

Health & Social Care (Double Award)

General Certificate of Secondary Education **GCSE 1493**

Mark Scheme for the Components

January 2008

1493/MS/R/08J

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GCSE Health and Social Care (Double Award) 1493

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Mark Scheme 4871 Understanding personal development and relationships

Question	Expected answer	Mark	Total
1(a)	<p>One mark for each correct life stage, FOUR required. One mark for each correct characteristic, EIGHT required from:</p> <p>(i) older person/elderly/older adult/late adulthood (ii) infant/infancy (iii) adolescence/adolescent (iv) adult/adulthood</p> <p>Emotional characteristics: later adulthood etc</p> <ul style="list-style-type: none"> • lonely as friends have died/partner died/does not have work colleagues/job/not seeing friends • isolated as may be unable to go out as much/may not be able to afford to go out/partner/friends have died • unwanted because family/friends do not visit • worrying because she/he does not know how the bills will be paid/what is going to happen next • insecure because they do not feel safe/may think they are going to be attacked/broken into/cannot afford to pay bills • happy because he/she has a caring family/he she has led a fulfilled life • she enjoys her retirement • likes/enjoys having the grandchildren • has more time to spend with grandchildren/family/friends • likes going out with her friends • enjoys having time to do what she wants • lacks confidence as she may have become forgetful • vulnerable because she cannot keep up to date with new technology/feels at risk/unprotected • may feel upset by things/events/relationships • may feel worthless because she does not work any more/does not feel useful/valued • feels disappointed/worthless/depressed as she has lost her independence/her ability to cope on her own/has to be cared for by others • low self-esteem as they could feel that they can not contribute <p>Emotional characteristics: infant/infancy</p> <ul style="list-style-type: none"> • dependent on others eg mother, father, carer • uncertain as she does not know what is going to happen next • secure because she is loved/looked after well/surrounded by people who will protect her • afraid of stranger/insecure • happy because she feels secure/confident with her family around her, cannot control her emotions, temper tantrums • feels valued/wanted because she feels loved/senses parents feelings/bond • insecure because she does not feel wanted/loved/valued • cries because she is insecure/feels unloved/unhappy 	<p>4x1 8x1</p>	<p>[12]</p>

Question	Expected answer	Mark	Total
	<ul style="list-style-type: none"> • learns to share with others • confused because she does not know what is happening cries when upset/does not understand/is lonely/meets strangers/ needs attention • forms an attachment with carers/is happy with carers jealous because others have things that the infant wants/ snatches from them • shows happiness emotions/sadness/anger through facial expression <p><i>Emotional development for an adolescent/adolescent</i></p> <ul style="list-style-type: none"> • moody as she does not know what to do • rebellious as she does not think the rules apply to her/cannot agree with parents/argues with parents • happy with friends/peer group as they feel included/wanted • unsure/uncertain as she does not feel that she is acceptable/valued • angry because she does not feel independent/allowed to do what she wants • content as she knows she is doing well and is accepted by others/experiencing a relationship with others • over confident because she is pleased with her appearance/achieve results/success • upset/angry/frustrated because of bullying • sad/happy because of boyfriends/relationships • anxiety because of examinations/work at school • stress because of work/friendships • low self-esteem/self-concept because they feel let down <p><i>Emotional characteristics for adults</i></p> <ul style="list-style-type: none"> • content/valued as she may have a good job/loving relationships/loving family/marriage • secure as they are in a fulfilling job/live in a happy family • enjoyment of life as they have a job/family/can meet wants and needs • unsettled as they are unable to reach targets/goals set in job/family/relationships • insecure as the money coming in will not pay bills/meet commitments • vulnerable as they do not have a good self-concept/self-esteem/long term job/relationship • challenged as the job/family are too demanding • upset because of broken relationships • happy because they feel successful • unhappy because they're in a bad relationship • confident because they have knowledge/success • tries to protect the family • could become short tempered/angry of events • could become stressed because of family worries/financial commitments • reached emotional maturity with partner • able to solve problems • more likely to experience bereavement 		

Question	Expected answer	Mark	Total
	<p>Note: 'Emotion' is related to feelings, therefore words such as happy, sad, lonely etc will be included in the response.</p> <p>The command word is 'describe' for the second part of the answer, therefore a sentence (may be small, but must consist of at least several words or a phrase) is required, not one word answers.</p> <p>If ALL answers are one word answers within each section (answer) a sub max of one mark can be given. If there is a mixture of sentence and one word answers within each section marks are only given for the sentence not the one word answers.</p>		
1 (b)	<p>One mark for each positive way that emotional relationships could be promoted in Emma's life. THREE required:</p> <ul style="list-style-type: none"> • listening to Emma so that she can share her feelings • reading to Emma so that she hears new words/ideas and becomes confident • spending time with Emma so that she learns new things/widens vocabulary and feels confident • taking Emma to mix with other children/people so that she learns to mix/interrelate with others • introducing Emma to other adults regularly so that she feels confident/can relate to other people/trust other adults • discussing points with Emma and allowing her to make choices/decisions • helping Emma to feel loved and wanted/bonding/happier, so that she feels valued/develops a high self-esteem/self-concept • helping Emma with the things she finds difficult so that she feels that she is wanted/loved/important • making sure Emma has the best resources/experience • doing activities together/going out together • giving a child praise when it does well • helping Emma to distinguish between right and wrong • security and protection <p>Note: Answers can be interchanged as long as the accepted answers are 'ways' to promote positive emotional relationships'. Question is not just referring to relationship with parents.</p>	3x1	[3]

Total: [15]

Question	Expected answer	Mark	Total
2 (a)	<p data-bbox="320 232 979 264">One mark for each correct feature, NINE required:</p> <p data-bbox="252 297 517 329">(i) Ben's Partner</p> <p data-bbox="320 331 432 362">Feature</p> <ul data-bbox="320 367 1177 898" style="list-style-type: none"> • sexual relationship • intimate • they are physically attracted/love one another • friendship/they share things • protection because they do not want the other to be hurt • mutual support as they help one another • they share jobs/listen to each other/work together/talk together • support/they give help to each other/share things/listen to one another • jealousy/they do not want to share the other person • they trust one another • they respect each other • having children and sharing their activities together • caring for one another/looking after one another • arguing <p data-bbox="252 931 517 963">(ii) Ben's friends</p> <p data-bbox="320 965 432 996">Feature</p> <ul data-bbox="320 1001 1166 1563" style="list-style-type: none"> • sharing the same interests • being able to talk about/share problems • providing support – sharing ideas, listening, solving problems, communicating • listening to one another • helping to solve one another's problems • having the same interests • jealous of one another/argue with one another • competing with one another • sharing secrets • they socialise together • look after one another/protect each other • have fun together • trust one another • honest with one another • rely on one another 	3x3	[9]

Question	Expected answer	Mark	Total
2 (a) (iii)	<p>Ben's employer</p> <p>Features</p> <ul style="list-style-type: none"> • dependency because a person needs a job • working together/co-operating together to achieve the same goals/outcomes • power/a person depends on the money for bills/mortgage • friendship/the colleagues get on well • sharing ideas for the benefit of the business/ communicating with one another • a formal relationship because one works for the other • employer will teach/show Ben new skills • employer will treat Ben fairly/will not discriminate against Ben • employer will provide guidance for Ben • employer will maintain/keep confidentiality about Ben • a professional relationship/attitude formal relationship will be maintained between Ben and the employer • friendship could develop between Ben and the employer • the employer is in charge/responsible for Ben/what Ben does • respect one another • compliance/do as they are told <p><i>Note: The features must be different for each relationship eg once used they cannot be used again in another section.</i></p> <p><i>A sub-max of one mark for each section can be awarded if ALL answers are one word.</i></p>		

Question	Expected answer	Mark	Total
2 (b)	<p data-bbox="320 230 1177 293">One mark for each change taking place between Mathew and his parents. THREE required</p> <ul data-bbox="320 331 1225 1361" style="list-style-type: none"> • Matthew is not accepting the advice given by his parents because he is influenced by his friends • Matthew is making his own decisions not relying on others because he wants to be independent • Matthew is not listening to his parents/what they have to say because he wants to be independent • Matthew is taking sides/conflict/agreeing with his friends/peers rather than his parents • Matthew is being independent/wanting to make his own choices/decisions • arguments/conflict have developed between Mathew and his parents because he wants to make his own decisions • Matthew is probably angry/annoyed with his parents for interfering with his plans for the future (going to university)/decisions/not respecting his decisions because he thinks they are interfering • Matthew is not showing any respect for his parents by going against their advice • Matthew could be confused because his friends are making suggestions and his parents are making others that do not match his friends point of view • Matthew 's parents may no longer trust him because he is behaving badly/going against their wishes/ decisions • his parents values are less important to Matthew as he values his friends opinions/views/values more • his mother/father/parents may drift apart from Matthew because he is spending more time with his friends/ staying out late • Matthew may argue more with his parents because of his mood swings/disagreements • may argue/go against his parents because he doesn't like it at home <p data-bbox="320 1400 1034 1498">Note: a sub-max of 3 if only part of answers are given. There must be a subject and effect to gain 2 marks. Answers must be specific, not vague like 'support'.</p>	3x2	[6]

Total: [15]

Question	Expected answer	Mark	Total
3 (a)	<p>One mark for each correct factor placed in the correct group, NINE required from:</p> <p>Environmental:</p> <ul style="list-style-type: none"> • living in a busy street • pollution from cars/building site • lives in a city • where he works/building site • noisy <p>How affected:</p> <ul style="list-style-type: none"> • could have an asthma attack • could suffer from ill health • could have an accident/could be killed by traffic • could make him feel depressed • noise could prevent him from sleeping • could effect breathing/cardiovascular system • noise could cause a hearing problem <p>Social:</p> <ul style="list-style-type: none"> • drinks a lot • has friends • goes clubbing at weekends/goes out with friends <p>How affected:</p> <ul style="list-style-type: none"> • could have headaches/be sick • could be muddled in his thinking • could develop liver problems/cirrhosis of the liver • prone to illness • could need medical treatment/rehab treatment • could be depressed/could have a low self-esteem • can go out more with different people • has someone to confide in • has someone to give him support/feeling wanted/feeling needed • he could be happier as he has friends to talk with • could cause worry as he has unpaid bills/debt • may not be able to go out so much because he is in debt • could be isolated from friends/family <p>Genetic Factor:</p> <ul style="list-style-type: none"> • red hair • suffers from asthma • they look alike • Sid looks like Angus <p>How affected:</p> <ul style="list-style-type: none"> • could be teased/embarrassed because of his red hair • could be bullied because of his red hair • could be left out of activities because of his asthma • may be thought of as being weak because he has asthma • could lack confidence because he has asthma • could feel withdrawn because he has asthma 	9x1	[9]

Question	Expected answer	Mark	Total
	<ul style="list-style-type: none"> • may not be able to do many physical activities • could cause him to be isolated/withdrawn/not socialise • having asthma could cause him to have poor health 		
3 (b)	<p>High level: 5 marks Candidates will make two detailed informed comparisons of similarities and/or differences between Angus and Sid, showing at least one way of how development could be affected. There will be evidence of synthesis within the work.</p> <p>Mid-range response: 3-4 marks Candidates will make two brief comparisons of similarities and/or differences between Angus and Sid, showing at least one way of how development could be affected. There will be evidence of coherence within the work.</p> <p>Low response: 0-2 marks Candidates will make one brief comparison between Angus and Sid. Answers are likely to be muddled.</p> <p>Comparisons: c1 Angus has a lot of bills/debt while Sid does not c2 Angus spends money on drink each night while Sid does not c3 Sid can afford to live in the country while Angus lives in a busy street in the city c4 Sid has a well paid job while Angus is a plasterer on a low wage c5 Sid can afford to buy a motor bike while Angus cannot c6 both go clubbing c7 can afford to buy material possessions</p> <p>E = Effect on development e1 could cause Angus to worry/be stressed/depressed Sid would be less likely to be prone to stress e2 could cause Angus to have a low self-esteem/Sid higher self-esteem e3 could make Angus more prone to illness/Sid less prone to illness e4 Angus could be jealous/envy as Sid has a motor bike e5 Angus may not feeling valued as he has a low paid job and Sid is well paid e6 Angus may not able to build good relationships because of his life style but Sid may be able to do this e7 drinking habits could cause Angus to become withdrawn/isolated e8 drinking could cause Angus to be angry/abusive</p> <p><i>There must be both sides for a comparison.</i></p>		[5]

Question	Expected answer	Mark	Total
3 (c)	<p>High level: 5-6 marks Candidates will be able to link all three factors, giving explanations – at least two effects on development will be included. There will be evidence of synthesis within the work.</p> <p>Mid-range response 3-4 marks Candidates will be able to link at least two factors, giving descriptions – some attempt of showing how development could be effected are included. There will be evidence of coherence within the work.</p> <p>Low response 0-2 marks Candidates will give an overview by linking at least one factor with another. Answers are likely to be muddled.</p> <p>L = Links L1 low income + unemployed + divorce L2 divorce + low income+ unemployed L3 unemployed + family having little income to buy wants as well as needs + divorce</p> <p>R= Reasons r1 not enough money to buy foods for well balanced meals therefore, may not be fit/prone to illness r2 not enough money for activities/clubs/books therefore, miss out on learning new skills/meeting new people r3 worry about lack of money could causes illness r4 family having little money to pay debts/buy food/pay mortgage or rent could lead to worry/stress/arguments r5 less income from unemployment could means prone to illness/could mean fewer opportunities to socialise/could lead to isolation/arguments/abuse/debt r6 Having his parents divorce could cause Angus to be ill/ stressed/depressed/withdrawn/angry r7 May not feel valued as he is unemployed and feels his parents reject him/do not love him/do not value him r8 The divorce could have effected the way he behaved/learnt in school which meant he left with no/few qualifications</p> <p>E = Effect on development e1 worry e2 lower self-esteem/self-concept e3 illness e4 stress/depressed e5 not feeling valued/feels worthless e6 not being able to build relationships go out with friends e7 becoming withdrawn/isolated/not able to build up friendships/lonely/sad e8 angry/abusive/argues a lot e9 lack of concentration/energy e10 not achieved at school/low grades at school e11 unhappy</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 <p>Marks not given for repeating the 3 factors given in the question</p>		[6]

Total: [20]

Question	Expected answer	Mark	Total
4 (a)	<p>One mark for each correct major life event. THREE from:</p> <ul style="list-style-type: none"> • leaving his country • wife and son staying behind in the country of origin • getting training • learning a new language/English • becoming a father • marriage 	3x1	[3]
(b)	<p>High level: 7-8 marks Candidates will explain at least two possible effects of these life events. There will be evidence of synthesis within the work.</p> <p>Mid-range response – 4-6 marks Candidates will describe (with some attempt at explanation) at least two possible effects. There will be at least one reason and one affect on development. There will be evidence of coherence within the work.</p> <p>Low response: 0-3 Candidates will give at least one major life event that has affected Niro and identify/describe possible effects on development. Answers are likely to be muddled.</p> <p>D1 Niro could miss having his wife and son with him E1 feel isolated/become withdrawn/home sick/emotionally upset/ill/have a low self-esteem/could cause a strain on relationship</p> <p>D2 Niro could feel angry/guilty that he has had to leave his wife and child behind E2 so feel that life is unjust/not fair/unfair</p> <p>D3 Niro could miss his culture/have to learn about a new culture/having people of the same religious belief around him/ E3 could feel alone/isolated/stimulated/enjoys new experiences</p> <p>D4 Niro could feel resentful/angry/enjoy that he has to learn another language E4 feel hostile towards British culture/have a low self-esteem/stimulated</p> <p>D5 Niro could find the training hard to do E5 feel tired/unable to cope/have a low self-esteem/self-concept</p> <p>D6 Niro will be able to get a job if he learns English/and provide for his family E6 Niro will feel proud/have a sense of achievement/feel valued</p> <p>D7 Niro will be able to socialise with new people E7 this will help him to make new friends/build relationships/ learn more</p> <p>D8 develops love and trust for his wife E8 give more confidence/improve self-esteem/stable/careful</p> <p>D9 Niro could develop responsibility for wife/son E9 feeling valued/sense of purpose/higher self-esteem</p> <p>Note: There must be:</p> <ul style="list-style-type: none"> • a cause • an effect on development to achieve both marks <p>The affects (E) could accompany a different 'D' as long as each matches. A sub-max of 3 awarded for a correct part answer.</p>		[8]

Question	Expected answer	Mark	Total
4 (c)	<p data-bbox="320 232 1107 297">One mark for each way that a voluntary group could provide support for Niro. FOUR required:</p> <ul data-bbox="320 333 1190 853" style="list-style-type: none"> • talking to Niro about his worries • listening to Niro's views and opinions • providing information about different services/things to do • keep him company/socialise/meet other's who are in a similar situation • mentoring by asking someone to keep a particular eye on Niro and to advise him • playing board games/cards with Niro to keep him company and to socialise • having coffee with Niro to help him socialise/keep him company • introducing Niro to different groups/liaising with different groups so that Niro could widen his contacts/friends • a chance to practice his English in an informal setting • encouraging him to take part in voluntary work • take Niro out on visits or trips 	4x1	[4]

Total: [15]

Question	Expected answer	Mark	Total
5 (a)	<p>Two marks for each correct explanation, FOUR required:</p> <ul style="list-style-type: none"> • Niro could feel happy /confident (affect) because his wife and son are now with him • Niro could have a higher self-esteem/self-concept (affect) as he now feels he has someone to be responsible for/provide for eg buying a house • Niro may feel fulfilled (affect) because his whole family are together • Niro may be feeling useful (affect) because he can now provide properly/fully for his family • Niro may not feel guilty (affect) because he is now able to provide for his family/be responsible for his family • Niro may feel guilty(affect) that he left them alone in another country without being there to support them • Niro may now feel that he can make a contribution (affect) to their lives by giving them wants as well as needs eg having the money to pay for leisure activities • Niro may feel proud (affect) to have his wife and son with him/to be able to provide for them • Niro's self-concept could decrease because Amir is unhappy at school • Niro may feel that he is respected while he has done his training so will feel valued/proud • Niro may feel upset that he doesn't see his family very often and he would miss them • Niro may feel that it is difficult to learn English and feel resentful/upset/think getting employment will be difficult • Niro may feel guilty because his son is getting bullied at school • Niro could feel resentful/angry because he is missing his freedom <p>Note: A sub-max of 4 should be allowed for partial correct answers. For both marks there must be an affect. The words that indicate 'affect' can be interchanged.</p>	4x2	[8]

Question	Expected answer	Mark	Total
5 (b)	<p>High level: 6-7 marks Candidates will explain at least two ways that Amir's self-concept could be affected by bullying. There will be a high level of understanding shown and evidence of synthesis within the work.</p> <p>Mid-range response – 3-5 marks Candidates will describe (with some attempt at explanation) at least two ways that bullying could have affected Amir's self-concept. There will be evidence of coherence within the work.</p> <p>Low response: 0-2 marks Candidates will give at least one way that Amir's self-concept could be affected by bullying. Answers are likely to be muddled.</p> <p>(a) Amir could have a low self-esteem/self-concept because he thinks that he is weak/different from those who are bullying</p> <p>(b) Amir could feel useless as he is not able to stand up to the bullying</p> <p>(c) Amir could feel guilty because he does not have the same colour skin as those who are doing the bullying</p> <p>(d) Amir may be unable to concentrate at school because he is being bullied</p> <p>(e) Amir may become withdrawn/isolated/alone because he is unable to form friendships with other/integrate with others/talk with others</p> <p>(f) Amir may start to bully others because he feels angry about being bullied himself</p> <p>(g) Amir could feel suicidal/damage himself because he is being bullied</p> <p>(h) Amir may not want to spoil his parents happiness by telling them he is being bullied so he may feel very unhappy/depressed/behind in his intellectual development</p> <p>(i) Amir may be angry/cry a lot as he feels that his appearance/culture causes him to be bullied</p> <p>(j) Amir may take his anger out on his parents and they could drift apart/feel uncomfortable /lonely/resentful/ unloved</p>		[7]

Total: [15]

Question	Expected answer	Mark	Total
6 (a)	<p>One mark for each positive feature. FOUR required:</p> <ul style="list-style-type: none"> • setting up a safe home/having a good income • loving/kindness is shown/happy marriage/happy relationship/caring for one another • the family do activities together • they feel confident about doing things/activities together/socialising together • protecting one another at times of danger • able to talk about/share problems • support is given to help/support • an individual is listened to • help is given with difficult things • a person is liked even when what they do is disliked/mistakes are made (unconditional love) • there is shared information/support/mutual support • sharing of problem solving • time is given freely • trust one another • respecting one another • bonding together <p><i>Note: A sub-max of 2 marks for one word answers.</i></p>	1x1	[4]
6 (b)	<p>High level of response: 5-6 marks The candidate can accurately explain two different ways that Niro's education and training could affect his self-concept. The explanation is developed logically and supported by reasoning and relevant information.</p> <p>Mid –Range Response: 3-4 marks The candidate can describe (with some attempt at explanation) two different ways that Niro's education and training could affect his self-concept. The explanation is coherent and supported by some examples.</p> <p>Low Level Response: 0-2 marks The candidate will identify/describe one way that Niro could be affected by education and training.</p> <p>(a) improved confidence as he knows more about the subject/topic (b) he has a wider knowledge so will feel more confident/independent (c) increased skills so he will be able to do a wider range of jobs within his work (d) he will feel equal with other people from other cultures who are in the same job (e) feel he is able to provide better support for his wife and son now that he is trained (f) may feel he is better equipped to be able to compete with others for similar jobs (g) may feel happy and fulfilled now that he has had formal training (h) may have an improved self-esteem/self-concept because of his new knowledge/skills</p>		

Question	Expected answer	Mark	Total
	(i) may feel empowered through the training and feel valued (j) may feel that a job is more secure now that he has had training/less likely to lose his job as a result of training (k) may feel stressed/depressed through having to learn new things and feel angry/not valued (l) may feel proud to have succeeded in learning a new language/skill/job		
6 (c)	<p>High level of response: 8-10 marks The candidate can accurately describe at least two ways in which support could be provided by all three professionals when Farah returns home. There will be at least one explanation of how each professional could help her to cope. The explanation of how they help is provided is developed logically and supported by relevant examples.</p> <p>Mid-Range Response: 4-7 marks The candidate can describe at least one way in which support could be provided by at least two professionals when Farah returns home. There will be at least one description/explanation of how each professional could help her to cope. A sound level of understanding is shown.</p> <p>Low Level Response: 0-3 marks The candidate will identify/describe how at least one professional care worker could be provided support, with some attempt at describing how the actions of the professional(s) will help Farah to cope.</p> <p>P = Professional</p> <p>Occupational Therapist</p> <ul style="list-style-type: none"> o1 make an assessment of his need to see what help she needs/requires o2 talk about his needs to give him the opportunity to discuss her views o3 listen to allow him to express his opinions/views o4 observe what can/can't be done to see what she can/can't do o5 provide advice to give her choices o6 liaise with other agencies/professionals to arrange other forms/types of treatment o7 write a report to tell others of the situation o8 talk to client about possible benefits they could claim to give information about what is available o9 provide him with information about all options available so that choices can be made <p>Health care assistant</p> <ul style="list-style-type: none"> h1 talk about needs to allow an opinion to be expressed h2 listen to allow her to discuss her views/opinions h3 give medication to relieve pain/symptoms h4 monitor his health(temperature, pulse, blood pressure) to make sure this is at the norm/that she is not worse h5 provide advice to give options 		[10]

Question	Expected answer	Mark	Total
	<p>h6 liaise with other agencies/professionals to provide choice/give options</p> <p>h7 write a report to inform others</p> <p>h8 provide Farah with information about all options available so that decisions can be made accurately</p> <p>h9 bath Farah to help her to be clean/hygienic</p> <p>h10 take Farah to the toilet to help her be comfortable/to prevent accidents/soiling</p> <p>h11 helps with feeding to aid eating/prevent spillage</p> <p>h12 help with dressing</p> <p>Physiotherapist</p> <p>p1 plan exercises for Farah to help improve her condition/ remove pain/increase mobility</p> <p>p2 carry out exercises to help improve her condition/to help move parts</p> <p>p3 provide massage to make more comfortable/to improve mobility/to reduce pain</p> <p>p4 observe what Farah can do to see what help is required/how needs can be met</p> <p>p5 answer questions so that Farah knows exactly what is happening/talk to Farah</p> <p>p6 listen to the client so that the client feel their views are important</p> <p>p7 talk to the client to find out preferences/choices</p> <p>p8 assess Farah</p> <p><i>Note: Answers can be interchanged if they are accurate.</i></p> <p>(C) How it will help her to cope:</p> <ul style="list-style-type: none"> ✓ feel relieved that someone is listening to her needs ✓ feel that she can be more independent ✓ increase her confidence ✓ she will be able to choose from the options available ✓ may increase her mobility ✓ may help her to communicate better ✓ make her feel valued ✓ stimulate the mind ✓ keep up her personal hygiene standards ✓ make sure she eats the correct amount/type of food ✓ makes sure she remains healthy/she does not deteriorate/get worse ✓ give her confidence ✓ help her to come to terms with what has happened ✓ raise her self-esteem/feel valued ✓ stop her from worrying ✓ help her feel more secure ✓ improve her self-esteem/self-concept/self-worth ✓ stop her feeling lonely <p><i>Note: Each answer in 'C' will fit to an appropriate job role.</i></p>		

Total: [20]

Grade Thresholds

General Certificate of Secondary Education
GCSE Health & Social Care (Double Award) (Specification Code 1493)
January 2008 Examination 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	86	73	60	48	39	30	21	12	0
	UMS	100	90	80	70	60	50	40	30	20	0

Specification Aggregation Results

Overall threshold marks in UMS (ie after conversion of raw marks to uniform marks)

	Maximum Mark	A*A*	AA	BB	CC	DD	EE	FF	GG	U
1493	300	270	240	210	180	150	120	90	60	0

The cumulative percentage of candidates awarded each grade was as follows:

	A*A*	AA	BB	CC	DD	EE	FF	GG	U	Total No. of Cands
1493	0.00	0.00	18.75	50.0	65.63	65.63	75.00	81.25	100.0	32

32 candidates were entered for aggregation this series

For a description of how UMS marks are calculated see:

http://www.ocr.org.uk/learners/ums_results.html

Statistics are correct at the time of publication.

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