess his needs</li> <li>• <b>show Ian how to use aids/adaptations</b> – to ensure safety</li> <li>• <b>arrange for specialist to come and fit adaptations</b> – to ensure they are fitted correctly</li> <li>• <b>talk to Ian about his difficulties</b> – to find out specific needs/to help him understand his disorder</li> <li>• <b>provide information about services available</b> – to enable him to access them</li> <li>• <b>produce a care plan</b> – to inform others of their responsibilities</li> <li>• <b>suggest ways of promoting social activity</b> – so he does not become socially excluded/isolated</li> </ul> <p>One mark each for identifying <b>four</b> ways One mark each for each explanation linked directly to the ways identified.</p>	<b>[8]</b>
3(c)	<p><b>Analyse ways an occupational therapist should promote individual rights and beliefs when working with Tariq.</b></p> <p><b>Level 3 [6-7 marks]</b> Candidates will clearly analyse at least <b>two</b> ways an occupational therapist should promote individual rights and beliefs when supporting Ian..</p> <p><b>Level 2 [4-5 marks]</b> Candidates will describe at least <b>two</b> ways an occupational therapist should promote individual rights and beliefs when supporting Ian. Answers will be factually accurate..</p> <p><b>Level 1 [0-3 marks]</b> Candidates will identify ways the occupational therapist should promote individual rights and beliefs. Candidates may give minimal description and show limited understanding. Answers are likely to be muddled, demonstrating little knowledge or understanding..</p>	<b>[7]</b>

Question Number	Answer	Max Mark
<p><b>3(c)</b> <b>cont'd</b></p>	<p>Promote individual rights and beliefs:</p> <ul style="list-style-type: none"> <li>(a) encourage Ian to be independent</li> <li>(b) allow Ian to have choices about his care and treatment</li> <li>(c) ask Ian what he needs and wishes</li> <li>(d) provide equipment so that Ian can do more for himself</li> <li>(e) make sure all care is carried out safely</li> <li>(f) providing a safe environment</li> <li>(g) treat Ian with dignity and respect</li> <li>(h) recognise Ian's beliefs</li> <li>(i) enable Ian to maintain his identity</li> <li>(j) encourage Ian to express his preferences</li> <li>(k) raise awareness of how to complain</li> <li>(l) being aware of Ian's cultural/religious needs</li> <li>(m) addressing Ian correctly/calling him by the name he prefers</li> <li>(n) assess Ian's needs fully</li> <li>(o) keep Ian's information confidential</li> <li>(p) not stereotype him because of his disorder</li> </ul>	
<p><b>4(a)</b></p>	<p><b>Discuss ways different community care services could support a person with a disorder of the nervous system.</b></p> <p><b>Level 3 [7-8 marks]</b> Candidates will clearly discuss at least <b>two</b> ways <b>two</b> different community services could support a person with a disorder of the nervous system. Conclusions will be drawn for the top mark in this band. Answers will be factually accurate, using appropriate terminology.</p> <p><b>Level 2 [4-6 marks]</b> Candidates will attempt to discuss at least <b>two</b> ways <b>two</b> different community services could support a person with a disorder of the nervous system. Answers will be factually accurate. (Sub-max 4 marks for only <b>one</b> community service/<b>one</b> way for each done very well). Alternatively, sub-max of 5 marks for an excellent general discussion of community service support.)</p> <p><b>Level 1 [0-3 marks]</b> Candidates will discuss at a basic level <b>one</b> or <b>two</b> community care services that could support a person with a disorder of the nervous system. There will be little if any attempt made to suggest ways the services could support.</p>	<p>[7]</p>

Question Number	Answer		Max Mark
4(a) cont'd	<p><b>Community-care services</b></p> <p>a) health-care services eg GP, Community Nurse</p> <p>b) social-care services eg social worker, care manager</p> <p>c) day care services eg day centre, respite care</p> <p>d) domiciliary services eg home care assistant</p> <p>e) private services eg equipment suppliers, residential/nursing homes</p> <p>f) voluntary services eg support groups, transport</p> <p>Ways must link directly to the community care services identified.</p>	<p><b>Explanation Examples</b></p> <p>Prescribe medication, monitor health, give advice/guidance.</p> <p>Assess needs, provide specialist aids/adaptations, ensure needs are met.</p> <p>Provide social support, encourage her to go out, provide activities.</p> <p>Support with daily living tasks, support with personal hygiene.</p> <p>Provide specialist continence aids/equipment, provide private residential/nursing care.</p> <p>Give advice/guidance, meet others in similar situation, share experiences, take her to hospital appointments/shopping.</p>	
4(b)	<p><b>Evaluate the effectiveness of one piece of relevant legislation in providing support for an older person with a disorder of the nervous system.</b></p> <p><b>Level 3 [6-7 marks]</b></p> <p>Candidates will evaluate in detail the effectiveness of <b>one</b> piece of current legislation relevant to providing care for an older person with a disorder of the nervous system. At least <b>two</b> strengths and <b>two</b> weaknesses will be covered thoroughly demonstrating sound understanding. Conclusions will be drawn for the top mark in this band. Answers will be factually accurate, using appropriate terminology.</p> <p><b>Level 2 [4-5 marks]</b></p> <p>Candidates will attempt evaluation of the effectiveness of <b>one</b> piece of current legislation relevant to providing care for an older person with a disorder of the nervous system. Both strengths and weaknesses will be included for the top mark in this band, although there will be emphasis on one or the other. Answers will be factually accurate. (Sub-max 4 marks for only <b>strengths or weaknesses</b> done very well).</p> <p><b>Level 1 [0-3 marks]</b></p> <p>Candidates will attempt a basic evaluation of aspects of piece of current legislation relevant to providing care for an older person with a disorder of the nervous system. Limited understanding of either strengths and/or weaknesses will be present. Answers are likely to be muddled, demonstrating little knowledge or understanding.</p>		



Question Number	Answer	Max Mark
4(b) cont'd	<p><b>Mental Health Act</b></p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>s provides duty of care for people with mental health needs</li> <li>s ensures service users with mental health needs will not have to cope alone</li> <li>s protect service users with mental health needs from danger</li> <li>s can detain service users against their will</li> <li>s ensures service users with mental health needs will get the treatment they need</li> <li>s ensures service users with mental health needs get information about support available</li> <li>s promote rights of people with mental health needs</li> <li>s ensures two professional care workers agree the need for sectioning</li> </ul> <p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>w cannot change attitudes towards people with mental health needs</li> <li>w service users may not be aware of their rights under the act</li> <li>w service users can be discharged from their section too early</li> <li>w service users who have been sectioned may be discriminated</li> </ul> <p><b>NHS and Community Care Act</b></p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>s have the right to have their needs assessed</li> <li>s right to have services provided in accordance with published criteria</li> <li>s have the right to complain if the service is not provided</li> <li>s care plan will be written to make sure their needs are met</li> <li>s multi-disciplinary team will care for their individual needs</li> <li>s professionals work together to provide care</li> <li>s information given about services available</li> <li>s allows them to have maximum independence</li> <li>s consistent approach will be given by all carers</li> <li>s older person is fully involved in the assessment of their needs</li> <li>s choices will be offered</li> <li>s health and social services working together</li> <li>s services delivered in a seamless manner</li> <li>s high standards of care provided</li> </ul> <p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>w service users may not be aware of their rights under the act</li> <li>w service users may not be aware of their rights</li> <li>w post-code lottery – services depend on where older person lives</li> <li>w financial constraints on provision</li> <li>w older people may be afraid to complain</li> <li>w their care may be rushed due to shortage of time allocations</li> </ul>	<b>[8]</b>

Question Number	Answer	Max Mark
4(b) cont'd	<p><b>Health Act</b></p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>s established Primary Care Trusts</li> <li>s improved quality of care</li> <li>s established commission for Health Improvement</li> <li>s improved co-operation within the NHS</li> <li>s improved co-operation between the NHS and local authorities</li> <li>s increased flexibility between the NHS and health related services</li> <li>s improved monitoring of the quality of health care</li> <li>s increased flexibility of provision</li> <li>s seamless provision of care</li> <li>s single provider can deliver both health and local authority services</li> <li>s packages of care can be developed to suit individual's needs</li> </ul> <p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>w service users may not be aware of their rights under the act</li> <li>w standards of service provision can vary from one area to another</li> <li>w cost implications/lack of funding could mean services are not available</li> <li>w post-code lottery may limit services available</li> <li>w lack of communication between carer providers could mean mistakes are made/duplication of provision</li> <li>w older people may refuse support</li> <li>w older people may be too proud to accept the support available</li> <li>w poor record keeping can lead to problems in care provision</li> </ul> <p><b>Care Standards Act 2000</b></p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>s National Care Standards Commission inspect home</li> <li>s minimum standards of care have to be provided</li> <li>s residential home will have to be registered</li> <li>s regulations have to be applied consistently</li> <li>s focus on service users</li> <li>s meeting assessed needs</li> <li>s choice of home are given</li> <li>s health and personal care are provided for</li> <li>s daily life and social activities</li> <li>s complaints and protection</li> <li>s environment of the residential homes are high standard</li> <li>s staffing at the home are all security checked/quality workforce</li> <li>s management and administration of residential home is effective</li> <li>s independent supervision maintains high standards</li> </ul> <p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>w some residential homes do not follow regulations</li> <li>w older people unaware of what standards they should expect</li> <li>w care home managers unaware of the regulations</li> <li>w poor quality of care still exists</li> <li>w complaints may be ignored</li> <li>w procedures not followed</li> <li>w older people afraid to complain</li> </ul>	

Question Number	Answer	Max Mark
5(a)	<p><b>Analyse ways the physiotherapist should maintain confidentiality when caring for Craig.</b></p> <p><b>Level 3 [7-8 marks]</b> Candidates will analyse in detail at least <b>two</b> ways the physiotherapist should maintain confidentiality. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the answers.</p> <p><b>Level 2 [4-6 marks]</b> Candidates will attempt analysis of at least <b>two</b> ways the physiotherapist should maintain confidentiality. Answers will be factually accurate. There will be evidence of coherence within the answers. (Sub-max 4 marks for <b>one</b> way done very well).</p> <p><b>Level 1 [0-3 marks]</b> Candidates will give a basic analysis of ways the physiotherapist should maintain confidentiality. Candidates may give minimal description and show limited understanding. Answers are likely to be muddled, demonstrating little knowledge or understanding.</p> <p><b>Maintain confidentiality:</b></p> <ul style="list-style-type: none"> <li>(a) respect older person's wishes for information to be kept private</li> <li>(b) do not talk about older person's care to those who do not need to know</li> <li>(c) do not leave notes lying around for others to read</li> <li>(d) explain who will have access to his information</li> <li>(e) do not give information over the telephone unless identity of caller can be proven</li> <li>(f) not leaving personal notes on the computer screen so that others can read them</li> <li>(g) having password to access computer records</li> <li>(h) not talking about older person by name in public so that he can be identified</li> <li>(i) sharing information on a 'need to know' basis only</li> <li>(j) storing personal records in a locked filing cabinet/secure storage room</li> </ul>	<b>[8]</b>

Question Number	Answer	Max Mark
5(b)	<p><b>Discuss ways the provisions of one piece of current legislation relevant to carers could support Christopher's wife.</b></p> <p><b>Level 3 [6-7 marks]</b> Candidates will discuss in detail at least <b>two</b> ways the provisions of <b>one</b> piece of current legislation relevant to carers could support Christopher's wife. Answers will be factually accurate, using appropriate terminology.</p> <p><b>Level 2 [4-5 marks]</b> Candidates will attempt discussion of at least <b>two</b> ways the provisions of <b>one</b> piece of current legislation relevant to carers could support Christopher's wife. <i>There will be evidence of coherence within the answers.</i> (Sub-max of 4 marks for <b>one</b> way done very well).</p> <p><b>Level 1 [0-3 marks]</b> Candidates will give basic discussion of ways the provisions of one piece of current legislation relevant to carers could support Christopher's wife. Candidates may give minimal description and show limited understanding.</p> <ul style="list-style-type: none"> <li>(a) assess the ability of Christopher's wife to provide care</li> <li>(b) social services must take this into consideration</li> <li>(c) Christopher's wife will not be expected to take on duties of professional care worker</li> <li>(d) care plan will be written to make sure Christopher's needs are met</li> <li>(e) professionals work together with his wife to provide care</li> <li>(f) information given about services available</li> <li>(g) allow her to have maximum support/respite care available</li> <li>(h) Christopher and his wife will be fully involved in the assessment of his needs</li> <li>(i) choices will be offered</li> <li>(j) services delivered in a seamless manner</li> </ul>	[7]

Question Number	Answer	Max Mark
6(a)*	<p><b>Evaluate the effects of staying at the intermediate-care centre on Parisa.</b></p> <p><b>Level 3 [8-10 marks]</b> Candidates will thoroughly analyse how the impact of staying at the intermediate care centre could affect Parisa. Candidates will demonstrate clear understanding of both positive and negative aspects. Conclusions will be drawn for the top mark in this band. Candidate presents materials in a well planned and logical sequence. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2 [4-7 marks]</b> Candidates will attempt to analyse the impact of staying at the intermediate care centre on Parisa. Understanding of both positive and negative aspects may be shown. Answers will be factually correct with some use of appropriate terminology. Sentences for the most part relevant presented in a balanced, logical and coherent manner which addresses the question. There may be some noticeable errors of grammar, punctuation and spelling. (Sub-max 5 marks for only <b>strengths or weaknesses</b> done very well).</p> <p><b>Level 1 [0-3 marks]</b> Candidates will analyse at a basic level <b>one</b> or <b>two</b> basic ways that staying at the intermediate care centre could affect Parisa. Limited understanding will be shown. Answers are likely to be muddled, demonstrating little knowledge or understanding. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of question. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p><b>Positive impact:</b></p> <ul style="list-style-type: none"> <li>s feeling of security</li> <li>s will be well cared for</li> <li>s all her needs will be looked after</li> <li>s professional carers available 24/7</li> <li>s carers will understand her needs</li> <li>s supervised activities will be available</li> <li>s increased social life with others</li> <li>s improved confidence before going home</li> <li>s reassure her she will be able to cope when she goes home</li> <li>s no need to worry about preparing meals</li> <li>s time to adjust before going home</li> </ul> <p><b>Negative impact:</b></p> <ul style="list-style-type: none"> <li>w will miss her family</li> <li>w feel isolated</li> <li>w withdrawn</li> <li>w feel dependent</li> <li>w decreased motivation</li> </ul>	<b>[10]</b>

Question Number	Answer	Max Mark
<p><b>6(a)*</b> <b>cont'd</b></p> <p><b>(b)*</b></p>	<p>w low self-esteem w lack of confidence w feel no-one loves her anymore w angry/agitated/frustrated w freedom has been taken away w loss of independence w confused w upset/distressed/depressed</p> <p><b>Analyse the roles of professional care workers who could support Parisa when she returns home.</b></p> <p><b>Level 3 [8-10 marks]</b> Candidates will analyse in detail the care provision role of at least <b>two</b> professional care workers, justifying their choice by linking specific skills and qualities to provide for Parisa's particular care needs when she returns home. Candidate presents materials in a well planned and logical sequence. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2 [4-7 marks]</b> Candidates will attempt analysis of the care provision roles of at least <b>two</b> appropriate professional care workers. A sound understanding of their role will be evident. There will be limited justification of their choices with minimal links to Parisa's particular care needs when she returns home. Answers will be factually correct with some use of appropriate terminology. Sentences for the most part relevant presented in a balanced, logical and coherent manner which addresses the question. There may be some noticeable errors of grammar, punctuation and spelling. (Sub-max 5 marks for <b>one</b> provider covered very well)</p> <p><b>Level 1 [0-3 marks]</b> Candidates analyse at a basic level <b>one</b> or <b>two</b> professional care workers who could support Parisa with little if any description of their role. Understanding will be superficial. Answers are likely to be muddled, demonstrating little knowledge or understanding. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of question. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p>	<p>[10]</p>

Question Number	Answer	Max Mark
<p><b>6(b)</b> <b>cont'd</b></p>	<p><b>Professional Care Workers:</b></p> <ul style="list-style-type: none"> <li>(a) social worker</li> <li>(b) key worker/care manager</li> <li>(c) occupational therapist</li> <li>(d) counsellor</li> <li>(e) GP</li> <li>(f) physiotherapist</li> <li>(g) advocate</li> <li>(h) benefits agency</li> <li>(i) support groups/voluntary groups</li> <li>(j) domiciliary care</li> <li>(k) home care assistant</li> <li>(l) community nurse</li> <li>(m) day centre</li> <li>(n) meals on wheels</li> </ul> <p>Choices will be realistic. The descriptions will be accurate and link to the providers identified. A high level of understanding will be shown with the accurate application of underpinning knowledge.</p>	
<b>Paper Total</b>		<b>[100]</b>

## Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	AO4	Total
1(a)	5				5
1(b)	2	3			5
1(c)	2	3			5
2(a)	2	2			4
2(b)	2	3			5
2(c)	3	3			6
3(a)i	1				1
3(a)ii	2	2			4
3(b)	4	4			8
3(c)			5	2	7
4(a)	1	2		4	7
4(b)	1	1		6	8
5(a)	2	2	4		8
5(b)	1	1		5	7
6(a)	1	3	2	4	10
6(b)	1	2	7		10
<b>Totals</b>	<b>30</b>	<b>31</b>	<b>18</b>	<b>21</b>	<b>100</b>
<b>Target</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>100</b>