

Health and Social Care (Single/Double Award)

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

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>Plan and carry out an investigation into the range of services in your locality that provides a service for clients who have a need of health care, social care or early year's provision.</p> <p>In teamwork situations, the candidate has made limited contribution to the efforts of the team.</p> <p style="text-align: right;">[0 1 2 3]</p>	<p>Plan and carry out an investigation into the range of services in your locality that provides a service for clients who have a need of health care, social care or early year's provision.</p> <p>In teamwork situations, the candidate has made some contribution to the efforts of the team.</p> <p style="text-align: right;">[4 5 6]</p>	<p>Plan and carry out an investigation into the range of services in your locality that provides a service for clients who have a need of health care, social care or early year's provision.</p> <p>In teamwork situations, the candidate has made a significant contribution to the efforts of the team.</p> <p style="text-align: right;">[7 8]</p>										
2	<p>Identify one type of client group that uses the service.</p> <p>A basic explanation of their needs is given, showing little evidence of the escalating effect an initial need can create.</p> <p>With guidance, investigate other services which are available locally to meet the client group's needs.</p> <p>A basic analysis of how the service meets the different needs of clients.</p> <p>A basic explanation of why these services are available in the local area, how they communicate and work together.</p> <p style="text-align: right;">[0 1 2 3 4]</p>	<p>Outline one type of client group that uses the service.</p> <p>A reasonable explanation of their needs is given, showing some evidence of the escalating effect an initial need can create.</p> <p>With some guidance, investigate other services which are available locally to meet the client group's needs.</p> <p>A sound analysis of how services meet the different needs of clients.</p> <p>A reasonable explanation of why these services are available in the local area, how they communicate and work together.</p> <p style="text-align: right;">[5 6 7 8]</p>	<p>Describe in detail one type of client group that uses the service.</p> <p>A comprehensive explanation of their needs is given, showing evidence of the escalating effect an initial need can create.</p> <p>Independently investigate services which are available locally to meet the client group's needs.</p> <p>A detailed analysis of how services meet the different needs of clients.</p> <p>A comprehensive explanation of why these services are available in the local area, how they communicate and work together.</p> <p style="text-align: right;">[9 10 11 12]</p>										

Criteria			Teacher Comments	Mark	Page No.
3	<p>A basic analysis of the different ways (referral procedures) in which clients can access the service, using some appropriate examples.</p> <p>A basic explanation of possible barriers that could prevent clients from accessing the service and the health, developmental and social care effects possible barriers could have on the clients.</p> <p>A limited evaluation of how services have implemented procedures to overcome possible barriers and how this would help to empower clients is included.</p> <p>Legislation identified will be relevant to the purpose of the services; little understanding of the impact of the legislation on the quality of service provided will be evident.</p> <p style="text-align: right;">[0 1 2 3 4]</p>	<p>A sound analysis of the different ways (referral procedures) in which clients can access the service, using some appropriate examples for each.</p> <p>A reasonable explanation of possible barriers that could prevent clients from accessing the service and the health, developmental and social care effects possible barriers could have on clients.</p> <p>A sound evaluation of how services have implemented procedures to overcome possible barriers and how this would help to empower clients is included.</p> <p>Legislation identified will be relevant to the purpose of the services; Some understanding of the impact of the legislation on the quality of service provided will be evident.</p> <p style="text-align: right;">[5 6 7 8 9]</p>	<p>A comprehensive analysis of the different ways (referral procedures) in which clients can access the service, using a range of appropriate examples for each.</p> <p>A detailed explanation of possible barriers that could prevent clients from accessing the service and the health, developmental and social care effects possible barriers could have on clients.</p> <p>A comprehensive evaluation of how services have implemented procedures to overcome possible barriers; reasoned judgements are made; presenting accurate conclusions about how this would help to empower clients.</p> <p>Legislation identified will be relevant to the purpose of the services; clear understanding of the impact of the legislation on the quality of service provided will be evident.</p> <p style="text-align: right;">[10 11 12 13 14]</p>		

Criteria				Teacher Comments	Mark	Page No.
4	<p>An identification of the role of one care worker within the service.</p> <p>A basic explanation of the day-to-day tasks of the care worker, including how the health, developmental and social care needs of the clients are met in their daily programme of work.</p> <p>A basic explanation of how the care workers in the service would apply care values, demonstrating limited understanding of individual needs.</p> <p>A basic explanation of the skills and qualities required by direct care workers.</p> <p>A basic analysis of possible effects on the clients if care values are not applied.</p> <p>A limited evaluation of possible qualification pathways for the direct care worker.</p> <p style="text-align: right;">[0 1 2 3 4]</p>	<p>An outline of the role of one care worker within the service.</p> <p>A reasonable explanation of the day-to-day tasks of one care worker, including how the health, developmental and social care needs of the clients are met in their daily programme of work.</p> <p>A reasonable explanation of how the care workers in the service would apply care values, demonstrating some understanding of individual needs.</p> <p>A reasonable explanation of the skills and qualities required by direct care workers.</p> <p>A sound analysis of possible effects on the clients if care values are not applied.</p> <p>A sound evaluation of possible qualification pathways for the direct care worker.</p> <p style="text-align: right;">[5 6 7 8 9]</p>	<p>A detailed description of the role of one care worker within the service.</p> <p>A detailed explanation of the day-to-day tasks of the care worker, including how the health, developmental and social care needs of the clients are met in their daily programme of work.</p> <p>A detailed explanation of how the care workers in the service would apply care values, demonstrating comprehensive understanding of individual needs.</p> <p>A detailed explanation of the skills and qualities required by direct care workers.</p> <p>A comprehensive analysis of possible effects on the clients if care values are not applied.</p> <p>A comprehensive evaluation of possible qualification pathways for the direct 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>Reflect on the action plan/check list to produce a basic evaluation of the effectiveness of the investigation; the aims and objectives are referred to.</p> <p>Recommendations for future investigations are limited and show basic understanding of their own performance.</p> <p>Conclusion drawn will be limited.</p> <p>A basic bibliography will be included.</p> <p style="text-align: right;">[0 1 2 3 4]</p>	<p>Reflect on the action plan/check list to produce a sound evaluation of the effectiveness of the investigation; the aims and objectives are referred to, with some attempt to use these as a measuring tool.</p> <p>Recommendations for future investigations are sound and show some understanding of their own performance.</p> <p>Conclusion drawn will be sound and relate in part to the findings from the investigation.</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>Reflect on the action plan/check list to produce a comprehensive evaluation of the effectiveness of the investigation; the aims and objectives are used as a measuring tool.</p> <p>Recommendations for future investigations are detailed and show some understanding of their own performance.</p> <p>Conclusion drawn will be detailed and relate explicitly to the findings from the investigation.</p> <p>The bibliography will be comprehensive and reflect sources of information referred to throughout the body of the evidence.</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.