

GCE

Health and Social Care

Unit **F918**: Caring for Older People

Advanced GCE

Mark Scheme for June 2014

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Tick
	Cross
	Benefit of doubt
	Omission mark
	Level 1
	Level 2
	Level 3
	<i>plus</i>
	<i>Tick plus</i>
	Repeat
	Noted but no credit given
	minus

Question		Answer	Marks	Guidance
1	a	<p>Five from Physical/ Intellectual effects-</p> <ul style="list-style-type: none"> • More prone to illness/be unwell/eg.of illness • loss of mobility/ muscle strength/less active • brittle bones • hearing/eyesight deteriorates • heart/lung capacity loss • grey hair/hair loss • skin loses elasticity/wrinkles • memory loss/reduced mental ability • decreased motivation/bored • Emotional effects- upset/sad/depression-feeling of bereavement at loss of wife/friends • lack of confidence • lack of self –esteem /feeling worthless/ vulnerable/ frightened • angry • stressed • Social effects- loss of friends/partner • isolated/lonely • cannot participate in clubs/hobbies • General effects more dependent on others/disempowered • decreased income/need to budget • change in role/loss of status/no longer working • danger with example 	5	<p>Accept any other appropriate examples of illness/disease- eg. Kidney loss of function</p> <p>Accept examples of role change only once BUT must be a negative link in answer</p> <p>Accept effects of discrimination but not discrimination without an effect</p>

Question		Answer	Marks	Guidance
1	b	<p>One mark for each effect of bereavement-THREE required One mark for each explanation, THREE required</p> <ul style="list-style-type: none"> • sad/depressed/upset as his wife died • a sense of shock/disbelief as lost his lifetime partner • feelings of anger <i>because</i> his wife has died before him- why did this happen? • feeling guilty/confused as Basil blames himself/ it should have been him who died • loose the reason/motivation for life/give up the will to live/feel suicidal as he may 'pine for her'/miss her • feels lonely <i>because</i> no-one to talk to/share experiences with • scared now she has gone and he has to cope on his own • loss of confidence/self-esteem as no-one to encourage him • inability to function/may develop dependence on others with his day to day life as he cannot cope with daily living tasks accept examples eg. Cooking/ shopping/cleaning • his health could deteriorate eg. Not eating a correct diet/not cooking for himself • loss/increase social life as friends/family no longer visit/visit can now do what he wants/ more freedom as has more time/hobbies/interests • feel relieved as wife no longer suffering • less tired as no longer has to care for her • join voluntary groups/ community groups-get more involved • bored/lost as he no longer has a focus in caring for her • happy as he reflects on good memories/their life together • change in income so will have to budget/economise/more to spend 	6 3x2	<p>Do not accept feels 'bereaved' as in stem of question Accept economic once but must relate to bereavement situation and be realistic</p> <p>Explanations and effects can be interchangeable but only accept once</p>

Question		Answer	Marks	Guidance
1	c	<p>Two marks for two emotional benefits, TWO required Two marks for two social benefits TWO required</p> <p>Emotional</p> <ul style="list-style-type: none"> • feel wanted/needed as part of a group /feel valued as an individual as can share experiences/ to meet others in a similar situation • feels happy/enjoys or /has fun as taking part in activities • boost confidence in going out • raise self-esteem by mixing with others • feel motivated/empowered as a sense of purpose in life again • excited as a new routine to follow/new environment • feels reassured as staff/ people there give him encouragement <p>Social</p> <ul style="list-style-type: none"> • less isolated/lonely as meet new people in similar circumstances • make new friends with others who go there /take part in activities with others/go on trips • other people to talk to/have a conversation with/able to share experiences/socialise with 	4x1	Only accept an explanation of the way the day centre causes the effect ONCE eg. Link to meeting people

Question			Answer	Marks	Guidance
2	a	(i)	One from:	1	
	a	(ii)	<ul style="list-style-type: none"> • senile dementia/Alzheimer's disease • multiple sclerosis • Parkinson's disease <ul style="list-style-type: none"> • Stiff/painful in joints/jerky movements <ul style="list-style-type: none"> • mobility problems/difficulty moving around • weak limbs/muscle weakness • difficulty eating/holding cutlery/changes in eating patterns • balance issues/fall over easily • difficulty with toileting/incontinence • difficulty maintaining personal hygiene/washing • difficulty dressing themselves/fastening clothes • problems preparing meals • difficulty with shopping • difficulty forming words/slurred speech • incontinence due to bladder/bowel problems • difficulty picking up objects/sewing/knitting • muscle spasms/constant shaking • numbness/loss of feeling in limbs • lack of energy/extreme tiredness • slower reactions • walking/restlessness and wandering • unable to chew/swallow • difficulty sleeping/ active at night • weight loss • dizziness/vertigo • sexual problems • blurred vision/loss of vision/double vision 	5	<p>Any other acceptable physical effect linked to the named disorder</p> <p>Do not accept driving unless qualified by a physical reason</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
2	(b)	<ul style="list-style-type: none"> providing care according to individual needs of each older person- eg. Get to know them never use discriminatory practice/language towards older person eg. 'Come on you old darling it's time for bed'/ 'you know they're just like children', be dignified never stereotype/label/make assumptions because that is what is expected of an older person eg. There are 100 year olds riding bikes; 90 year olds walking in the hills; even if they need care they have abilities/memories/skills/talents/eg. All disabled people cannot think for themselves provide any written/verbal/computerised information in chosen language identify and fight the care workers own prejudices eg. They need to be honest with themselves and manage these attitudes each care worker should challenge others who may discriminate against older people encourage older person to be independent eg. Dress themselves as much as possible; carry out tasks- baking, doing own hair, changing bedding allow older person to have choices/ask what they prefer/encouraged to express their preferences provide equipment to encourage independence make sure care is carried out safely/providing a safe environment recognise older person's beliefs/cultural needs enable older person to maintain their identity raise awareness of how to complain addressing older person correctly/calling by the 	8	<p>Level 3- clear discussion of at least two ways linking to a disorder of the nervous system</p> <p>Level 2- Brief discussion of at least two ways- maybe links to a disorder of the nervous system</p> <p>Submax of FOUR marks for one way done very well</p> <p>Level 1- identify/list ways Any other acceptable response</p>	<p>Level 3 [7-8 marks] Candidates will clearly discuss at least two ways a care practitioner should promote equality and diversity when caring for an older person. There will be specific links to caring for an older person with a nervous disorder. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the answers. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2 [4-6 marks] Candidates will briefly discuss at least two ways a care practitioner should promote equality and diversity. There may be links to caring for an older person with a nervous disorder. Answers will be factually accurate. There will be evidence of coherence within the answers. There will be noticeable errors of grammar, punctuation and spelling.)</p> <p>Level 1 [1 – 3 marks]</p>

		<p>name they prefer eg.be respectful</p> <ul style="list-style-type: none"> • communicating in an effective manner eg. Use language the older person will understand and is right for them when carrying out care tasks • make sure older person has understood what is being said about their care/make sure someone is there to help them understand eg. Family/an advocate/ listening carefully/use of a translator • using appropriate body language so older person feels that they can approach them • no verbal abuse eg. Swearing/shouting at an older person • no physical abuse eg. Hurting/ hitting/handling roughly 			<p>Candidates will identify ways a care practitioner should promote equality and diversity. When caring for an older person. Candidates may give minimal description and show limited understanding. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p>
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Question	Answer	Marks	Guidance
2 (c)	<p>one mark for each reason why they feel isolated THREE required One mark for each explanation THREE required- answers should be linked to nervous system disorders.</p> <ul style="list-style-type: none"> • Depressed so do not want to/cannot be bothered to go out • afraid to go out because they may get lost/ don't recognise the environment/can't find their way home/think they live somewhere else/lack of confidence • housebound- they prefer to stay home as safe/ in own routine • unsure of strangers- other people's reactions to them which could be negative/discriminatory • lack of visitors/old work colleagues- because people do not know how to interact with them/ other people could be offended eg.if aggressive • lose friends- embarrassed at their condition/ negative-scared of them/ need care so friends do not visit feel intruding • family do not visit- too stressful/ negative reactions to them • cannot remember who people are - owing to their own confusion/loss of memory • appearance may be altered- look different others may stare/point • unable to communicate/- how to hold a conversation owing to paralysis/nerve functioning/slurred speech/repetitive due to memory loss • do not meet people at leisure activities- cannot join in any more due to effects of nervous disorder- accept examples • cannot physically get out- lack of mobility/increased risk of accidents/reactions slow eg. Crossing the road 	3x1 3x1	Explanations may be interchangeable

Question		Answer	marks	Guidance
3	(a)	<p>FOUR from One mark for each economic change, FOUR required</p> <ul style="list-style-type: none"> • no income from work as no longer working • increased income from lump sum on retirement / insurance policies mature • less income to rely on • rely on pension • have to budget carefully • may be eligible for benefits/free prescriptions • mortgage paid off /unable to afford mortgage • less / more debts • may / may not be able to afford to go on holiday / leisure activities / socialising • less / more money for luxuries / can afford luxuries • may need to buy economy foods / poorer diet • may / may not be able to treat grandchildren eg.less / more money for presents/ unable to support family financially • no travelling expenses to work • may need to downsize house to release money • may not be able to afford to run a car • may not be able to afford bills/ bills more expensive as at home more of the time • eligible for a free bus pass / pensioner discounts • rely on savings • get a part-time job for extra cash • rely on family financially 	4x1	<p>Answers must link explicitly to 'money'-vague answers such as 'cannot go on holiday' are not acceptable as there is no monetary justification- use omission annotation</p>

Question		Answer	marks	Guidance	
				Content	Levels of response
3	(b)	<p>Family roles-parent/grandparent/wife + effects of retirement eg. more time/ less/more money/ health effects/ motivation/ boredom / freedom to choose/ less commitment to work</p> <p><u>Changes in roles</u> -</p> <ul style="list-style-type: none"> • care for/look after grandchildren • provide support for children/ help practically/give advice • give/not give financial support to children/grandchildren • rely on her family for financial support • become dependent on children to care for her • more freedom to spend time with her family • busy on leisure activities/holidays- less time with family • less motivation so she could isolate herself from her family • full time housewife/looking after her husband 	8	<p>Level 3- clearly analyse least two ways her family role will be affected by her retirement</p> <p>Level 2- Brief analysis at least two ways- brief links to retirement</p> <p>Submax of FOUR marks for one way done very well</p> <p>Level 1- identify/list ways</p>	<p>Level 3 [7-8 marks] Candidates will clearly analyse at least two ways Farrah's retirement could affect her roles within the family. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the answers. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2 [4-6 marks] Candidates will basically analyse at least two ways Farrah's retirement could affect her roles within family. Answers will be factually accurate. There will be evidence of coherence within the answers. There will be noticeable errors of grammar, punctuation and spelling. (Submax 4 marks if only one way analysed very well)</p> <p>Level 1 [1-3 marks] Candidates will identify ways Farrah's retirement could affect her roles within the family. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling will be noticeable and intrusive</p>

		<p>diet- to prevent reduction of bone density and maintain bone strength for as long as possible to maintain movement</p> <ul style="list-style-type: none"> - join a support group- to share ideas/experiences of how to manage/control their own disorder/get support eg. Age UK - talk to others in a similar situation- to gain advice on how to cope - research using internet/leaflets/books- increase understanding and then manage own disorder - surgery/refer to specialists for hip/knee replacement to relieve symptoms/increase movement - family/friends talk to them for encouragement/could help with household chores so pain does not get any worse/gives him time to rest 		<p>strategies John could use to relieve the effects. There will be limited justification with minimal links to how these help him to cope with his musculo-skeletal disorder. Answers will be factually accurate. Answers could be list like, muddled, demonstrating little knowledge or understanding. There will be evidence of coherence within the answers. There may be occasional errors of grammar, punctuation and spelling.</p> <p>Sub-max of 4 for one way done well</p> <p>.</p>
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Question		Answer	Marks	Content	Guidance
4	(b)	<p>Positives-</p> <ul style="list-style-type: none"> National Care Standards Commission inspect home regularly eg. twice a year/report published and on internet minimum standards of care have to be provided residential home will have to be registered regulations have to be applied consistently focus of care is on service users eg. staff /service user ratios meeting John's assessed needs eg. Care planning/key workers choice of home. Eg.costs /suitability/nearness to relatives health and personal care eg. time to get up/go to bed/choice of clothes daily life and social activities eg. Activities provided complaints and protection environment of the home must be safe staffing at the home/quality workforce at required level eg. Staff training/qualifications management and administration of the home <p>Negatives</p> <ul style="list-style-type: none"> unaware of standards/criteria/what he is entitled to variable standards eg.still egs of abuse/poor staff training/inadequate staffing levels/low staff quals. choice of home limited- waiting lists/high demand for some homes/postcode lottery inspection process can be inadequate financial constraints 	8	<p>Level 3- Clear analysis of at least 2 ways with specific links to residential care/ care of John's needs.</p> <p>Level 2- attempt to analyse at least 2 ways there may be links to residential care/care of John's needs.</p> <p>Submax 4 marks for one way described well.</p> <p>Level 1 identification of ways</p>	<p>Level 3 [7–8 marks] Candidates will clearly analyse at least two ways the Care Standards Act 2000 should ensure John receives quality care in his residential home. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the answers. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2 [4–6 marks] Candidates will attempt analysis of at least two ways the Care Standards Act 2000 should ensure John receives quality care in his residential care home. Answers will be factually accurate. There may be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 [1–3 marks] Candidates will identify features of the Care Standards Act 2000. Candidates may give minimal description and show limited understanding. Answers are likely to be muddled, demonstrating little knowledge or understanding. There will be evidence of coherence within the answers. Errors of grammar, punctuation and spelling may be noticeable and intrusive</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
5	(a)	<ul style="list-style-type: none"> • may be unable to make eye contact eg. because of cataracts/see who they are communicating with • difficult to recognise people which makes conversations difficult • can miss non-verbal signals through body language • cannot hear conversations • may have to rely on someone to sign for them / interpret conversations • they may lose track of the conversation • may get frustrated when they are not understood • embarrassed/ self-conscious about impairment so do not try to communicate • hearing enhanced for people with visual impairments • able to concentrate fully on conversations they are having • they may use communication aids to enhance/ hinder their communication difficulties eg Braille/ sign language/ hearing aid • people who lip read/cannot hear may not be able to converse on the telephone • clarity of speech could worsen with hearing degeneration • others may not realise they have a sensory impairment so do not communicate with them • unable to read eg. emails/texting/letters/information from care services /banks so stops or limits conversations 	7	<p>Level 3 clear description of two ways of the impact on an older person's ability to communicate- relevant examples needed</p> <p>Level 2- attempt to describe at least two ways of the impact on an older person's ability to communicate Limited examples</p> <p>Sub max of 4 for one way done well</p> <p>Level 1- identification of ways</p>	<p>Level 3 [6 – 7 marks] Candidates give detailed and comprehensive description of at least two ways sensory impairments could affect an older person's ability to communicate with other people. Relevant examples will be used to highlight the answer given demonstrating a high level of knowledge and understanding of the impact of sensory impairments. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the answers. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 [4-6 marks] Candidates give sound description of at least two ways sensory impairments could affect an older person's ability to communicate with other people. Examples will be used to highlight the answer given demonstrating a sound level of knowledge and understanding of the impact of sensory impairments. Answers will be factually accurate. There will be evidence of coherence within</p>

						<p>the work. There may be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 [1 – 3 marks] Candidates will give a basic description or identify one or two effects of sensory impairment on an older person's ability to communicate with other people. Examples may be omitted or vague. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p>
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Question		Answer		Content	Guidance
					Levels of response
5	(b)	<p><i>Strengths</i></p> <ul style="list-style-type: none"> An older person has the right to have their needs assessed they have the right to have services provided in accordance with published criteria they have the right to complain if the service is not provided care plan will be written to make sure their needs are met multi-disciplinary team will care for individual needs professionals work together to provide care information given about services available allows her to have maximum independence consistent approach will be given by all carers they are fully involved in the assessment of their needs choices will be offered health and social services working together services delivered in a seamless manner high standards of care <p><i>Weaknesses</i></p> <ul style="list-style-type: none"> They may not be aware of their rights post-code lottery – services depend on where they live financial constraints on provision – lack of services they may be afraid to complain the care may be restricted by pressure/waiting lists 	8	<p>Level 3- Clear evaluation with conclusion for full marks. Candidates must link the NHS and Community Care</p> <p>Level 2- Basic evaluation including both strengths and weaknesses</p> <p>Level 1- identification of features, minimal description, limited understanding</p> <p><i>Submax 4 marks for only strengths or weaknesses</i></p>	<p>Level 3 [7 -8 marks] Candidates give detailed and comprehensive evaluation of the effectiveness of the NHS and Community Care Act. A conclusion will be drawn. Relevant examples will be used to highlight the answer. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the answers. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 [4-6 marks] Candidates give a sound evaluation of the effectiveness of the NHS and Community Care Act. Examples will be used to highlight the answer. Answers will be factually accurate. There will be evidence of coherence within the work. There may be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 [1 – 3 marks] Candidates will give a basic evaluation of the NHS and Community Care Act . Examples may be omitted or vague. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p>

Question		Answer	Marks	Guidance	
6	(a)	<p>Answers must link to an explanation of how the complementary therapy works eg. Promote positive thinking, relieve pain, use of senses to promote calmness, mind healing, encourage to express own thoughts, manipulation of joints/muscles.</p> <ul style="list-style-type: none"> • aromatherapy relieves stress/tension-uses essential oils that can be inhaled, used as massage oil and sometimes ingested-are a relaxant or relieve symptoms • acupuncture relieves back pain, used in cancer care, nausea, osteoarthritis, stroke uses small needles to stimulate nerve impulses • Hypnotherapy relief in cancer care, irritable bowel syndrome, stress and anxiety- uses hypnosis • Relaxation/meditation relieves depression, high blood pressure, stress and anxiety by relaxing mind and body • Yoga used to relieve effects of back pain, high blood pressure and osteoarthritis • Herbal medicine relieve the effects of congestive heart failure/ heart disease, constipation, depression • Massage used in cancer care, constipation, tension/stress. • Osteopathy to relieve musculo-skeletal pain focus on muscles by manipulation • Biofeedback relieves constipation, high blood pressure, stress and anxiety. • Chiropractic relieves back pain, musculo- 	8	Content Accept any relevant complementary therapy	<p><u>Levels of response</u></p> <p>Level 3-(7-8 marks) Candidates will explain in detail at least two complementary therapies that older people could use to relieve the effects of illness and disorders. A thorough understanding of how they use them will be evident. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2 [4-6 marks] Candidates will give a limited explanation of at least two complementary therapies that older people could use to relieve the effects of illness and disorders. A basic understanding of how they use them will be evident. Answers will be factually accurate. There will be evidence of coherence within the answers. There may be occasional errors of grammar, punctuation and spelling. Sub-max of 4 for one way done well.</p> <p>Level 1 [1 – 3 marks] Candidates may identify one/two complementary therapies. There will be limited reference to how the use of them by older people relieves effects of illness and disorders. Understanding will be superficial. Answers are likely to be muddled, list like demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling may be noticeable and intrusive</p>

		<p>skeletal problems by adjusting muscles use massage and manipulation</p> <ul style="list-style-type: none"> • Reflexology involves massage of the feet to improve blood supply to various organs • Expressive therapies like art, music where encouragement to express inner thoughts is used. • Homeopathy treats causes of symptoms • Bach and flower remedies to relieve negative thoughts • Counselling stress therapy help older people to work through their problems • Shiatsu is massage that stimulates body's healing by applying light pressure to various points of the body • Spiritual healing sometimes based on prayer and religious beliefs- can be called 'laying on of hands' • Ayurvedic medicine- herbal medicines from India • Nutritional medicine uses diets and nutritional supplements- can be used for chronic digestive problems 			
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Question		Answer	Marks	Guidance	
				Content	Levels of response
6	(b)	<p>Health care services support provided</p> <ul style="list-style-type: none"> • GP services visit Paula at home, prescribe medication/refer to specialists/refer to support groups/ refer to community health facilities • Community Nursing monitor health / progress/monitor health/change dressings/ administering medication/ take blood pressure /pulse • Counselling refer to other professionals/ talk to Paula about her concerns/ give advice / guidance/ help Paula to cope with changes in his lifestyle • Physiotherapy give Paula exercises to improve her mobility/fitness/advise Paula about activities she should / should not do • Occupational Therapy- assess Paula's ability to cope at home/ write a care plan /arrange for care plan to be put into practice liaise with other community-care services/assess for aids and adaptations • Ambulance service- provide transport to hospital appointments • Health Visiting- monitor health/ provide advice and guidance • Hospice / intermediate care centre provide emergency treatment if she has another heart attack • Dietetics service discuss coping strategies/advise about changes in her diet/dietician could make sure Paula is eating nutritious diet to maintain her strength • Speech therapy services related to effects of a stroke on speech • Hospital services eg. Paramedic/ nurses in hospital/ 	12	<p>Accept relevant examples of practitioners who work for the service – it should be noted that technically these are not the services as asked for in the question.</p> <p><i>Submax 6 marks for ONE type of service covered very well)</i></p>	<p>Level 3-(9-12 marks) Candidates will discuss in detail how at least two different health care services could provide support for Paula at this time. A thorough understanding of the support provided will be evident. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2 [5 – 8 marks] Candidates will make a limited discussion of how at least two different health care services could provide support for Paula at this time. A basic understanding of the support they could provide will be evident. Answers will be factually accurate. There will be evidence of coherence within the answers. There may be occasional errors of grammar, punctuation and spelling.</p> <p>Level 1 [1 – 4 marks] Candidates may identify one or</p>

						<p>two different health care services could provide support for Paula at this time. There will be limited reference to specific types of services or the support provided. Understanding will be superficial. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling may be noticeable and intrusive</p>
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