

# **Health & Social Care (Double Award)**

General Certificate of Secondary Education **GCSE 1493**

## **Report on the Units**

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**June 2006**

**1493/MS/R/06**

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### **Chief Examiner's Report**

Results are slightly improved on previous testing opportunities. In the main candidates performed better at 'C' and 'A' grades for Unit 4871: Understanding Personal Development and Relationships. The responses showed that candidates have been well prepared for the test and that delivery has strictly followed the requirements of the specifications. Where candidates did less well their answers reflected a lack of specificity and factual knowledge. Further details are given in the Principal Examiner's report.

For Unit 4869: Health, Social Care and Early Years Provision candidate results were slightly improved on previous testing series. Candidates who achieved the higher grades have given, in detail, specific factual knowledge about the two services chosen. Some candidates have given the facts for one service but failed to provide sufficient detail for the second service, suggesting possible poor time management.

Some results for Unit 4870 are improved but some assessment decisions are still considered to be slightly lenient. This is because of a lack of factual evidence within the unit. Candidates must produce a plan for the person chosen and must give facts within the plan. The depth of the command words must be met within portfolio evidence.

For both portfolio units it is essential that the requirements of the 'banner' are followed and that all the evidence for the criteria is applied to the person or services chosen. When assessing portfolios, Assessors must make sure that they take into consideration the 'exemplification' within the unit specifications and the general grading descriptors. Annotating where candidates have achieved evidence is a requirement.

The achievements of candidates in both the written paper and the portfolio evidence is pleasing and meets the national requirements of the specification.

## **4869 / 4870 Health and Social Care (Coursework)**

### **General Comments**

The assessment of the candidates' work for this examination session shows a gradual improvement as centres become more adept at being able to recognise the requirements of the specifications. Many teachers took a great deal of time to annotate candidates' work which made the moderation process run smoothly. Those that have attended training have also been in a position to apply their increased knowledge and understanding to that of their candidates and eventually through to the work identified in the candidates portfolios. Centres had implemented the feedback received at previous examination sessions.

Centres generally had guided their candidates well and there was evidence to show that they clearly understood the organisation of Health, Social Care and Early Years services and also showed understanding of how to promote the health and well-being of a specific individual.

Those centres which supported their candidates with well constructed assignment tasks that enabled understanding of the 'banner evidence' clearly gained marks. It is important that centres use the exemplification notes in the specification where the assessment criteria are described in more detail; most centres had clearly read these. Many centres had written clear task sheets for candidates which included the depth and breadth of knowledge, understanding, and skills required.

Most centres were co-operative and undertook the correct administration procedures. However, there were occasional poor administrative practices from teachers and also from examinations officers which held up the moderating process. It was pleasing to find that the majority of centres included the CCS160 form with the work for moderation and that they sent their work promptly when requested. Centres with 10 or fewer candidates entered sent all their work once the Moderator was known to them.

Many centres annotated work clearly throughout the portfolio(s) and on the Unit Recording Sheet (URS). When this was done it was supportive to the candidate and the moderation process as it showed how the centre had applied the assessment criteria. In cases where the criteria had not been met, the Moderator could see how 'the judgements had been made' and could highlight specific aspects within the report to the centre.

### **4869 - Health, Social Care and Early Years Provision**

Overall this unit is improving, albeit slowly. Candidates continue to find this unit harder to complete but there was evidence of some very interesting and excellent practice. Where centres had guided candidates to select two different services; e.g. a dental practice providing health care to the local community and a nursery run by a private organisation providing early years education for pre-school children, primary data could be collected. Those candidates who selected two local settings, tended to produce work of a higher standard than those candidates who worked from written case studies. Whilst access to settings can be difficult, some centres were creative, used video footage and also invited speakers to classes for candidates to interview.

Candidates need to produce work of equal standard for both services if they are to achieve a particular mark. Some candidates produced a very good standard of work for one of the services chosen but were not as consistently good for the other service. This tended to mean an adjustment to the marks was necessary.

There was evidence that centres had supported candidates organising their portfolios because many were presented in a logical way, favouring combining the two settings for each of the respective strands. However, some candidates work was illogical and did not appear to have

been given any direction at all.

Candidates should be encouraged to choose carefully the services that they wish to investigate. Poor choices meant that the candidate could not achieve all of the assessment criteria and so this limited the number of marks that could be awarded. Some centres continue to misguide candidates and a portfolio is produced based on two different job roles. It should be noted that the banner requirement states that it needs to be on two different health and /or social care and/or early years services.

## **Application of Assessment Criteria**

### **Achievement within Strand A**

This strand was often the weakest area – structures can be problematic and many candidates spent time describing the whole of the care services i.e. statutory/non-statutory and informal carers, and were too generalised in their comments. The funding issue is still challenging for some candidates. The evidence submitted must be related to the two services chosen.

- A1** Candidates need to show the care sector to which the service belongs and include a basic statement describing how services are funded at a local and national level. Candidates included a diagram or map of the structure for the services chosen at both national and local level but many did not include a brief explanation of the diagram or map in order to achieve a high level response to this criterion. A diagram alone, copied from a text book/Internet source is insufficient evidence.
- A2** Candidates need to give a detailed description of the funding of the two services, both locally and nationally, with examples. Use of relevant data, which was explained, gave candidates the opportunity of achieving the highest marks in this strand.
- A3** This strand was often over marked; marks were wrongly awarded on the basis of generalised statements with no supporting evidence. Careful selection of appropriate services was important to achieve marks at the higher level. Candidates often found this difficult and clearly need guidance on the effect of funding on services. Candidates need to show how funding at national and local levels affects the provision of the service.

### **Achievement within Strand B**

- B1** This was generally very well done and most candidates had obviously been well prepared. A high level response would include a detailed breakdown of the day-day tasks of the direct care workers chosen; this was evident when candidates had access to primary data. Candidates needed to be aware that caring for some service users requires 24 hour cover and shift work may be involved. Some candidates did not select two direct care workers, (one from each service) nor give a detailed breakdown of the day-to-day tasks; instead there was a brief description of a person's job role often taken from a text book or Internet resource.
- B2** Most candidates were well aware of the requirements of the care workers they studied, with examples to illustrate their points. Marks were lost when there was not specific reference, description and understanding of the qualities and the skills that each care worker required to complete their job. For a high level response candidates also showed awareness of the specific qualifications needed for a job or career. A low level response resulted in candidates simply stating that the person would need a degree, rather than being specific.
- B3** Many candidates did not give alternative career routes for their chosen jobs or professions and therefore did not gain marks for this strand. For a high level response, candidates needed to actually discuss the advantages and disadvantages of the different career routes giving opinions.

### **Achievement within Strand C**

The evidence for this strand showed to have the greatest improvement. This strand was done well when candidates were able to apply the care values to their chosen workers. Candidates who gave a lot of generic information and those who did not realise that the care values in health and social care services differ from those in early years settings did not score highly in this strand.

- C1** Candidates demonstrated a clear understanding of at least three care values and could apply these to the day to day tasks of the two direct care workers studied.
- C2** Candidates were able to demonstrate how at least four care values could be applied to the work of their chosen care workers. In some cases the care values were applied to each day-to-day task and this was presented clearly in a chart.
- C3** A high level response to this included comparing the care values of the two care workers, examining the similarities and differences between the two job roles, with a conclusion statement at the end. In some Centres a chart was drawn listing the care values in one column and noting the similarities and differences in two subsequent columns. This helped candidates to provide a clear and detailed response and they could then draw a conclusive statement.

### **Achievement within Strand D**

It was disappointing to see that many centres still did not guide candidates to conduct a survey, which resulted in generic information being given for this strand. Candidates were therefore unable to assess how the care setting met the needs of the clients.

Where this Strand was done well, candidates had carried out a survey and were then able to address Strand D2 and D3, and they used in detail the primary evidence they had collected. The survey work was undertaken in many different ways: in the form of observations, questioning clients that used the services or interviewing care workers. It is good practice for candidates to explain how they have conducted their survey.

- D1** Candidates were generally able to list client needs and to observe how these were met. Those candidates who actually carried out surveys had the opportunity to extend the evidence to D2 – showing how well the services met client needs.
- D2/3** Where candidates had identified needs carefully and surveyed clients as well as care workers, they were then able to give a detailed response and a conclusion about how well the services met needs. The higher marks required a depth of understanding.

### **Achievement within Strand E**

When this Strand was well done, candidates applied the barriers to the chosen services and did not describe them generically.

- E1/2** Candidates showed a clear understanding of at least three barriers to the services chosen and to the different types of barriers. They were also able to suggest how the barriers identified might affect the users of the services physically, intellectually, socially and emotionally across the two services.
- E3** A high level response included evidence of synthesis of knowledge i.e. drawing together information from a range of sources. Candidates chose realistic solutions to overcome the barriers identified and in some cases had interviewed care workers or service users to gather ideas. Some excellent work was seen when candidates looked at the effect the



barriers had on clients; there were some very thoughtful comments made with explanations of how barriers could be or were overcome. Candidates who showed how service users are empowered if barriers are removed achieved the highest marks.

### **Unit 4870 – Promoting Health and Well-being**

This unit has also shown an improvement overall. There was some excellent evidence presented when Candidates had been guided on their choice of an individual. Those who had been able to access primary data, their evidence showed individuality and these candidates achieved the higher marks.

The development of the health plan continued to prove difficult with the lower end of the ability range; some candidates appeared unable to relate the plan to the individual under study. It is apparent that this area was frequently rushed by candidates.

Confidentiality continues to be a problem with some candidates as they did not understand the necessity to use a different name/personal details for their client.

Centres are advised to guide candidates in organising their time to ensure that the work in Strand E is completed to the same standard as Strand A.

### **Achievement within Strand A**

This strand was generally done very well; candidates paid great attention to detail when developing their questionnaire.

Some candidates did not use the information collected when completing the other strands of this portfolio.

- A1** Some excellent questionnaires were seen. Candidates were able to show that they could relate to all areas of the person's development (physical, intellectual, emotional and social health).
- A2** Most candidates were able to describe the person's health and to draw conclusions from their findings.
- A3** For a high level response, candidates needed to look back at the completed questionnaire and go through it in detail before drawing clear conclusions about the person's state of health. They also needed to compare the person's health with the 'norms'; it should be noted that a chart without comments is insufficient evidence for a comparison.

### **Achievement within Strand B**

Candidates often do not make a link to the questionnaire and just gave generic information with no reference being made to the client. How the positive factors linked together were often not explicit, some candidates linked two factors and then another two, whilst others attempted to make links through PIES. Some candidates described a factor in this strand as being positive and then described in Strand C that the factor was a risk e.g. diet.

Some centres would be advised to use the factors listed in the 'What You Need To Learn' in OCR's Approved Specification and Assessment materials for Teaching from September 2002 to guide candidates on factors to consider.

- B1** Candidates were able to identify and describe at least two positive factors. Candidates should be encouraged to describe factors affecting the health of the individual and avoid making lists without any real explanation.

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- B2** Most candidates were able to describe at least three positive factors. For a high level response they needed to describe how the factors chosen, linked and worked together, to enable the person chosen to maintain their health. In some cases this was not evident.
- B3** Candidates need to draw upon knowledge from a range of sources in order to describe at least four positive factors. They also need to make clear conclusions about the person's health. In some portfolios good use was made of the opinion of a theorist and relevant links were made to their client. It is good practice for centres to encourage candidates to record resources used in the text of the portfolio and include a bibliography.

### **Achievement within Strand C**

Generally this section continued to be well done. To have achieved full marks candidates needed to understand the verbs used in the assessment criteria. A list of effects was insufficient when asked to review and assess possible long-term risks to the health and well-being of the individual. Candidates again needed to refer back to the questionnaire so that the risks specifically applied to the individual.

- C1** Candidates were able to clearly identify two risks for the person concerned and gave brief notes on how the risks might affect them.
- C2** Candidates were able to identify three risks and described short-term effects for the person concerned.
- C3** Candidates were able to show why the short-term risks developed in several stages to have long-term effects on the person concerned. The high level response required candidates to show increased depth and breadth of understanding.

### **Achievement within Strand D**

BMI/Height and Weight were the most popular measures of fitness used. Candidates gaining higher marks showed the use of a height and weight chart and converted the measurements into BMI. Where candidates undertook another measurement, e.g. peak flow or pulse rate, this provided them with a greater opportunity to analyse and interpret results.

In some portfolios candidates were not clear what constituted a measure of health.

A small number of centres guided candidates to describe the different measures without actually using them to record the results or identify the individual's health status.

Centres would be advised to use the indicators of physical health as set out in the 'What You Need To Learn' in OCR's Approved Specification and Assessment materials for Teaching from September 2002 to guide candidates. Diet, smoking and alcohol consumption charts are not physical fitness measures.

- D1** Candidates were able to identify one health measure and to accurately record this. Some candidates needed to draw conclusions about the effects on the person concerned and show how this information could have been used when developing a health plan.
- D2** Most candidates were able to identify two health measures and to accurately record these and draw conclusions (including their own opinions) about the effects on the person concerned.
- D3** Candidates were able to produce a detailed examination of the above and compare results to the norms of development for the person concerned with a high level of understanding. Conclusions were drawn from the data collected and a full assessment of the person's physical fitness made for full marks.

## **Achievement within Strand E**

Some wonderful health plans were seen which included SMART targets, aspects of motivation, analysis of relevant health promotion material and an excellent understanding of the effect of the plan on the PIES of the individual; the work was produced in a logical and progressive way. When portfolios were done well, candidates were imaginative in their presentation of plans e.g. wall charts for the kitchen. In portfolios achieving higher grades there was clear indication of targets that had been set and how these targets had been decided upon. Some candidates relied on downloading from the Internet with no or little application of knowledge.

The focus of this Strand was ensuring that the plan developed would be able to be used by the individual. It was disappointing that some candidates did not clearly define at least two targets for their plan. Many plans did not contain factual information about how the individual could improve their health. Candidates did not recognise that having a purpose to do something can be one of the greatest motivators. There needed to be a greater depth of understanding showing how the individual could be supported to maintain or improve their health and how they could be motivated to achieve the targets.

- E1** Candidates were able to produce a basic plan with two targets and helpful advice on how the person could be supported to achieve them. They were able to draw simple conclusions about the effect the plan would have on the health of the individual.
- E2** Candidates were able to suggest at least three ways of motivating the person and referred to PIES when assessing the effects of the plan. Some candidates gave limited suggestions as to how to motivate and support the person. Centres should be aware that motivation and support can include a variety of ways for example: the use of leaflets, videos, websites, attending clubs or classes, the support of family and friends.
- E3** Candidates produced a detailed plan with at least two suggestions for supporting the individual. For the high level response, they drew logical conclusions using information from a range of sources. They used the research within their assignment to support their suggestions and evaluated the plans in terms of how it might affect the person. When candidates compared alternative methods of support for the person, by suggesting advantages and disadvantages of different methods and then drew conclusions, they were awarded the highest marks. This comparison was effectively done by some candidates in the form of a chart.

## **Examples of Good Practice within Teachers' Preparation and Marking of the Portfolio**

It is good practice to:

- Ensure that marking is consistent between members of a department by undertaking internal standardisation.
- Support candidates with time management to ensure that all Strands meet the same depth of understanding.
- Ensure that pupils number the pages of their assignment once it is complete. The page references should be clearly shown on the URS form, as this allows for quick referral to each section when looking for assessment criteria.
- Annotate work clearly throughout the text and on the (URS) front mark sheet, this supports and justifies the marks awarded.
- Encourage candidates to refer to the information they gather from the Internet or from books/journals rather than just add it to their work without applying it.
- Avoid excess material in the portfolio: e.g. only include one copy of a survey used; make reference to leaflets, Internet research in a bibliography rather than include this in the portfolio evidence.

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- Where writing frames are given to guide candidates to access the criteria, they must not be too prescriptive otherwise all candidates from the Centre produce similar work and this suggests a lack of independent learning skills being developed.
- Encourage candidates to set out their work clearly with appropriate headings that link to the assessment criteria as this helps with assessment.
- Encourage candidates that use ICT skills to present their portfolio in a maximum size 14 font.

### **Good Practice within Coursework Administration**

- Complete the teacher mark column of the MS1 as well as shading in the lozenges clearly, checking that the Moderator's copy is clear to read.
- Avoid plastic wallets for individual pieces of work.
- All Candidates portfolios need to be kept in order. The use of treasury tags is a simple and effective way and also assists the moderation process
- Check that the marks for each Strand have been added up correctly and all marks are out of 50.
- Send a signed CCS160 Centre Authentication Form (revised July 2005) for each Unit sampled.
- Include the Coursework Assessment Form (which gives a breakdown of marks given for each strand of each unit) with the copy of the MS1 that is sent to the moderator.
- Avoid sending ring binders of work as these are heavy to post and bulky to send
- Ensure that Internal Moderation is evident.
- Send work promptly once the Moderator is known to the centre – when there are 10 candidates or fewer, send work straight away, do not wait for the Moderator to make contact.

## **4871: Understanding Personal Development and Relationships**

### **General Comment**

Responses made to the questions demonstrated that candidates were reasonably well prepared for the examination, gaining marks consistently across all questions within the paper. Those who were less successful appeared to struggle due to poor knowledge of the unit and as a result of not reading the questions correctly. This was reflected in poor responses that indicated that questions had been misunderstood. There was lack of specificity in many of the answers given. A small number of candidates left large sections of the answer paper blank.

Questions were based on the 'What You Need to Learn' section of the unit. A limited number of questions were based on recall but most required candidates to apply their knowledge to specific situations or contexts. The format of the paper was similar to previous GCSE question papers, there being six main questions, each with sub-questions.

For Section A of the paper, questions mainly required candidates to respond to 'identify' or 'describe' command words. 'Identify' questions required a one word or phrase response while questions which required candidates to 'describe' required a complete sentence answer. Illustrations and mini case studies were included in the paper to help motivate and stimulate candidate response.

Section B of the paper was accessible to F/G level candidates but was generally more demanding and provided the opportunity for candidates to give an extended answer in order to demonstrate their depth and breadth of knowledge. In-depth case studies gave candidates the opportunity to provide more detailed responses to questions.

Within section B of the paper candidates were less clear when responding to questions, often giving answers that were vague and lacked specific knowledge.

Topics within the question paper included growth and development focussing on the different life stages and the characteristics associated with each life stage, factors that can affect growth and development, the effects of relationships on development, self concept and the effects of life events and the different types of support that can be provided during expected and unexpected life events.

Centres could help to improve the quality of responses by candidates by:

- Helping candidates to organise their thoughts so that answers can be written in the correct sequence.
- Helping candidates to understand technical terminology, for example, terms such as 'characteristics' of each life stage or 'how factors could interrelate' or 'professional' care workers.
- Making sure that candidates know the difference between command words such as 'describe' and 'explain'.
- Helping candidates to differentiate between vague responses and factual answers. For example, for question 4(a) the type of relationship between Sheema and her mother is: 'mother and daughter' rather than 'informal'.
- Giving candidates opportunities to practise questions using short scenarios. This would help candidates to learn how to 'apply knowledge' in different contexts.
- Providing guidance to raise candidate awareness that the sentence beneath a 'Fig' or 'Text' indicates which questions are based on them. For example, 'Use the information given in Text 3 to answer questions 3(a), 3(b) and 3(c)'.  
Text 3 to answer questions 3(a), 3(b) and 3(c).
- Helping candidates to differentiate between physical, intellectual emotional and social (PIES) and to give the effects for particular contexts.

### Comments on Individual Questions

- 1(a)** This question addressed the first part of the WYNTL section of the specifications relating to life stages and age spans. Many candidates were very successful in achieving full marks (10), correctly giving the life stage and the age span for each identified person.

Candidates who were less successful showed through their responses that they were unable to accurately give the age span for some of the life stages. As a consequence only five marks were scored out of a possible ten marks.

If candidates gave one year either side of the accepted (in specification) age span they were given a mark.

- 1(b)** Candidates were required to list the life stage that specific characteristics are likely to occur. There was a mixed response to this question, with some candidates being unable to differentiate between the characteristics for the different life stages. An example of a correct answer was:

Reduction in height: older adult/ elderly/ later adulthood/ older person

- 2(a)** Most candidates were successful in achieving correct answers for this question, many getting the full marks available. Candidates were asked to identify which type of PIES each change identified was. An example of an acceptable answer is:

*A woman is happy when she receives a gift - emotional*

- 2(b)** A large number of candidates were successful in gaining full marks for this question.

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**2(c)** Candidates in the main achieved between three and four marks in the responses given. They were required to give specific answers about how a 71 year old could benefit from attending computer class. This required the ability to differentiate between PIES as they were asked to focus on social and intellectual development. Examples of acceptable answers included:

- will meet new people to whom she will talk/ interact and will be able to socialise
- she will be mentally stimulated by learning new skills
- she will be able to obtain information on the Internet and widen her knowledge

Where candidates were less successful they often repeated a point made previously or wrote one or two words rather than giving complete information.

**3(a)** Most candidates answered the question successfully. Where they were less successful candidates were unable to differentiate between the various factors given. For example, they were unable to distinguish which was an environmental, physical, social and economic factor. Most were successful in giving 'genetic' factors but many were unsuccessful in identifying 'economic' factors.

**3(b)** Some candidates found this question difficult but many were able to 'explain' why factors were a positive influence. Examples of successful answers are:

- Ben will learn to share toys which will improve his social skills.
- OR
- Ben likes listening to stories and doing creative activities which will develop his intellectual ability.

**3(c)** Most candidates were able to specifically 'explain' two ways that losing her job could affect Maria's self esteem. Examples of successful answers could include:

- Maria could feel worthless/useless as she has lost her job and now has to depend on her husband's income
- OR
- she may have increased self esteem as she will be challenged to find a new job/ start something new

**4(a)** There was a mixed response to this question which asked for three different relationships to be identified and to give a feature of the relationship. An example of an acceptable answer would be:

<b>Relationship</b>	<b>Type</b>	<b>feature of relationship</b>
Sheema and her mother	Mother and daughter	Protecting her by walking her to school each day
Sheema and her brother	Siblings	Playing and sharing things together

It should be noted that vague answers like 'formal' and 'informal' were not accepted as types of relationships.

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**4(b)** Most candidates were able to score two of the three available marks and some achieved the full three marks. It should be noted that the command word was 'describe', therefore, single words were not acceptable, complete sentences were required. Examples of acceptable answers were:

- being able to share belongings/ideas with one another
- confident to talk about problems
- being able to trust one another with secrets/ confidential information

**4(c)** Many candidates achieved a very low score when answering this question. The marks were given for the quality of the answer. Some candidates made assumptions about the situation of the family e.g. there was no male present in the family. Others did not address the important part of the question which was 'affect Sheema's and Ben's development'. It was the effect on development, identification of the PIES and the quality of the response that resulted in a mark. Part of an acceptable mark would be:

- Sheema and her mother have arguments on some mornings. This could affect Sheema's emotional development as she may feel unhappy and this may prevent her from learning when in school (1 mark).
- Sheema and her brother play together and talk to one another. This may make them feel secure in their emotional development and may help them to be sociable (1 mark).

**5(a)** The command word for this question was 'explain', therefore, reasons were needed in the response. An example of an acceptable answer for 3 marks would be:

- Unexpected (1 mark)
- The accident was not planned (1 mark), Leroy had no warning that it was going to happen (1 mark).

An example of a two mark answer would be:

- Unexpected (1 mark)
- Leroy did not know it was going to happen (1 Mark).

**5(b)** Marks were given for the quality of this response. Candidates were asked to 'explain' how the children's self concept was likely to be affected by the accident. Part of an acceptable answer could be:

- The children may have a low self esteem because their father cannot play with them any longer (1 mark).
- The children could not concentrate at school because they are worried about what is going to happen to their family (1 mark).
- The children may be afraid/scared to ride a bicycle as they may think that an accident is likely to happen to them (1 mark).

Candidates performed much better in this question than they did in question:

**5(c)** There was a mixed response to this question. Marks were given for the quality of this response. Some candidates were vague and did not address how the support could 'affect the development of the children'. An example of an acceptable part answer would be:

- Emotionally the children would feel happier as they are taking part in activities that they enjoy. (1mark).
- The children's self confidence could increase as they are making new friends and will become accustomed to meeting new people.



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- In both these answers an affect on development is given e.g. **improved self confidence** and the reason why, which is the explanation e.g. **they will be accustomed to meeting new people** (1 mark).

**6(a)** The same principles are used when responding to this question as in the two previous questions. Candidates needed to give an 'explanation' and an 'affect on development'. Marks were once again given for the quality of the response. An example of an acceptable answer would be:

- Leroy may have a low self esteem as he may feel he is no longer able to contribute financially to the family.
- Leroy may feel resentful/ angry that he was just about to get promotion at work and this may make him feel worthless.

**6(b)** Lack of specificity resulted in candidates achieving fewer marks for this question. Responses demonstrated:

- lack of factual knowledge e.g. not identifying the 'professional' **and** what they would do. Candidates were specifically asked for 'professional health and social care workers'. They were not asked for voluntary groups or informal carers or child care professionals.
- five professional health and social care workers were required.
- candidates were not specific about what the professional would do
- lack of organisation within the answer

Marks were awarded for the quality of the response. For example, for giving explicitly the names of professionals that could help the Leroy e.g. GP (1 mark) and then **explaining** what professionals would actually do to help.

An example of a paragraph of an acceptable answer:

Leroy could visit a counsellor (1 mark), who is trained to help people to think about their feeling would encourage Leroy to talk and think about what had happened (1 mark) and would also help him to think and plan how he could cope with in the future (1mark).

Leroy could visit a GP (1 mark) who could prescribe medication to help relieve any pain (1 mark) or put him in touch with other practitioners such as a physiotherapist (1mark).

Note: an unacceptable answer, for which no marks would be given could be:

Leroy could have a care worker who would give him support and look after his wife and kids.

Answers had to be specific and factually correct.



**General Certificate of Secondary Education**

**Health & Social Care (Double Award) 1493**

**June 2006 Assessment Series**

**Unit Threshold Marks**

Unit		Maximum Mark	A*	A	B	C	D	E	F	G	U
4869	Raw	50	46	41	36	31	25	20	15	10	0
	UMS	100	90	80	70	60	50	40	30	20	0
4870	Raw	50	46	41	36	31	26	21	16	11	0
	UMS	100	90	80	70	60	50	40	30	20	0
4871	Raw	100	89	80	71	62	51	41	31	21	0
	UMS	100	90	80	70	60	50	40	30	20	0

**Entry Information**

Unit	Total Entry
4869	11561
4870	11646
4871	10630

**Specification Aggregation Results**

GRADE	A*A*	AA	BB	CC	DD	EE	FF	GG	UU
UMS	270	240	210	180	150	120	90	60	0
Cum %	0.74	7.27	24.56	49.70	69.32	83.54	93.27	98.36	100.0

**12 013 candidates were entered for aggregation this series.**

For a description of how UMS marks are calculated see;  
[www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp](http://www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp)

Statistics are correct at the time of publication.



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