

Health and Social Care (Single/Double Award)

OCR GCSE J406/J412 Unit A911 Health, Social Care and Early Years Provision

2012/13 Unit Recording Sheet

Please read the instructions printed at the end of this form. **One** of these sheets, suitably completed, should be attached to the assessed work of **each** candidate.

Unit Title	Health, Social Care and Early Years Provision				Unit Code	A911	Session	Jan / June	Year	2	0		
Centre Name							Centre Number						
Candidate Name							Candidate Number						
Criteria							Teacher Comments			Mark	Page No.		
1	<p>A plan/checklist for the investigation is produced; aims and objectives show limited understanding of the purpose of the investigation.</p> <p>Evidence of limited planning of the information to be used, including primary sources and/or secondary data which will have limited relevance to the context of the investigation.</p> <p style="text-align: right;">[0 1 2 3]</p>	<p>A sound plan/checklist for the investigation is produced; aims and objectives show some understanding of the purpose of the investigation.</p> <p>Evidence of some planning of the information to be used, including primary sources and/or secondary data which will be mostly appropriate to the context of the investigation.</p> <p style="text-align: right;">[4 5 6]</p>	<p>A comprehensive plan/checklist for the investigation is produced; aims and objectives show sound understanding of the purpose of the investigation.</p> <p>Evidence of comprehensive planning of the information to be used, including primary sources and/or secondary data which will be appropriate to the context of the investigation.</p> <p style="text-align: right;">[7 8]</p>										
2	<p>A basic explanation of how one client group's needs are met by the service.</p> <p>A basic description of how other services in the locality work with the chosen service to meet the needs of the client group. Some examples are used.</p> <p>A basic explanation of how the service provides equality and could meet the needs of a culturally diverse population.</p> <p style="text-align: right;">[0 1 2 3 4]</p>	<p>A reasonable explanation of how one client group's needs are met by the service.</p> <p>A reasonable description of how other services in the locality work with the chosen service to meet the needs of the client group. A range of mostly appropriate examples are.</p> <p>A sound explanation of how the service provides equality ad could meet the needs of a culturally diverse population.</p> <p style="text-align: right;">[5 6 7 8]</p>	<p>A comprehensive explanation of how one client group's needs are met by the service.</p> <p>A detailed description of how other services in the locality work with the chosen service to meet the needs of the client group. A wide range of appropriate examples are used.</p> <p>A comprehensive explanation of how the service provides equality and could meet the needs of a culturally diverse population.</p> <p style="text-align: right;">[9 10 11 12]</p>										

Criteria			Teacher Comments	Mark	Page No.
3	<p>Legislation identified will be relevant to the service; little understanding of the impact of the legislation on the quality of the service provided will be evident.</p> <p>A limited range of possible barriers is identified; a basic explanation of how the service has implemented procedures to overcome these barriers.</p> <p>A basic analysis of how the removal of barriers at the service empowers individuals to take control of their lives.</p> <p>A basic description of the ways (referral procedures) the client group can gain access to the service is given with limited appropriate examples.</p> <p style="text-align: right;">[0 1 2 3 4]</p>	<p>Legislation identified will be relevant to the service; some understanding of the impact of the legislation on the quality of the service provided will be evident.</p> <p>A range of possible barriers is identified; a reasonable explanation of how the service has implemented procedures to overcome these barriers.</p> <p>A sound analysis of how the removal of barriers at the service empowers individuals to take control of their lives.</p> <p>A detailed description of the ways (referral procedures) the client group can gain access to the service is given with limited appropriate examples.</p> <p style="text-align: right;">[5 6 7 8 9]</p>	<p>Legislation identified will be relevant to the service; clear understanding of the impact of the legislation on the quality of the service provided will be evident.</p> <p>A wide range of possible barriers is identified; a detailed explanation of how the service has implemented procedures to overcome these barriers.</p> <p>A comprehensive analysis of how the removal of barriers at the service empowers individuals to take control of their lives.</p> <p>A comprehensive description of the ways (referral procedures) the client group can gain access to the service is given with limited appropriate examples.</p> <p style="text-align: right;">[10 11 12 13 14]</p>		

Criteria				Teacher Comments	Mark	Page No.
4	<p>A basic description of a 'day in the life of' one care worker within the service showing how the health, developmental and social care needs of the clients are met in their daily work.</p> <p>A basic explanation of how the values of care are applied by the care worker in their day to day care work. A basic analysis of the possible effects on the clients if these values are not applied.</p> <p>The different skills and qualities required by the care worker are identified; there is limited understanding of why these skills and qualities are needed.</p> <p>A limited evaluation of possible qualification pathways for the care worker.</p> <p style="text-align: right;">[0 1 2 3 4]</p>	<p>A reasonable description of a 'day in the life of' one care worker within the service showing how the health, developmental and social care needs of the clients are met in their daily work.</p> <p>A reasonable explanation of how the values of care are applied by the care worker in their day to day care work. A sound analysis of the possible effects on the clients if these values are not applied.</p> <p>The different skills and qualities required by the care worker are identified; showing some of the difference between skills and qualities; there is some understanding of why these skills and qualities are needed.</p> <p>A sound evaluation of possible qualification pathways for the care worker.</p> <p style="text-align: right;">[5 6 7 8 9]</p>	<p>A detailed description of a 'day in the life of' one care worker within the service showing how the health, developmental and social care needs of the clients are met in their daily work.</p> <p>A detailed explanation of how the values of care are applied by the care worker in their day to day care work. A comprehensive analysis of the possible effects on the clients if these values are not applied.</p> <p>The different skills and qualities required by the care worker are identified, showing clear understanding of the difference between skills and qualities; there is in-depth understanding of why these skills and qualities are needed.</p> <p>A comprehensive evaluation of possible qualification pathways for the care worker, making reasoned judgements and presenting accurate conclusions.</p> <p style="text-align: right;">[10 11 12 13 14]</p>			

Criteria				Teacher Comments	Mark	Page No.
5	<p>A basic analysis of how their own skills and qualities would be appropriate for working in the chosen service. Limited application and relevance to the service.</p> <p>A basic evaluation of the effectiveness of the plan/checklist in meeting the aims and objectives.</p> <p>Recommendations for future investigations are limited.</p> <p>A basic bibliography will be included.</p> <p style="text-align: right;">[0 1 2 3 4]</p>	<p>A sound analysis of how their own skills and qualities would be appropriate for working in the chosen service. Some application and relevance to the service.</p> <p>A sound evaluation of the effectiveness of the plan/checklist in meeting the aims and objectives.</p> <p>Recommendations for future investigations are sound.</p> <p>A detailed bibliography will be included which reflects sources of information referred to in the body of the evidence.</p> <p style="text-align: right;">[5 6 7 8]</p>	<p>A comprehensive analysis of how their own skills and qualities would be appropriate for working in the chosen service. Detailed application with explicit relevance to the service throughout.</p> <p>A comprehensive evaluation of the effectiveness of the plan/checklist in meeting the aims and objectives.</p> <p>Recommendations for future investigations are detailed and realistic.</p> <p>A bibliography will be comprehensive and reflect sources of information referred to in the body of the evidence. Candidates will comment on how they used the source and how useful that source was.</p> <p style="text-align: right;">[9 10 11 12]</p>			
Total/60						
If this is a re-sit, please tick		Session and Year of previous submission	Jan / June	2 0	Please tick to indicate this work has been standardised internally	

Please note: This form may be updated on an annual basis. The current version of this form will be available on the OCR website (www.ocr.org.uk).
A completed Centre Authentication form CCS160 **must** accompany the MS1 when it is sent to the moderator.

Guidance on Completion of this Form

- 1 **One** sheet should be used for each candidate.
- 2 Please ensure that the appropriate boxes at the top of the form are completed.
- 3 Please enter *specific* page numbers where evidence can be found in the portfolio, and where possible, indicate to which part of the text in the mark band the evidence relates.
- 4 Circle the mark awarded for each strand of the marking criteria in the appropriate box and also enter the circled mark in the final column.
- 5 Add the marks for the strands together to give a total out of 60. Enter this total in the relevant box.