

Health & Social Care (Double Award)

General Certificate of Secondary Education **GCSE 1493**

Mark Schemes for the Units

June 2007

1493/MS/R/07

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GCSE Health and Social Care (Double Award) 1493

MARK SCHEMES FOR THE UNITS

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**Mark Scheme 4871
June 2007**

Question	Expected Answer	Mark	Total
1 (a)	<p>One mark for each correct life stage, FOUR required from</p> <p>(i) older person / elderly / older adult / later adulthood (ii) infant / infancy (iii) adolescent / adolescence (iv) adult / adulthood</p>	4x1	[4]
(i)	<p>One mark for each correct characteristic, TWO required from:</p> <p>Intellectual characteristics: older person</p> <ul style="list-style-type: none"> • slower thinking • forgetful / begins a sentence or word and forgets • lack of concentration • worrying • very set in their ways / lack of flexibility • communication skills could become impaired / less / or more developed through talking with friends • continues to gain new knowledge • life experience may help them to make more informed decisions • keep intellectual skills by reading / watching TV • keeping intellectually stimulated e.g. cross-words, puzzles, bingo • helping children / grandchildren with homework / activities / play 	2x1	[2]
(ii)	<p>One mark for each correct characteristic, TWO required from:</p> <p>Intellectual characteristics: infant</p> <ul style="list-style-type: none"> • interested in what is going on around it / interacting with family / carer • learns new skills • learns to communicate / can speak / say words / make noises / ask questions / respond to certain words / knows up to 100 words • develops more memory • gains more experience • learns about people / how to relate to people • increase in listening ability • looks at picture books • recognises faces / voices 	2x1	[2]

Question	Expected Answer	Mark	Total
1(a)(iii)	<p>One mark for each correct characteristic, TWO required from:</p> <p>Intellectual development for an adolescent</p> <ul style="list-style-type: none"> • learns to think in different ways • can understand more difficult concepts • likes solving problems / finding solutions • can think for themselves / do not need telling what to do • like to make decisions for themselves • learn to synthesise information / blend information together • have understanding of subjects / topics through school / activities / leisure / recreation • reading newspapers / thinking about news programmes / documentaries • thinks in a logical way • can use computers • able to communicate more with others 	2x1	[2]
(iv)	<p>One mark for each correct characteristic, TWO required from:</p> <p>Intellectual characteristics for adults</p> <ul style="list-style-type: none"> • learns new skills • solves problems • enjoys a challenge • learns work related skills • learns to adapt / be flexible • communication skills developed further • reading newspapers / watching news • able to make informed decisions through having life experiences / think for themselves • thinks logically • able to multi-task 	2x1	[2]
(b)	<p>One mark for each milestone placed in the correct order, THREE required</p> <ul style="list-style-type: none"> • can smile • can roll over from front onto back • can walk 	3x1	[3]

Question	Expected Answer	Mark	Total
2 (a) (i)	<p>For 2(a)(i) – 2(a)(iii)</p> <p><i>Note: descriptions can be interchangeable.</i></p> <p>A sub-max of 4 can be given for identification only answers.</p> <p><i>Accept any accurate and relevant answers. Do not accept the words ‘formal’ or ‘informal’ unless they are qualified accurately.</i></p> <p>One mark for each correct feature, THREE required from:</p> <p>Employer / employee</p> <ul style="list-style-type: none"> • rules / regulations of how to behave • dependency <i>because</i> a person needs a job • working together <i>to achieve</i> the same goals / outcomes • power <i>because</i> a person depends on the money for bills / mortgage • friendship <i>because</i> the people get on well • authority / power used to manage • employer looks after employee • may develop good team spirit / building / friendship • enjoy talking to one another / sharing ideas / talking about work • working together / co-operative working / asking for help • may enjoy each others company • role model / employee looks up to employer • can socialise outside of work • could work hard / actively together • have respect • treat each other professionally 	3x1	[3]
(ii)	<p>One mark for each correct feature, THREE required from:</p> <p>Mother / daughter</p> <ul style="list-style-type: none"> • closeness as they are related / in the same family / biologically related • family relationship <i>because</i> they are from the same biological group • protective <i>because</i> they care for one another / caring • dependent <i>because</i> the daughter is unable to look after themselves • supportive <i>because</i> the share / listen to one another / do things together • mother could be role model for the daughter • trusting relationship • bonding with one another • friendship / love • emotional support / knowing they care / love / support one another • respecting one another • have someone to talk to about problems / ideas • help with homework / activities 	3x1	[3]

Question	Expected Answer	Mark	Total
(iii)	<p>One mark for each correct feature, THREE required from:</p> <p>Husband / wife</p> <ul style="list-style-type: none"> • sexual relationship <i>because</i> they are physically attracted to one another • love one another • friendship <i>because</i> they share things / discuss things • protection <i>because</i> they do not want the other to be hurt • mutual support <i>because</i> they share jobs / listen to each other / care for each other • support <i>because</i> they give help to each other / share things / listen to each other / trust each other • jealousy <i>because</i> they do not want to share the other person • spending quality time together / think about work / leisure / news / interests • additional responsibility could put pressure on the relationship • loyalty in staying faithful to each other • make decisions about their lifestyle • they have children together <p>Note: descriptions can be interchangeable.</p> <p>A sub-max of 4 can be given for identification answers.</p> <p>Accept any accurate and relevant answers. Do not accept the words 'formal' or 'informal' unless they are qualified accurately.</p>	3x1	[3]

Question	Expected Answer	Mark	Total
2 (b)	<p>One mark for each correct feature of a relationship, THREE required from</p> <p>Greg and Rob</p> <ul style="list-style-type: none"> • confidentiality • trust • secrecy / personal • dependency / reliability • emotional • listens <p>Rob at youth club</p> <ul style="list-style-type: none"> • protection / feels safe / look out for each other • friendship • dependency • support • feel responsible for each other <p>Rob and Greg at football</p> <ul style="list-style-type: none"> • shared interest / activities • friendship • trust • keeping fit together • socialising together 	3x1	[3]
2 (c)	<p>One mark for how an effective social relationship could influence a child's development, THREE required from</p> <ul style="list-style-type: none"> • could make the child more confident as s / he could feel more secure • could help the child feel free to socialise as s / he learns to trust people / make friends • could help the child to develop their communication skills as they feel valued / able to trust people / can socialise more • could help the child trust people as s / he is more confident • could help the child to learn new skills more quickly as they have someone to follow / copy • could help the child relate to other people more easily • could help them to make decisions as they are not afraid of being wrong • could improve self-esteem / self-concept by giving praise / listening / talking / doing activities together • the child could feel safe / protected • improved self-concept / self-esteem as they get to know other people <p>Note: Answers are interchangeable. The emphasis is on the 'positive influence' not on what they do. Accept any answers that are a positive influence.</p>	3x1	[3]

Question	Expected Answer	Mark	Total
3 (a)	<p>One mark for each correct factor placed in the correct group, EIGHT required from</p> <p>Environmental</p> <ul style="list-style-type: none"> • living in a busy street • living in an overcrowded house <p>Social</p> <ul style="list-style-type: none"> • no friends • bullied by brother • having few books and toys <p>Economic</p> <ul style="list-style-type: none"> • family has a lot of debt • few books and toys <p>Physical</p> <ul style="list-style-type: none"> • short-sighted • suffers from asthma (like mother) • being bullied 	8x1	[8]
3 (b)	<p>High level 5-6 Candidates will give a detailed account, firmly linking all three factors, giving reasons (explanations) and showing how each could affect development. There will be evidence of synthesis within the work.</p> <p>Mid-range response 3-4 Candidates will give an overview by linking at least two factors, giving brief reasons (explanations) and showing how each both could affect development. There will be evidence of coherence within the work. Alternatively, they could link three factors briefly and give an affect on development without giving reasons.</p> <p>Low response 0-2 Candidates will give an overview by linking at least two factors. Alternatively they could link one factor briefly and give one effect on development.</p>		[6]

Question	Expected Answer	Mark	Total
	<p>Knowledge requirements:</p> <p>R = Reasons</p> <p>R1 not enough money to buy foods for well balanced meals R2 not enough money for activities / clubs R3 worry about lack of money causes illness R4 family having little money to pay debts / buy food R5 less income from broken marriage means prone to illness R6 not enough money to access health service / GP R7 not enough money to pay for prescriptions R8 could mean less money coming in as parent may have to take time off work to look after Abigail R9 less money could cause arguments between parents as they are separated R10 being ill could make Abigail not feel like doing activities / getting up R11 not being able to afford luxuries / toys / activities could help to make Abigail feel isolated R12 Abigail could miss a lot of school R13 low income could mean restricted educational opportunities R14 see less of her parents / her parents have to work more R15 divorce could become a role model and cause a potential cycle R16 house could become less clean / hygienic</p> <p>Note. Not enough money to support - too vague - do not accept.</p> <p>A = Affect on development</p> <p>A1 worry A2 lower self-esteem / self-concept A3 illness A4 stress A5 not feeling valued / good A6 not able to trust people / build relationships A7 becoming withdrawn / isolated A8 angry / abusive A9 be bullied A10 effect her intellectually A11 make Abigail feel it is unfair / make her angry A12 not grow / get weaker A13 may not feel important A14 could become depressed A15 could become upset / helpless A16 Abigail may feel different from others</p> <p>Note: The explanation must give:</p> <ul style="list-style-type: none"> • the links (three) • the reasons why • how it would affect development 		

Question	Expected Answer	Mark	Total
3 (c)	<p>High Level 5-6 Candidates will make at two detailed explanations to show how Abigail could be neglected, linking the neglect to show how it could affect Abigail's personal development. Answers will include informed decision making and will show evidence of synthesis.</p> <p>Mid-range Response 3-4 Candidates will make two descriptions to show how Abigail could be neglected, making some links to show how the neglect could affect Abigail's personal development. Answers will be clear and will show evidence of coherence.</p> <p>Low Level Response 0-2 Candidates will identify at least one way that neglect is likely to affect Abigail's development. Answers are likely to be muddled and list-like.</p> <p>Knowledge requirements: H = How neglected H1 verbal abuse H2 lack of physical support e.g. little food, poor living conditions H3 no encouragement e.g. school work, joining activities / homework H4 not allowing any friends / difficult to form relationships H5 not allowed to socialise e.g. go to clubs / activities. have H6 not clothed correctly e.g. not providing school uniform H7 not treating illness H8 isolation e.g. being shut in room H9 emotional abuse – no love / attention H10 not have anyone to talk to / discuss things with H11 she may self-harm and become depressed H12 living in an overcrowded house could mean that Abigail does not have her own space and she could become depressed / withdrawn / angry / stressed H13 if she has few toys / books Abigail will have nothing to simulate her interest / learn</p> <p>D = Development D1 stunted growth / loss of weight / may eat too much / eating disorder D2 fear D3 worry D4 angry / abusive to others / bullying D5 lack of progress in school D6 frequently ill / prone to illness D7 withdrawn / isolated D8 argumentative / upset D9 lack of interest D10 absenteeism from school D11 lower self-esteem / self-concept / self-image D12 could make her self-reliant / have a higher self-esteem D13 could become depressed</p>		

Question	Expected Answer	Mark	Total
	D14 not be able to make friends D15 may not feel important / worthless D16 could feel undervalued D17 could not have any confidence D18 could have a lack of trust		

Question	Expected Answer	Mark	Total
4 (a)	<p>One mark for each correct social characteristic, THREE from</p> <ul style="list-style-type: none"> • more likely to be isolated through lack of mobility • fewer friends as he cannot get out / friends have died • withdrawn through lack of mobility • not feeling he is contributing / doing anything useful • not able to join in clubs and activities because of cost / travel / mobility • limited budget prevent him going on holiday / on outings • could enjoy being with his family more • have to meet new carers which are not part of his family • meeting / making new friends at the residential home • lonely as he has left friends / family behind 	3x1	[3]
(b)	<p>TWO marks for the explanation, ONE from</p> <ul style="list-style-type: none"> • a person's opinion of themselves / how they feel about themselves • how someone looks and feels about themselves • a view of themselves / self-worth • how we see ourselves • the picture we have of ourselves • an image of ourselves • what we believe other people think about us • having knowledge about ourselves • a self portrait <p><i>Note: for credit of both marks two aspects of self-concept must be given.</i></p>	2x1	[2]
(c)	<p>One mark for factors that can influence development, FOUR from</p> <ul style="list-style-type: none"> • age • appearance / looks • gender • education • relationships with others / isolated • sexual orientation • life experiences • emotional developments • disability • having no friends / having friends • being bullied • environment in which they live • the amount of money they have / lack of money • life experience / career • language • employment / unemployment • social status <p><i>Note: accept any accurate factor</i></p>	4x1	[4]

Question	Expected Answer	Mark	Total
4 (d)	<p>Two marks for each explanation of ways in which culture can affect development, THREE from</p> <ul style="list-style-type: none"> • having shared beliefs with others <i>can give</i> a sense of belonging • having the same set of values <i>can bring</i> a feeling of being a community / together • could feel angry that other people look down on the culture <i>because</i> their values are different / <i>because</i> no one understands him • may feel depressed <i>because</i> people are speaking in a different language which cannot be understood • may feel unimportant <i>because</i> people have not explained treatment in a language that could be understood • may feel ignored <i>because</i> they are not the main group or culture in an area • may feel proud <i>that they</i> belong to a group with standards • may have a shared identity <i>which gives</i> a sense of belonging • may feel unimportant <i>because</i> religious beliefs are not respected and catered for • may be upset that modesty has been ignored <i>as the</i> individual may have been treated by someone from the opposite sex • may be upset <i>because</i> no one has bothered to find out about likes / dislikes e.g. food • could become aggressive <i>as they</i> feel ignored not respected / valued <i>because</i> their beliefs are different • could feel lonely <i>as no one</i> shares his belief / culture • he may not speak English / language very well <i>and may</i> feel he has no one to talk to • may find it harder to make friends <i>because</i> he cannot communicate easily • Kaz may forget about his own culture / belief <i>and may</i> have a lack of confidence / have a low self-esteem • Kaz could become more aware of other cultures / beliefs <i>which could</i> make him more knowledgeable • Kaz could experience racial abuse <i>which could</i> lower his self-esteem / self-concept / self-confidence • Kaz may eat different foods <i>which would</i> be expensive to obtain • Kaz will have to adapt / learn English language <i>as he will</i> have to interact with patients in his work • Kaz may have to practice equal opps <i>and accept</i> people from different cultures / same cultures • Kaz could feel proud about his work, that he is living in England <p><i>Note: Sub-max of three for identification / description only. Explanations may be interchangeable.</i></p>	3x2	[6]

Question	Expected Answer	Mark	Total				
5 (a)	<p>One mark for each correct identification of the effect on self-concept of each action, TWO required.</p> <p>One mark for each way the action should be changed, TWO required</p> <table border="1" data-bbox="343 403 1189 996"> <thead> <tr> <th data-bbox="343 403 766 470">How self-concept is affected</th> <th data-bbox="766 403 1189 470">How action should be changed</th> </tr> </thead> <tbody> <tr> <td data-bbox="343 470 766 996"> <ul style="list-style-type: none"> • could feel hurt upset / depressed • withdrawn • sense of unfairness • sense of guilt • angry • low self-esteem • jealousy • confused • lack of respect • could feel every thing he does is wrong • could feel useless • lack confidence </td> <td data-bbox="766 470 1189 996"> <ul style="list-style-type: none"> • speaking at an appropriate level • speaking in a low voice / talking quietly • inviting someone who speaks Bagicha's language into the home to talk with him / interpreter • care worker could be reprimanded • Supervisor should be informed • give care worker training • be patient </td> </tr> </tbody> </table>	How self-concept is affected	How action should be changed	<ul style="list-style-type: none"> • could feel hurt upset / depressed • withdrawn • sense of unfairness • sense of guilt • angry • low self-esteem • jealousy • confused • lack of respect • could feel every thing he does is wrong • could feel useless • lack confidence 	<ul style="list-style-type: none"> • speaking at an appropriate level • speaking in a low voice / talking quietly • inviting someone who speaks Bagicha's language into the home to talk with him / interpreter • care worker could be reprimanded • Supervisor should be informed • give care worker training • be patient 	2x1 2x1	[4]
How self-concept is affected	How action should be changed						
<ul style="list-style-type: none"> • could feel hurt upset / depressed • withdrawn • sense of unfairness • sense of guilt • angry • low self-esteem • jealousy • confused • lack of respect • could feel every thing he does is wrong • could feel useless • lack confidence 	<ul style="list-style-type: none"> • speaking at an appropriate level • speaking in a low voice / talking quietly • inviting someone who speaks Bagicha's language into the home to talk with him / interpreter • care worker could be reprimanded • Supervisor should be informed • give care worker training • be patient 						
	<p>Not asking about activities</p> <ul style="list-style-type: none"> • not feeling valued • not feeling important • no respect • feeling ignored / feel an outsider • angry • who • upset • low self-esteem • alienated from other residents • his opinions do not matter • may feel discriminated against • bullied 	<ul style="list-style-type: none"> • asking him for his opinions • letting him make own decision • consulting with him • using a list to check what everyone wants to do • pair Bagicha with someone who will help him • care worker should be told / advised to do job properly 					
	<i>Note: Do not accept 'feel stupid'</i>						

Question	Expected Answer	Mark	Total
5 (b)	<p>Two marks for each explanation, FOUR required</p> <ul style="list-style-type: none"> • could feel useless <i>because</i> he is unable to do things for himself • may feel he is not able to contribute anything <i>so</i> could feel worthless • may feel a burden as he has to rely on others • may feel guilty <i>because</i> he cannot do things for himself • may have a low self-esteem <i>because</i> he cannot contribute • may feel he has let his family down <i>because</i> he can no longer be with them • may feel that he is being looked after better <i>because</i> the staff are trained for this purpose • may feel he is no longer a burden to his family <i>because</i> he is being looked after by professionals • may have a higher self-esteem <i>because</i> he is not a burden to his family • may feel embarrassed <i>because</i> he has to be helped to go to the toilet / bathing / dressing • may feel helpless <i>because</i> he is no use to anyone • may feel he has lost his dignity as staff may have to dress him • may feel useless as he can no longer do the things he used to do • may become depressed <i>which could</i> lead to illness • may feel he has no independence as others have to do things for him • may be frustrated as staff do not do things in the way he likes <p><i>Note: Accept any appropriate answer which has a cause and effect.</i></p> <p>Do not accept 'he will feel stupid'.</p> <p><i>Sub-max of 4 for identification / description only. Explanations may be interchangeable.</i></p>	4x2	[8]

Question	Expected Answer	Mark	Total
5 (c)	<p data-bbox="355 241 1086 304">One mark for each way voluntary groups could help Bagicha, THREE from</p> <ul data-bbox="355 342 1166 965" style="list-style-type: none"> • talking to Bagicha about his worries • listening to his views and opinions • providing information about different services / things to do • having a meal with Bagicha to keep him company / socialise / giving food • mentoring by asking someone to keep a particular eye on Bagicha and to advise him • playing board games / cards with Bagicha to keep him company and to socialise • giving knowledge about the faith to help Bagicha see how this will help him • having coffee with Bagicha to help him socialise / keep him company • reading to Bagicha to give him intellectual stimulation / to help to occupy his mind • helping him with the English language / speaking / reading • teaching him some anger management techniques to deal with his anger / frustration 	3x1	[3]

Question	Expected Answer	Mark	Total
6 (a)	<p>One mark for</p> <ul style="list-style-type: none"> unexpected <p>One mark for the reason from:</p> <ul style="list-style-type: none"> he had not previously been suffering from an illness there was no warning that a heart attack was likely to happen / it happened suddenly / not aware it was going to happen the heart attack had not been predicted to happen the heart attack was not planned there was no sign / symptoms that he might be going to have a heart attack no family history of heart attack 	1x1 1x1	[2]
(b)	<p>High level of response: 8 - 9 The candidate can accurately identify three different groups of informal carers. At least three ways in which support could be provided when a person is recovering from a heart attack will be given in detail. At least three ways will be given for explaining how each will help Bagicha to cope</p> <ul style="list-style-type: none"> <i>The explanation of how they help is provided is developed logically and supported by reasoning and relevant information.</i> <p>Mid-range response: 4 - 7 The candidate can identify three different groups of informal carers. At least three brief ways in which support could be provided when a person is recovering from a heart attack will be given. May explain how one will help Bagicha to cope.</p> <ul style="list-style-type: none"> <i>Alternative: two ways will be given in detail and two ways in which the support would help them to cope will be given in detail.</i> <i>The explanation of how the informal carers could provide help is developed coherently and shows a sound level of understanding.</i> <i>Max of 4 marks if no coping.</i> <p>Low level response 0 - 3 marks The candidate will briefly identify at least one group of informal carers or one way that support that could be provided OR at least one way will help Bagicha to cope.</p>		[9]

Question	Expected Answer	Mark	Total
	<p>Knowledge requirements:</p> <p>I = Informal Carers</p> <p>I1 wife / son / daughter / family*</p> <p>I2 extended family e.g. aunt, nieces</p> <p>I3 friends</p> <p>I4 faith / religious groups</p> <p>I5 neighbours</p> <p>I6 voluntary groups or appropriate example</p> <p>I7 support groups</p> <p>I8 help line</p> <p>*NB: <i>only allow family once</i></p> <p>S = How support would be provided for Bagicha</p> <p>S1 take Bagicha out / go for walks with him / keep him company</p> <p>S2 listen to him</p> <p>S3 talk with him</p> <p>S4 play board games / cards with him</p> <p>S5 make suggestions about what he could do</p> <p>S6 invite him to join in activities</p> <p>S7 have coffee / tea with him / go for a drink with him</p> <p>S8 take him shopping</p> <p>S9 make it possible for him to meet other people</p> <p>S10 help him around the house / housework</p> <p>S11 pray with him</p> <p>S12 provide him with food regularly</p> <p>S13 help with transport</p> <p>S14 help with personal hygiene</p> <p>NB: <i>at the mid-range no copying; Max 4 marks</i></p> <p>C = How the support would help him to cope</p> <p>C1 give him confidence</p> <p>C2 help him to come to terms with what has happened</p> <p>C3 help him to talk through the situation</p> <p>C4 take his mind off the problem</p> <p>C5 give him alternatives to think about</p> <p>C6 provide a challenge for Bagicha</p> <p>C7 raise his self-esteem / make him feel happy</p> <p>C8 help him to understand what has happened</p> <p>C9 stimulate / challenge his mind</p> <p>C10 help him to understand his faith</p> <p>C11 help him to feel that he can still do things / contribute</p> <p>C12 help him not to feel isolated / lonely</p> <p>C13 help him to feel valued / loved / comfortable</p> <p>C14 could feel vulnerable</p> <p>C15 help him not to worry / help him not to get stressed</p> <p>C16 will not become ill / help him stay healthy</p> <p>NB: <i>do not allow 'to give Bagicha support' or 'to support him'. This lacks specificity. Do not ✓ an answer.</i></p>		

Question	Expected Answer	Mark	Total
6 (c)	<p>High level of response: 8 - 9 The candidate can accurately identify three professional care workers. At least three ways in which support could be provided when a person is recovering from a heart attack will be given in detail. At least two ways will be given for explaining how each will help Bagicha to cope</p> <ul style="list-style-type: none"> • <i>The explanation of how they help is provided is developed logically and supported by reasoning and relevant information</i> <p>Mid-range response: 4 - 7 The candidate can identify three professional care workers. At least three brief ways in which support could be provided when a person is recovering from a heart attack will be given. At least three brief ways will be given for explaining how each will help Bagicha to cope.</p> <ul style="list-style-type: none"> • <i>Alternative: two ways will be given in detail and two ways in which the support would help them to cope will be given in detail</i> • <i>To move into the mid-range response, 2 / 3 professionals will be given. At least one way one professional will provide support</i> • <i>Candidates may give one way the support will help Bagicha to cope</i> • <i>The explanation of how the professionals could provide help is developed coherently and shows a sound level of understanding</i> <p>Low level response: 0 - 3 marks The candidate will briefly identify one professional care worker or one way that support that could be provided OR at least one way will help Bagicha to cope. These could include:</p> <p>Knowledge requirements:</p> <p>P = Professional ✓ = what they would do</p> <p>(P1) Occupational Therapist</p> <ul style="list-style-type: none"> ✓ make an assessment of his need ✓ talk about his needs ✓ listen ✓ observe what can / can't be done ✓ provide advice ✓ liaise with other agencies / professionals ✓ write a report ✓ talk to client about possible benefits they could claim ✓ provide him with information about all options available <p>(P2) GP (Doctor)</p> <ul style="list-style-type: none"> ✓ make an assessment of need ✓ talk about his needs ✓ listen ✓ provide medication 		[9]

Question	Expected Answer	Mark	Total
	<ul style="list-style-type: none"> ✓ monitor his health ✓ provide advice ✓ liaise with other agencies / professionals ✓ write a report ✓ provide him with information about all options available <p>(P3) Physiotherapist</p> <ul style="list-style-type: none"> ✓ plan exercises for Bagicha ✓ carry out exercises ✓ provide massage / help muscles move / mobility ✓ observe what Bagicha can do ✓ answer questions ✓ listen to the client ✓ talk to the client <p>(P4) (Home) Care Assistant</p> <ul style="list-style-type: none"> ✓ help Bagicha to dress ✓ help to feed Bagicha ✓ talk to Bagicha ✓ listen to Bagicha ✓ provide information ✓ helps around the house <p>(P5) Health Care Assistant</p> <ul style="list-style-type: none"> ✓ monitor health e.g. temperature. pulse ✓ bath Bagicha ✓ talk with Bagicha ✓ listen to Bagicha ✓ provide information ✓ helps around the house ✓ baths / washes / takes client to the toilet <p>(P6) Counsellor</p> <ul style="list-style-type: none"> ✓ listens ✓ draws out thoughts / feelings ✓ asks questions ✓ encourages reflections <p>(P7) Nurse</p> <ul style="list-style-type: none"> ✓ gives medication ✓ monitors health / blood pressure / temperature / pulse ✓ talk about his needs ✓ provide health advice ✓ answers questions <p>(P8) Social Worker</p> <ul style="list-style-type: none"> ✓ make an assessment of his need ✓ talk about his needs ✓ listen ✓ observe what can / can't be done ✓ provide advice ✓ liaise with other agencies / professionals ✓ write a report ✓ talk to client about possible benefits they could claim ✓ provide him with information about all options available 		

Question	Expected Answer	Mark	Total
	<p>(P9) Dietician</p> <ul style="list-style-type: none"> ✓ advises on diet ✓ works out / plans suitable diet ✓ discusses diet with client <p>NB: <i>do not allow the term 'care workers'</i></p> <p>C = How it will help him to cope:</p> <p>C1 feel relieved that someone is listening to his needs C2 feel that he can be more independent C3 increase his confidence C4 he will be able to choose from the options available C5 may increase his mobility C6 may help him to communicate better C7 make him feel valued / loved C8 stimulate the mind C9 stop him worrying about the state of the house / be more relaxed C10 keep up his personal hygiene standards C11 make sure he eats and remains healthy C12 makes sure he remains healthy and that he does not deteriorate / get worse C13 helps him to feel happy / have a higher self-esteem C14 give him hope that he might feel better C15 reduce / less pain C16 make him less afraid / less stressed C17 gives more understanding of his situation</p> <p>NB: <i>the professional must be relevant to the situation. Three professionals; what they do and how it helps to cope. Candidate must qualify what they do in order to get a mark for any that are not on the list.</i></p> <p>Examples of unacceptable answers are:</p> <ul style="list-style-type: none"> * Dentist * Radiographer * Psychiatrist <p><i>Do not allow 'high / low self-esteem' unless it is qualified by how it would help Bagicha to cope.</i></p> <p><i>No mark for 'therapist'.</i></p>		

**General Certificate of Secondary Education
Health & Social Care (Double Award) 1493
June 2007 Assessment Series**

Unit Threshold Marks

Unit		Maximum Mark	A*	A	B	C	D	E	F	G	U
4869	Raw	50	47	42	37	32	27	22	17	12	0
	UMS	100	90	80	70	60	50	40	30	20	0
4870	Raw	50	47	42	37	32	27	22	17	12	0
	UMS	100	90	80	70	60	50	40	30	20	0
4871	Raw	100	91	80	69	59	49	39	30	21	0
	UMS	100	90	80	70	60	50	40	30	20	0

Entry Information

Unit	Total Entry
4869	12 608
4870	12 703
4871	10 837

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 %	0.6	7.2	24.7	50.1	69.7	84.1	93.8	98.5	100

13 195 candidates were entered for aggregation this series.

For a description of how UMS marks are calculated see;
http://www.ocr.org.uk/exam_system/understand_ums.html

Statistics are correct at the time of publication.

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