

Health & Social Care (Double Award)

General Certificate of Secondary Education **GCSE 1493**

Combined Mark Schemes And Report on the Units

January 2006

1493/MS/R/06J

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CONTENTS

General Certificate of Secondary Education

GCSE Health and Social Care (Double Award) 1493

MARK SCHEMES FOR THE UNITS

Unit	Content	Page
4871	Understanding personal development and relationships	1

REPORT ON THE UNITS

Unit	Content	Page
*	Chief Examiner's Report	18
4870	Promoting health and well-being	19
4869/4871	Principal Moderator's Report	25
*	Grade Thresholds	32

**Mark Scheme 4871
January 2006**

Question	Expected Answer	Mark	Total
1 (a)	<p>One mark for each correct life stage. FIVE required. One mark for each correct age span. FIVE required.</p> <ul style="list-style-type: none"> • Pauline adulthood / adult 19 – 65 years • Sophy infancy / infant 0 – 3 years • Angus later adulthood / elderly / older person / older adult / older adulthood 65+ years • Catlyn childhood / child 4 – 10 years • Fiona adolescence / adolescent 11 – 18 years <p><i>Note: age span can be within one year either side of the range</i></p>	10x1	10
(b)	<p>One mark for each gross motor skill. THREE required e.g.</p> <ul style="list-style-type: none"> • lifting head • crawling • pull up into standing position • standing holding on to something • turning over / rolling over • walk with one hand held / walking • being able to support own weight • able to pick up objects • sitting up • able to build a tower of bricks • able to hold objects • raise using their arm • reaching out for toys 	3x1	3
(c)	<p>One mark for each correct response. Two required e.g.</p> <ul style="list-style-type: none"> • Mass - physical size weight (getting bigger) gaining weight / how heavier a person is <p>growth Height - getting taller growth length</p>	2x1	2
		Total	5

Question	Expected Answer	Mark	Total
2 (a)	<p>One mark for a different description of a feature or a full example. No repetition accepted. FIVE required e.g.</p> <p>Donna and Paul</p> <ul style="list-style-type: none"> • love • sexual • intimate • mutual support • supportive • protective • family • friendship • sharing • talking to one another <p>Paul and his boss</p> <ul style="list-style-type: none"> • working • colleagues / mates • employer / employee • professional • power • dependency • formal • respect <p>Donna, Bryony, Ben</p> <ul style="list-style-type: none"> • family / parent • supportive • dependent • mother and daughter • friendship • sharing toys / books/games • doing things together • loving • trusting • security • protection • a role model • mother and children relationship • form a bond <p>Bryony and Hebbi</p> <ul style="list-style-type: none"> • friendship • sharing same • same interests • providing support • trusting one another • able to confide / confidentiality • enjoy one another's company • respect one another • informal relationship <p>Paul and his father</p> <ul style="list-style-type: none"> • family • closeness / father and son • supportive • loyalty • dependency • friendship • love • looking after his father <p><i>Note: if only a list is given a sub-max of 2.</i></p>	5x1	5

Question	Expected Answer	Mark	Total
2 (bi)	<p>One mark for each correct positive effect. THREE required e.g.</p> <ul style="list-style-type: none"> • improved self-esteem • feeling valued / loved • increased confidence / strong • ability to relate to others / form good relationships • feel good about being accepted • feel wanted • talk to one another • increased socialisation • able to share emotions • become more independent • more relaxed • able to trust one another • have a feeling of security • have a good self-concept / self-worth / self-esteem <p><i>Note: a sub-max of 1 for all one / two word response.</i></p>	3x1	3
(b)(ii)	<p>One mark for each correct negative effect. THREE required e.g.</p> <ul style="list-style-type: none"> • low / decreased self-esteem / self-worth / self-concept • not feeling valued / feeling worthless / negative feelings / feeling upset • lacking in confidence • unhappy / emotionally sad • withdrawn from others / isolated / no one to talk to / no one to share with • could bully others • could become aggressive • could quarrel • lack of concentration • could be moody / depressed / distressed / anxious • could be resentful • could be angry • could break the law • could be scared • feeling neglected • loneliness • not coping with other relationships • could become more dependent on others <p><i>Sub-max of 1 for all one or two word response.</i></p>	3x1	3
(c)	<p>One mark for each correct response. FOUR required e.g.</p> <ul style="list-style-type: none"> • sexual abuse • verbal abuse • emotional abuse • physical abuse • financial abuse • psychological abuse / mental / intellectual • racial 	4x1	4
Total: 15			

Question	Expected Answer	Mark	Total
3 (a)	<p>One mark for each correct response. Two for each factor required.</p> <p>Environmental</p> <ul style="list-style-type: none"> • pollution • busy main road <p>Social</p> <ul style="list-style-type: none"> • having friends • good family relationships • having a job • taking part regularly in leisure activities <p>Economic</p> <ul style="list-style-type: none"> • well paid job • owning a motor bike • fast food <p>Physical</p> <ul style="list-style-type: none"> • taking part in leisure activities • eating fast foods • owning / using a motorbike 	8x1	8
3(bi)	<p>One mark for a correct identification. One mark for the reason why.</p> <p>having friends good self-esteem / feeling good someone to participate in activities with able to socialise / not be isolated someone to talk things through with someone to share with</p> <p>Well paid job having enough money to buy a motor bike will have a choice of food / clothes etc can pay for leisure activities can have wants as well as needs</p> <p>good family relationships (Mum & Dad) will not feel isolated will have a sense of self-worth will have someone to share with will feel wanted / loved have someone to talk things through with someone there in times of trouble / someone to depend on / to provide emotional support</p> <p>taking part in leisure activities keeping fit / exercise / keeping weight down / in-shape making new friends having a balanced lifestyle / keeping healthy</p> <p>having a motor-bike cheap travel independence not having to rely on parents can socialise</p> <p>fast-food spending a lot / expensive overweight unhealthy</p>	2x2	4

Question	Expected Answer	Mark	Total
3 (bii)	<p>One mark for each correct identification. One mark for the reason why.</p> <p>eating fast foods may become unhealthy / not have a balanced diet may become overweight / fat / obese as he is likely to be eating a lot of fat and carbohydrate</p> <p>cost a lot of money low self-confidence</p> <p>could become more prone to illness as he is not getting a balanced diet</p> <p>could develop skin problems because of having too much fat and carbohydrate</p> <p>pollution increased risk of chest infection from fumes increased risk of asthma from fumes could become more prone to illness</p> <p>living by a busy main risk of breathing in fumes if windows road are left open danger of accidents due to excess traffic stress from noise – no respite from traffic could suffer impaired hearing from noise levels could become moody, depressed, aggressive through disturbed sleep</p> <p>having a motor bike having an accident</p>	1x2	2
3(c)	<p>Some linking of one factor with another and for then giving an explanation.</p> <ul style="list-style-type: none"> • earning good money – allows Darren to take part in leisure activities – improves his social life and keeps him fit which could improve his self-esteem. • taking part in leisure activities – helps him to enjoy good health – he can afford to pay for activities he likes doing- therefore he is more likely to do them / could take others with him for support – he could become more confident as he is meeting new people/friendships – better self-concept • owning a motor bike- enables him to escape from the pollution- can go to the country or seaside – can get fresh air and see new things • owning motor bike – enables him to visit his family- will not feel isolated – can talk things through with them- will not feel so stressed • living by a busy main road – pollution- could lead to illness / asthma – may mean he will have to take time off work – could affect his income • having a good relationship with his family – can talk things through- will not feel so stressed- will mean that he will probably remain healthy / less prone to illness / friendship <p>Note: The emphasis is on linking one factor with another and then giving an explanation.</p>	3x2	6
		Total	20

Question	Expected Answer	Mark	Total
4(a)	<p>One mark for each correct life stage identified.</p> <ul style="list-style-type: none"> • Gwyneth - Adulthood / adult • Stephen - Adolescence • Carol - Infant / infancy 	3x1	3
4(b)	<p>One mark for each correct response. FOUR required e.g.</p> <p>Gwyneth and Ian - intimate personal / sexual / family / loving / married / husband and wife</p> <p>Gwyneth and Carol- mother and daughter / family / parental</p> <p>Stephen and mates- friends / informal / peers</p> <p>Gwyneth and Sue- working / professional / colleagues / formal / business partners</p>	4x1	4

Question	Expected Answer	Mark	Total
4(c)	<p>One mark for each correct response that shows an ‘affect’ (cause and effect). EIGHT required e.g.</p> <p>Physical</p> <ul style="list-style-type: none"> • Learning to climb / run / use large equipment / dance / skip / jump that will affect / develop gross motor skills / help to burn up energy / aid circulation / improve co-ordination / team work / keeps her fit • Painting / drawing / colouring / making things that will help to affect / develop co-ordination, fine motor skills • working with / water / sand / paint / dough that will affect / develop fine motor skills / co-ordination / eye hand control / working with others • learning to eat and drink in an acceptable manner will affect / develop / physical skills / manners / confidence / improved self-concept / co-ordination <p>Intellectual</p> <ul style="list-style-type: none"> • talking with others will affect / develop language skills / communication skills / vocabulary / helps with future • puzzles, colouring / picture matching will affect / develop co-ordination / eye hand movement / creative ability / problem solving skills • learning colours, numbers letters will affect / develop thinking / numerical knowledge / alphabet / stimulate • learning new words will affect / develop communication / vocabulary / thinking skills / develop self-concept / be stimulating • dressing up will affect / develop new knowledge / widen knowledge / stimulate the mind / awareness of other cultures • story time will affect / develop imagination, communication, vocabulary / creativity • water activities / sand / cooking will affect / develop understanding of volume / numbers/develop knowledge • throwing a ball will affect / develop pre-mathematical skills / now knowledge / co-ordination skills <p>Emotional</p> <ul style="list-style-type: none"> • meeting with other children will affect / develop independence / confidence / self-esteem • meeting with other adults will affect / develop confidence / less scared of others / independence / confidence / respect / manners • meeting with others will affect / develop trust • learning to bond with peers will affect / develop relationships / respect / trust • being happy with other children will help affect / develop self-esteem / self-concept / security • being upset because she is away from parent / carer • stop crying and will ask for things properly 	8x1	8

Question	Expected Answer	Mark	Total
	<p>Social</p> <ul style="list-style-type: none"> • learning to play with other children will affect /develop co-operation / friendship / trust / confidence / sharing • playing with others will affect / develop the ability to share / team work / co-operation, confidence • learning to relate to adults will affect / develop independence / confidence / prevent lack of security / good self-esteem • communicating with others will affect / develop vocabulary / conversational skills / thinking / problem solving / clarity of speech / confidence / increase knowledge • learning to eat and drink in an acceptable manner will affect / develop social skills / manners / confidence / improved self-concept <p>Note: The same answer may not be accepted more than twice.</p>		
		Total	15

Question	Expected Answer	Mark	Total
5 (a)(i)	<p>Two marks for each correct positive explanations. THREE required.</p> <p>Ian</p> <ul style="list-style-type: none"> • more time to spend with the children / family which could boost his self-esteem / self-confidence • could try to learn / have the opportunity to learn a new skill, which would give him an intellectual challenge / stimulate the mind • will have more time for himself so he may not feel so stressed • may be able to develop new interests or pick up past interests which will give him a purpose / interest / new skill • may have an improved self-concept as he can spend more time developing himself • may have time to socialise more as he is not at work • may be able to do some voluntary work and get a sense of fulfilment / feel happy / included • may be able to help more with household responsibilities so feels he is contributing something • he may be happy as he will have a large sum of money as a pay off • may become less stressed because he is not under any pressure • he could go on holiday and widen his interests / knowledge <p><i>Note: sub-max of 3 for brief descriptions/identifications.</i></p>	3x2	6
5 (a)(ii)	<p>Two marks for each correct detailed negative descriptions. One mark for a brief description. THREE required. <i>One word answers are not acceptable.</i></p> <p>Stephen</p> <ul style="list-style-type: none"> • loss of role model so may have a low self-concept/esteem/worth • may think of father as a failure because he is not working / doesn't want to end up like him • may become resentful as the family may not be able to afford for them to do as many activities as previously • will not be able to do things that cost a lot together as father will not be able to afford as much • may be angry / embarrassed / ashamed on fathers behalf because he has been treated in this manner / lost his job • may be resentful as he feels his father was not making sufficient effort and therefore, lost his job • may feel his family is different from those of his friends as his father is not working • may have to cut back on luxuries because there is only enough money to meet needs • may feel frightened because his father is not working / is out of work / no regular income • may be worried because there is no income coming in <p><i>Note: sub-max of 3 for brief descriptions/identifications.</i></p>	3x2	6

Question	Expected Answer	Mark	Total
5 (b)	<p>One mark for each correct description. THREE required e.g.</p> <ul style="list-style-type: none"> • listening to Ian and helping him with his problem • providing advice about possible solutions • giving information about alternative possibilities • asking questions to help him reflect • counselling to assist him to think things through • helping him to find information • accompanying him when visiting specialists etc • writing letters • planning telephone calls • talking to him about his faith • giving practical help, for example, working with him on something in the home • offering him some voluntary work to do • making friends that he can socialise with • giving him a purpose so he gets out of the house • pray with him to encourage him • reassuring him that it's not his fault 	3x1	3
		Total	15

Question	Expected Answer	Mark	Total
6(a)	<p>Marks will be awarded for the quality of the response.</p> <p>High level Response: 5 marks: The candidate can accurately explain how achieving good examination grades and going to university is likely to affect Stephen's self-concept. The explanation is developed logically and supported by reasoning and relevant information. At least two ways in which self-concept is likely to be affected will be given in detail. The examples will relate to the case study. There will be evidence of synthesis within the work.</p> <p>Mid-range response: 3 – 4 marks: The candidate can accurately explain how achieving good examination grades and going to university is likely to affect Stephen's self-concept. There will be some brief explanations, but these will lack depth. Answers will be developed logically and supported by relevant information. At least two ways in which self-concept is likely to be affected will be given or three briefly. There will be evidence of coherence within the work.</p> <p>Low level response: 0- 2 marks The candidate will very briefly state one effect on development of Stephen getting good examination results and going to university. Answers are likely to be muddled.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • he will feel good / proud / happy, etc. about himself because of the results of the examination • he will feel that his hard work in revising has paid off because he can now go to university • he will know his family will be proud of him and will feel valued • he will be looking forward to the challenge of the university course • he will feel confident that he will be able to do the work when he gets to university because of his achievements in getting good grades • he will have a goal / target in preparing for college – getting books, clothes together / arranging accommodation • he may feel sad / worried at the prospect of leaving his family and not having anyone near by to consult • he may feel anxious / worried because he does not know what to expect when he moves to university • he may be looking forward to meeting new people and be excited at the prospect • he may become more independent because he feels more confident through having good results 		5

Question	Expected Answer	Mark	Total
6(b)	<p>High level Response: 5 marks: The candidate can accurately explain how meeting people from other cultures is likely to affect Stephen's self-concept. The explanation is developed logically and supported by reasoning and relevant information. At least two ways in which self-concept is likely to be affected will be given in detail. There will be evidence of synthesis within the work.</p> <p>Mid-range response: 3 – 4 marks: The candidate can accurately explain how meeting people from different cultures is likely to affect Stephen's self-concept. There will be some brief explanations, but these will lack depth. Answers will be developed logically and supported by relevant information. At least two ways or three briefly will be given to show how self-concept is likely to be affected. There will be evidence of coherence within the work.</p> <p>Low level response: 0- 2 marks The candidate will very briefly state one effect on development of meeting people from different cultures. Answers are likely to be muddled.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • he could have a more positive / respectful attitude to people from other cultures • he will gain more knowledge about the differences between people from other cultures and could learn tolerance / to adapt / make informed decisions • he will be less likely to stereotype people from other cultures and will therefore make more informed decisions / be more tolerant / more accepting • he may be less anxious about working with and living with people from other cultures • he is likely to value all individuals for themselves • he will recognise that people from other cultures have a great deal to contribute and will not be biased / racist • he could have a loss of self-confidence because he finds communicating / language difficult 		5

Question	Expected Answer	Mark	Total
6(c)	<p>High level of response: 8 -10 marks The candidate can accurately explain the support that could be provided by professional services. The explanation of how they could provide help is developed logically and supported by reasoning and relevant information. At least two health and two social services will be given in detail and candidates will explain how each service could help Stephen to cope. The examples will relate to the case study. When explaining the candidate will give examples to illustrate the points being made.</p> <p>Mid-range response: 4 – 7 marks The candidate can accurately explain the support that could be provided by professional services. The explanation of how they could provide help is developed logically and supported by relevant information. At least two services will be given in detail or three with less detail. The candidate will explain what the service does and / or how it helps Stephen to cope. When explaining the candidate will give some examples to illustrate the points being made.</p> <p>Low level response: 0-3 marks At least one service will be given with very brief explanation of how it will help Stephen to cope. Answers are likely to be muddled.</p> <p>Services that could help: (s1) Counselling:</p> <ul style="list-style-type: none"> • helping him to come to terms with what has happened • listening • talking things through • helping him to reflect • helping him to plan for the future <p>(s2) GP:</p> <ul style="list-style-type: none"> • diagnosing his condition • prescribing medication • health advice • monitoring health e.g. blood pressure, pulse • liaising with other agencies • assessing his need <p>(s3) Social Services:</p> <ul style="list-style-type: none"> • assessing his need • talking about what can be offered • liaising with other agencies • exploring possible benefits • talking with family members • writing reports 		10

Question	Expected Answer	Mark	Total
	<p>(s4) Occupational Therapist:</p> <ul style="list-style-type: none"> • discussing adaptations to the home • making an assessment of need • talking through possibilities/alternatives • assessing how the home could be adapted • liaising with other agencies • planning which aids and adaptations and where in the home • writing reports <p>(s5) Physiotherapist Department:</p> <ul style="list-style-type: none"> • planning programmes of exercise • assessing Ian's needs • massage • heat treatment • talking with Ian / discussing • writing reports <p>(s6) Home Care Services:</p> <ul style="list-style-type: none"> • organising home help • planning service to be offered • deciding when / how often service will be available • what jobs to be done e.g. cleaning, ironing, shopping <p>(s7) Community Care Services:</p> <ul style="list-style-type: none"> • district nurse – monitoring blood pressure, changing dressings, health advice , medication • health visitor – dietary advice, health advice • health care assistant – bathing toileting • community psychiatric nurse – mental health needs <p>(c) Coping strategies:</p> <ul style="list-style-type: none"> • GP would prescribe medication which would help reduce pain • <i>Plus any other reasonable coping strategy</i> <p>Note: sub-max of 1 for list of services only.</p>		
		Total	20

January – 06

Specification Grid

Questions	AO1	AO3
1	15	
2	6	9
3		20
4	7	8
5	5	10
6	3	17
Total	36	64

Report on the Units January 2006

Chief Examiner's Report

Results are fairly consistent with previous testing opportunities. In the main candidates did not perform quite so well at 'C' and 'A' grades for Unit 4871: Understanding Personal Development and Relationships, although more achieved at the lower levels. 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. 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 achievement of candidates in both the written paper and the portfolio evidence is pleasing and meets the national requirements of the specification.

4871: Understanding Personal Development and Relationships

General Comment

Nearly all candidates completed the paper with only a few leaving some questions unanswered. Responses made to the questions demonstrated that candidates were reasonably well prepared for the test, 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.

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, focusing 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:

- Reading questions accurately, for example, if the questions asks for 'different ways' or 'different factors' the same answer is not given more than once.
- Helping candidates to understand technical terminology, for example, terms such as 'gross motor skills' or 'how factors could interrelate'.
- 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, when describing 'effects of redundancy' candidates need to state, 'having more time to spend with the family **which could** boost his self-esteem'.

- Giving candidates opportunities to practise questions using short scenarios. This would help candidates to learn how to 'apply knowledge' in different contexts.
- Making sure that candidates understand the term 'interrelate' which applies to the linking together of factors. This term can be found in the specifications under the heading of 'factors that can affect development'.
- 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)**'.
- Helping candidates to differentiate between physical, intellectual emotional and social (PIES) and to give the effects on these of attending a playgroup, for example.

Comments on Individual Questions

- 1(a) This question addressed the first part of the WYNLT section of the specification 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 the characteristic given.

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 three gross motor skills that a one year old may have. There was a mixed response to this question, with some candidates being unable to differentiate between gross and fine motor skills.
- 1(c) Most candidates were successful in achieving marks for the question being able to give the meaning of 'mass' and height'. Candidates who failed to gain the full two marks often were unable to define the term 'height'.
- 2(a) Most candidates were successful in achieving some correct answers for this question, many getting the full marks available. Candidates were asked to 'describe' one different feature of each relationship given.
- Some candidates did not actually 'describe', instead their responses were nearer to 'identify' as they gave one or two word answers rather than a complete sentence. Such responses were restricted in the mark that could be allocated. For example, a candidate who gave an acceptable response would have stated that, 'Paul and his boss had a working relationship and were employee and employer'.
- 2(bi) A large number of candidates were successful in gaining full marks for this question. It was important that an 'effect' on development was given. For example, an effect of positive relationships on development would be increased socialisation or feeling more relaxed or having a high self-esteem.
- 2(bii) The question focused on the 'effect' on development of negative relationships. This question was also answered reasonably well. For example, candidates could have written:

Report on the Units Taken in January 2006

- an individual could be less confident when meeting new people
OR
- an individual may not trust or respect others because of a poor previous relationship.

2(c) Four types of abuse could have been given as:

- sexual
- verbal
- emotional
- physical
- financial
- mental/psychological/intellectual
- racial

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.

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

- Darren has friends and this could be a positive influence as he has someone to share activities with and to talk to and this would contribute to his having a high self-esteem.

OR

- Having a well paid job good make Darren feel independent and proud as he could buy both needs and wants.

3(bii) Most candidates were able to specifically 'explain' a negative effect of Darren's growth and development.

3(c) Most candidates achieved some of the allocated six marks. The emphasis in the candidate's response required them to link the 'affect' of factors on Darren's development. If factors were not interrelated no marks were awarded.

Quite a large number of candidates scored high marks on this question as they were successfully able to link one factor with another. An example, of a part of an answer that was considered acceptable could have been:

'Darren earns good money from is job (factor) and can afford to have a motorbike. The motorbike (factor) enables Darren to visit his friends, (factor) even if they do not live nearby because he can afford the costs of the motorbike and the fuel costs. Having friends gives Darren an interest outside of work as he goes with his friends to the leisure centre (factor), where they participate in activities which keep them fit and also they enjoy. While at the leisure centre Darren will also meet new people who may also become his friends'.

4 (a) There was a mixed response to this question which asked for three different life stages to be identified. Candidates were least successful in identifying Carol's life stage, which was infancy.

4(b) Most candidates scored well for this question being able to select the different types of relationships given.

- 5(c) The question was very poorly answered with a large number of candidates being unable to achieve any marks. The question asked candidates to 'describe' two ways that attending a playgroup could affect Carol's physical, intellectual, emotional and social development.

It was, therefore, necessary to give an activity and an effect on development. Quite often only the activity was given, not the affect of that activity on development. Examples of acceptable answers were:

- Using the large equipment or running around would affect her development because it would improve co-ordination (physical)
- OR
- Sharing with other children would help her development because she would become more confident or independent (emotional).

- 5(ai) Only half marks were often scored for this question which required candidates to 'describe' three positive effects of redundancy. Acceptable answers had two parts. For example:

- Ian may help with more household chores **and so** he feels he is making a contribution to the family.
- Ian may become less stressed **because** he is no longer under any pressure from work.

- 5(aii) Quite a large number of candidates failed to recognise that the question was about 'Stephen'. This is a prime example of not reading the question correctly or the instructions given with the text. Candidates were required to give three negative affects the redundancy could have on Stephen. This required candidates to give an answer in a sentence that contained two parts. For example:

- Stephen could think of his father as a failure **because** he lost his job and is no longer working.
- Stephen could become resentful **because** the family may not be able to do as many activities as they used to.

- 5(b) This very straightforward question received a poor response. Candidates were asked to state three ways that voluntary and faith based groups could provide support for Ian. Candidates should learn about the types of activities that voluntary groups carry out and should know how faith based groups can help.

For this question a mixture of faith based and voluntary ways of providing support could be given or one or the other. Acceptable answers could include:

- helping Ian talk through his problem
- meeting new friends that he could socialise with
- praying with him to help encourage him
- helping him to find a job.

It should be noted that 'getting' Ian a job was not an acceptable answer.

6(a) Marks were given for the quality of response given for the affect on self-concept of achieving good examination results. Generally the question was not well answered. Acceptable answers could have contained knowledge such as:

- He will feel confident that he will be able to do the new work when he reaches university.
- He will be looking forward to meeting new people when he goes to university.
- He may feel sad/ worried at the thought of not seeing his family so much when he moves away to university.

6(b) Candidates' responses were poor. Marks were given for the quality of the candidates' response. They needed to consider 'how Stephen's personal development could be affected by meeting people from different cultures'. Answers lacked specificity, for example, acceptable answers could have been:

- He may gain more knowledge about the differences between people from different cultures and could learn tolerance or to make informed decisions.
- Stephen is less likely to stereotype people from other cultures as he will be more aware of their customs and beliefs.

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

- lack of factual knowledge e.g not identifying the 'service' **and** what they would do. Candidates were specifically asked for 'health and social care services'. They were not asked for voluntary groups or informal carers or professionals.
- candidates were not specific about what the service would do.
- candidates did not specifically state how the service would help Stephen to 'cope'. Stating that the service would 'give support' is not sufficient to gain marks.
- lack of organisation within the answer.

No marks were awarded for talking about how the university would help as this is not a health and social care setting.

Marks were awarded for the quality of the response. For example, for giving explicitly the names of services that could help the Stephen e.g. GP Practice/Health Centre and Counselling service and then **explaining** what professionals would actually do to help. Technical terminology should have been used correctly and **ways** in which the support would **help Stephen to cope** should have been given.

An example of a paragraph of an acceptable answer:

Stephen could visit a counselling service, where a counsellor, who is trained to help people to think about their feeling would encourage Stephen to talk and to talk and think about what had happened and would also help him to think and plan how he could cope with in the future. This would help Stephen to cope as he would not feel guilty and he would be able to think

back and remember the good events in his life and perhaps help him not to be resentful or angry.

Stephen could visit a GP surgery where the GP to talk about his problems.

The GP could prescribe medication to help him sleep or put him in touch with a physiotherapy department who would...

4869/4870 Health and Social Care (Coursework)

General Comments

The assessment of the candidates' work this examination session was done well, many teachers taking a great deal of time to annotate candidates' work which made the moderation process run smoothly. Centres generally had guided their candidates well and there was evidence to show that they clearly understood the organisation of Health and Social Care and Early Years services and they 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 supported 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.

There was evidence that the quality of portfolios had improved. Centres had noted the advice offered to them through the OCR training courses or had implemented the feedback received at previous examination sessions.

Most Centres were co-operative and sent their work promptly when requested. Centres with 10 or fewer candidates entered sent all their work once the Moderator was known to them, as had been requested.

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.

The majority of Centres had remembered to send the Centre Authentication Sheet along with their sample, it is important that the CW/L5 form used, is the Revised July 2005 version. This aided the moderation process enormously as it saved a letter being sent to the Centre requesting this sheet before moderation could begin. It should be noted that one form is required for each Unit entered, a reminder of the need for this form is sent with the request for sample. It is those centres entering less than 10 candidates that need to remember to include this form.

4869 - Health, Social Care and Early Years Provision

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 doctors surgery providing health care to the local community, and a Playgroup run by a voluntary organisation providing early years education for pre-school children, primary data could be collected. By selecting two local settings, these candidates 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 and used video footage and invited speakers to classes for students to interview.

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. Several Centres had guided students to produce a profile based on **two** different job roles and not on **two** different health and/or social care and/or early years services, which is the banner requirement, and it made the completion of Strands A, D and E more difficult to achieve.

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 appeared illogical and did not appear to have been given any direction at all.

Application of Assessment Criteria

Achievement within Strand A

This strand was often the weakest area – many candidates spent time describing the whole of the care services i.e. statutory/non-statutory and informal carers in this way they were too generalised in their comments. The evidence submitted must be related to the two services chosen.

A1 – Candidates who included a diagram or map of the structure for the services chosen at both national and local level as well as a brief explanation of the diagram or map achieved a high level response to this criterion. A diagram alone, copied from a text book/ internet source is insufficient evidence. Candidates need to show the care sector to which the service belongs and include a basic statement about how services are funded at a local and national level.

A2 – Candidates need to give a detailed description of how the two services are funded, 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 - 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. 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.

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-to-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) or give a detailed breakdown of their day-to-day tasks.

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 requires 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 gave alternative career routes for their chosen jobs or professions. For a high level response, candidates needed to actually discuss the advantages and disadvantages of the different career routes.

Achievement within Strand C

Generally, the C 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 the form of a chart or table.

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.

Achievement within Strand D

Where this strand was done well, candidates had carried out a survey and were then able to address strand D2 and D3, and they could use in detail the primary evidence that they had collected from their survey work. 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.

It was disappointing to see that many Centres had no survey and this resulted in generic information being given. Candidates were therefore unable to assess how the care setting met the needs of the clients.

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 and D3 – Where candidates had identified needs carefully, had 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 done well, candidates applied the barriers to the chosen services and did not describe them generically.

E1 and E2 - Candidates showed a clear understanding of at least 3 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 as to how 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 as to how barriers could/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

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 gained higher marks. Their evidence showed individuality and these candidates achieved the higher marks. Confidentiality continues to be a problem with some candidates as they did not understand the necessity to use another name 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

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 these 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'. This was not always clearly evident.

Achievement within Strand B

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. Candidates need to make a link to the questionnaire and not just give generic information with no reference being made to the client. Links between the positive factors were often not explicit, some linked two and then another two, and others attempted the 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.

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.

B2 – Most candidates were able to describe at least 3 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 – For a high level of response candidates needed to draw upon knowledge from a range of sources in order to describe at least four positive factors. They also needed to make clear conclusions about the person's health. Good use was made of Maslow's theory, the Hierarchy of Needs 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 use a bibliography.

Achievement within Strand C

Generally this section was well done. Candidates again needed to refer back to the questionnaire so that the risks specifically applied to the individual. 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.

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 to describe 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 increase depth and breadth of understanding.

Achievement within Strand D

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.

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. They undertook another measurement, e.g. peak flow or pulse rate, this provided the candidate 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.

D1 -Candidates were able to identify one health measure and to accurately record this. Some candidates need to draw conclusions about the effects on the person concerned and showed how this information could be 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

The focus of this strand is 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.

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 down loading from the internet with no or little application of knowledge.

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 Teacher Preparation and Marking of Portfolios

It is good practice to:

- Annotate work clearly throughout the text and on the URS front mark sheet, this supports and justifies the marks awarded.
- Support candidates with time management to ensure that all strands meet the same depth of understanding.
- Encourage candidates to set out their work clearly with appropriate headings that link to the assessment criteria as this helps with assessment.
- 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.
- Ensure that marking is consistent between members of a department by undertaking internal standardisation.
- Encourage candidates should 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.
- 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.

Good Practice within Coursework Administration

- Send work promptly once the Moderator is known to the Centre – when 10 candidates or fewer send work straightaway, do not wait for the Moderator to make contact
- 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.

- Complete the teacher mark column of the MS1 as well as shading in the lozenges clearly checking that the Moderators copy is clear to read.
- 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 plastic wallets for individual pieces of work.
- All Candidates' portfolios need to be kept in order. The use of treasury tags is a simple effective way and also assists the moderation process.
- Avoid sending ring binders of work as these are heavy to post and bulky to send
- Ensure that Internal Moderation is evident.

**General Certificate of Secondary Education
Applied Health & Social Care (Double Award) 1493
January 2006 Assessment Session**

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	88	78	68	58	48	38	29	20	0
	UMS	100	90	80	70	60	50	40	30	20	0

Entry Information

Unit	Total Entry
4869	1141
4870	2231
4871	7356

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 %	0.00	0.76	7.63	13.74	18.32	25.19	33.59	60.31	100.00

657 candidates were entered for aggregation this session.

For a description of how UMS marks are calculated see;
www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp

Statistics are correct at the time of publication

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