

# **Health and Social Care**

Advanced GCE

Unit **F918**: Caring for Older People

## **Mark Scheme for June 2011**

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Question		Expected Answer	Mark	Rationale / Additional Guidance
1	(a)	<p><b>One</b> mark for each economic change, FOUR required</p> <ul style="list-style-type: none"> <li>• no income from work as no longer working</li> <li>• increased income from lump sum on retirement / insurance policies mature</li> <li>• less income to rely on</li> <li>• rely on pension</li> <li>• have to budget carefully</li> <li>• may be eligible for benefits</li> <li>• mortgage paid off</li> <li>• less / more debts</li> <li>• may / may not be able to afford to go on holiday / leisure activities / socialising</li> <li>• less / more money for luxuries / can afford luxuries</li> <li>• may need to buy economy foods / poorer diet</li> <li>• may / may not be able to treat grandchildren</li> <li>• less / more money for presents</li> <li>• no travelling expenses to work</li> <li>• may need to downsize house to release money</li> <li>• may not be able to afford to run a car</li> <li>• may not be able to afford bills/ bills more expensive as at home more of the time</li> <li>• eligible for a free bus pass / pensioner discounts</li> <li>• rely on savings</li> <li>• get a part-time job for extra cash</li> </ul>	<p><b>4x1</b></p> <p><b>[4]</b></p>	<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> <p>Links must be made to retirement situation.</p>

Question		Expected Answer	Mark	Rationale / Additional Guidance
1	(b)	<p><b>One</b> mark for each lifestyle change, THREE required  <b>One</b> mark for each explanation, THREE required</p> <ul style="list-style-type: none"> <li>• <b>increased ability to participate in community activities</b>  – <i>may take on voluntary work / raised self-esteem</i></li> <li>• <b>increased leisure time</b> – <i>so able to spend more time with family</i></li> <li>• <b>no longer see work colleagues/working</b> – <i>as she is no longer an employee an does not go to work each day</i></li> <li>• <b>spend more time together with partner / husband / family</b> <i>so they are able to appreciate each other more</i></li> <li>• <b>able to go out and make new friends/spend more time with friends</b> – <i>so have increased / more varied support</i></li> <li>• <b>take up new hobbies / leisure activities</b> – <i>so feel more relaxed / fitter</i></li> <li>• <b>has the freedom to choose what she does</b> – <i>no longer in routine / have to work shifts</i></li> <li>• <b>could experience health problems</b> – <i>become dependent on others and rely on partner / husband / friends</i></li> <li>• <b>realisation that time is passing by / closer to death</b>  – <i>so make the most of opportunities</i></li> <li>• <b>rely on family financially</b> – <i>no longer supporting family as much</i></li> <li>• <b>dependent on others</b> – <i>have to rely on family rather than being the leading role</i></li> <li>• <b>socially isolated</b> – <i>change in focus with friends / no longer working</i></li> </ul>	<p><b>3x1</b>  <b>3x1</b></p> <p><b>[6]</b></p>	<p><i>Explanation will be relevant and valid</i></p>

Question	Expected Answer	Mark	Rationale / Additional Guidance
1	<p data-bbox="235 212 280 244"><b>(c)</b></p> <p data-bbox="392 212 1193 443"><b>Level 3</b> [5 marks] Candidates will clearly outline how at least <b>two</b> new roles during retirement could affect Martha emotionally. 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 data-bbox="392 483 1176 715"><b>Level 2</b> [3 – 4 marks] Candidates will describe or attempt to outline how at least <b>two</b> new roles during retirement could affect Martha emotionally. Answers will be factually accurate. There will be evidence of coherence within the answers. There may be noticeable errors of grammar, punctuation and spelling. <i>(Sub-max 3 marks for one role done very well)</i></p> <p data-bbox="392 754 1176 986"><b>Level 1</b> [0 – 2 marks] Candidates will identify new roles or emotional effects on Martha. 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 may be noticeable and intrusive.</p> <p data-bbox="392 1026 1142 1297"><b>New Roles</b></p> <ul data-bbox="392 1058 1142 1297" style="list-style-type: none"> <li>• pensioner / no longer an employee</li> <li>• role within the community eg neighbourhood watch co-ordinator</li> <li>• role within the family eg childminder for grandchildren/spending more time with partner</li> <li>• voluntary worker eg working in a charity shop/helping out at hospice</li> </ul>	<b>[5]</b>	Emotional effects must link directly to the role changes identified.

Question	Expected Answer	Mark	Rationale / Additional Guidance
	<p><b>Emotional effects:</b></p> <ul style="list-style-type: none"> <li>• <b>feel more / less valued / proud</b> – because she is able / unable to provide support</li> <li>• <b>feel more / less needed / wanted</b> – because she is able / unable to do the things he has always wanted to</li> <li>• <b>raised / lowered self-esteem / self-worth</b> – because she has more freedom to choose what he does</li> <li>• <b>raised / lowered confidence</b> – because she has been able / unable to make new friends / lost friends at work</li> <li>• <b>improved / lowered motivation</b> – because she is / needs to learn new skills to carry out her new roles / no longer using skills</li> <li>• <b>feel happy / unhappy</b> – because she is enjoying / not enjoying her new roles</li> <li>• <b>feel bored</b> – no longer working / less active</li> <li>• <b>worried / concerned</b> – because she does not like the changes that are happening to her</li> <li>• <b>stressed / depressed</b> – due to being dependent on others / because she is no longer relied on to provide for her family / at work</li> </ul>		

Question			Expected Answer	Mark	Rationale / Additional Guidance
2	(a)	(i)	<p><b>One</b> mark for ONE disorder from:</p> <ul style="list-style-type: none"> <li>• cancer of the bowel</li> <li>• ulcerative colitis</li> <li>• Crohn's Disease</li> <li>• diabetes</li> </ul>	[1]	Accept IBS
	(a)	(ii)	<p><b>One</b> mark for each physical effect, <b>FOUR</b> required from:</p> <ul style="list-style-type: none"> <li>• unable to eat a normal diet/loss of appetite</li> <li>• weaker stomach muscles</li> <li>• weak muscles in digestive tract/incontinence</li> <li>• dehydration due to loss of fluids</li> <li>• weak muscles in the rectum</li> <li>• persistent diarrhoea / loose stools</li> <li>• severe constipation</li> <li>• feeling very tired / lack of energy</li> <li>• bloating of the abdomen</li> <li>• severe wind causing pain in stomach</li> <li>• painful piles</li> <li>• severe / unexpected loss of weight</li> <li>• anaemia / lack of iron in the body</li> <li>• lack of essential nutrients</li> <li>• inflammation of the digestive tract</li> <li>• severe abdominal pain</li> <li>• blood in stools</li> <li>• dizziness due to low/high blood sugar</li> <li>• frequent urination</li> <li>• specific physical effects linked to disorder chosen</li> </ul>	<p><b>4x1</b></p> <p>[4]</p>	<p>Effects must link to the disorder named in (a)i.</p> <p><i>Note: sub-max of TWO for identification only</i></p>

Question	Expected Answer	Mark	Rationale / Additional Guidance
2 (b)	<p><b>Level 3</b> [5 – 6 marks] Candidates will clearly explain at least <b>two</b> coping strategies an older person could use to relieve the effects of a disorder of the digestive system. 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><b>Level 2</b> [3 – 4 marks] Candidates will describe or attempt to explain at least <b>two</b> coping strategies an older person could use to relieve the effects of a disorder of the digestive system. Answers will be factually accurate. There will be evidence of coherence within the answers. There may be noticeable errors of grammar, punctuation and spelling. <i>(Sub-max 3 marks for one way done very well)</i></p> <p><b>Level 1</b> [0 – 2 marks] Candidates will identify coping strategies an older person could use to relieve the effects of a disorder of the digestive system. 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 may be noticeable and intrusive.</p> <ul style="list-style-type: none"> <li>• <b>use complementary therapies</b> – for relaxation / relieve symptoms</li> <li>• <b>talk to professionals</b> - to get information about their condition</li> <li>• <b>take prescribed medication regularly</b> – relieve pain / aid digestion</li> <li>• <b>eat a balanced diet</b> - to maintain digestion</li> <li>• <b>take food / vitamin / mineral supplements</b> – to prevent malnutrition</li> </ul>	[6]	Listing coping strategies alone only give level 1. Must have additional explanation for at least one of the ways to get into level 2.

Question	Expected Answer	Mark	Rationale / Additional Guidance
	<ul style="list-style-type: none"> <li>• <b>plan outings / journeys in advance</b> – to know where toilets are</li> <li>• <b>join a support group</b> - to share experiences / get advice</li> <li>• <b>talk to others in a similar situation</b> – to support them / gain advice</li> <li>• <b>research using internet / books / leaflets</b> – increase understanding</li> <li>• <b>increase water intake</b> - to improve digestion</li> <li>• <b>seek advice / support</b> from voluntary groups eg Age Concern</li> <li>• <b>take gentle exercise</b> - to aid digestion</li> </ul>		

Question		Expected Answer	Mark	Rationale / Additional Guidance
2	(c)	<p><b>One</b> mark for each identification TWO required  <b>One</b> mark for each explanation TWO required</p> <ul style="list-style-type: none"> <li>• <b>GP</b> – <i>prescribe medication</i></li> <li>• <b>physiotherapist</b> – <i>give exercises to improve bowel control</i></li> <li>• <b>occupational therapist</b> – <i>assess home for aids / adaptations</i></li> <li>• <b>home care assistant / domiciliary carer</b> – <i>provide personal care at home</i></li> <li>• <b>district / community nurse</b> – <i>monitor progress / administer medication</i></li> <li>• <b>dietician / nutritionist</b> – <i>give advice about diet / foods to eat / avoid</i></li> <li>• <b>complementary therapist</b> – <i>give complimentary treatments to assist with disorder</i></li> <li>• <b>continence nurse</b> – <i>give advice / guidance / continence aids</i></li> <li>• <b>health visitor</b> – <i>give advice / guidance / monitor health</i></li> <li>• <b>health care assistant</b> – <i>give advice / monitor health</i></li> </ul>	<p><b>2x1</b>  <b>2x1</b>    <b>[4]</b></p>	<p>Roles must be relevant – eg provision of ramps by practitioners is not appropriate.  Doctor is acceptable for GP.  DO NOT accept social worker  Care worker is too vague so no marks awarded</p>

Question			Expected Answer	Mark	Rationale / Additional Guidance
3	(a)	(i)	<p><b>One</b> mark for ONE disorder from:</p> <ul style="list-style-type: none"> <li>• senile dementia / Alzheimer's</li> <li>• multiple sclerosis</li> <li>• Parkinson's</li> </ul>	[1]	
3	(a)	(ii)	<p><b>One</b> mark for each identification TWO required  <b>One</b> mark for each explanation TWO required</p> <ul style="list-style-type: none"> <li>• <b>isolation</b> – because they are unable to go out / poor mobility / unable to drive</li> <li>• <b>loss of friends</b> – because of unusual behaviour patterns / forget who they are</li> <li>• <b>not able to take part in activities</b> – so do not try / could get lost or not find way home</li> <li>• <b>do not want to go out</b> – because of lack of confidence / embarrassed</li> <li>• <b>people have negative reactions to them</b> – because of changes in their appearance</li> <li>• <b>make friends with carers</b> – because they see them regularly</li> <li>• <b>see less of family</b> – because they do not recognise them / afraid</li> <li>• <b>see more of family</b> – because they are concerned about them</li> <li>• <b>do not take part in hobbies / interests</b> – because they get confused easily</li> <li>• <b>make new friends with people in a similar situation to themselves</b> – because they understand their situation</li> <li>• <b>dependent on others</b> – as they cannot do things for themselves</li> <li>• <b>socially excluded</b> – people do not understand their condition / stereotyping / prejudice / feels safer</li> <li>• <b>poor social skills</b> – cannot interact / communicate with others</li> </ul>	<p><b>2x1</b>  <b>2x1</b>    <b>[4]</b></p>	<p>Effects must be SOCIAL- for example 'cannot afford to go out' is not appropriate</p> <p><i>[Effects will be linked to the disorder of the nervous system]</i>  <i>[Explanation of each effect will be relevant and valid]</i>  <i>Note: sub-max of three if no explanation</i></p>

Question	Expected Answer	Mark	Rationale / Additional Guidance
3 (b)	<p><b>Level 3</b> [5 – 6 marks] Candidates will clearly discuss at least <b>two</b> reasons why an older person with a disorder of the nervous system could find it difficult to cope with daily living activities. References will be directly made to the impact of a disorder of the nervous system and examples of daily living activities demonstrating thorough understanding. 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><b>Level 2</b> [3 – 4 marks] Candidates will discuss at least <b>two</b> reasons why an older person with a disorder of the nervous system could find it difficult to cope with daily living activities. Candidates will attempt to link their answer to a disorder of the nervous system and daily living activities. Answers will be factually accurate. There will be evidence of coherence within the answers. There may be noticeable errors of grammar, punctuation and spelling. <i>(Sub-max 3 marks for one reason done very well)</i></p> <p><b>Level 1</b> [0 – 2 marks] Candidates will identify possible ideas why an older person could find it difficult to cope with a disorder of the nervous system. There may be limited, if any reference to a specific disorder. 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 may be noticeable and intrusive.</p> <ul style="list-style-type: none"> <li>• <b>lack of self-esteem</b> – because they rely on help from other people</li> </ul>	[6]	Answers must be linked to daily living activities to achieve Level 2 and 3 marks – not generalised.

Question	Expected Answer	Mark	Rationale / Additional Guidance
	<ul style="list-style-type: none"> <li>• <b>increased care needs</b> – because their body does not function properly</li> <li>• <b>speech affected</b> – so cannot make themselves understood / get frustrated</li> <li>• <b>self image / identity changed</b> - people making fun of them / prejudice</li> <li>• <b>lack of confidence</b> – because they are unsure of how to deal with the disorder</li> <li>• <b>afraid / concerned</b> – because the disorder increases the risk of accidents</li> <li>• <b>embarrassment</b> – because of their inability to participate in activities</li> <li>• <b>pain / discomfort</b> – may affect their ability to carry out daily living tasks / participate in activities</li> <li>• <b>not able to go out socialising</b> - afraid of falling or dropping something</li> <li>• <b>lack of visitors</b> – people lose interest in going to see them</li> <li>• <b>not see family / friends</b> – unable to cope with their condition deteriorating</li> <li>• <b>less leisure activities / hobbies</b> – due to loss of memory</li> <li>• <b>have to spend time at medical appointments</b> – to keep disorder under control</li> <li>• <b>isolation / loneliness</b> – because cannot go out as much as before / find it difficult to talk to others about their disorder</li> <li>• <b>confusion</b> – because they do not understand the impact of their disorder</li> <li>• <b>poor mobility / balance</b> – making showering/getting dressed difficult</li> <li>• <b>cooking meals difficult / forget to eat</b> – safety issues with using the cooker / memory loss</li> <li>• <b>poor personal hygiene</b> – forget to wash / use of toilet</li> </ul>		

Question	Expected Answer	Mark	Rationale / Additional Guidance
3 (c)	<p><b>Level 3</b> [7 – 9 marks] Candidates will clearly analyse at least <b>two</b> ways a home care assistant should promote individual rights and beliefs when supporting an older person with a disorder of the nervous system. 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><b>Level 2</b> [4 – 6 marks] Candidates will attempt analysis of at least <b>two</b> ways a home care assistant should promote individual rights and beliefs when supporting an older person with a disorder of the nervous system. Answers will be factually accurate. There will be evidence of coherence within the answers. There may be noticeable errors of grammar, punctuation and spelling. (<i>Sub-max 5 marks for <b>one</b> way done very well</i>)</p> <p><b>Level 1</b> [0 – 3 marks] Candidates will identify ways a home care assistant should promote individual rights and beliefs when supporting an older person with a disorder of the nervous system. Candidates may give minimal description and show limited understanding. Answers are likely to be list-like, muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p><b>Promote individual rights and beliefs:</b></p> <ul style="list-style-type: none"> <li>• encourage older person to be independent wherever possible</li> <li>• allow older person to have choices about their care and treatment and not try and force him to do things they think he should</li> </ul>	[9]	Level 3 must refer to promoting right of a person with a disorder of the nervous system – examples are acceptable.

Question	Expected Answer	Mark	Rationale / Additional Guidance
	<ul style="list-style-type: none"> <li>• always ask older person what they need / want and not make presumptions</li> <li>• empower older person to do as much as they can for themselves no matter how long it takes</li> <li>• make sure the support they provide is carried out safely</li> <li>• make sure they live in a safe environment</li> <li>• treat older person with dignity and respect</li> <li>• recognise personal beliefs and preferences</li> <li>• enable them to maintain their identity</li> <li>• raise awareness of how to complain</li> <li>• being aware of their cultural / religious needs</li> <li>• addressing older person correctly / calling him by the name they prefer</li> <li>• keep information confidential and sharing on a need to know basis</li> <li>• talk in an appropriate manner and not making him feel inadequate</li> <li>• provide care according to their individual needs</li> <li>• consent must be requested before care is carried out</li> </ul>		

Question		Expected Answer	Mark	Rationale / Additional Guidance
4	(a)	<p><b>One</b> mark for each description of physical effect, <b>THREE</b> required from:</p> <ul style="list-style-type: none"> <li>• decreased mobility / unable to move around easily / loss of balance</li> <li>• pains in the chest / down left arm</li> <li>• pain in the jaw / neck</li> <li>• decreased energy levels / feeling very tired</li> <li>• suffers from breathlessness</li> <li>• cold / blue lips / cold / blue fingers / toes</li> <li>• poor circulation affecting fingers / toes</li> <li>• weakened heart muscles</li> <li>• increased risk of further heart problems</li> <li>• feeling light headed / dizzy spells</li> <li>• feeling nauseous / vomiting</li> <li>• tiredness/fatigue</li> <li>• swollen ankles</li> <li>• weakness/numbness/paralysis down one side of the body</li> <li>• slurred speech / communication difficulties / swallowing difficulties</li> <li>• high/low blood pressure</li> <li>• unable to do strenuous activities</li> </ul>	[3]	<p>Answers must be description – identification only on two or more must have sub-max of 2 marks only</p> <p><i>[If effect is directly linked to the chosen disorder the mark will be awarded]</i></p> <p><i>Note: sub-max of TWO for identification only</i></p>

Question	Expected Answer	Mark	Rationale / Additional Guidance
4 (b)	<p><b>Level 3</b> [5 marks] Candidates will clearly outline how at least <b>two</b> reasons why Sophia has an increased likelihood of potential dangers. 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><b>Level 2</b> [3 – 4 marks] Candidates will describe or attempt to outline how at least <b>two</b> reasons why Sophia has an increased likelihood of potential dangers. Answers will be factually accurate. There will be evidence of coherence within the answers. There may be noticeable errors of grammar, punctuation and spelling. <i>(Sub-max 3 marks for one reason done very well)</i></p> <p><b>Level 1</b> [0 – 2 marks] Candidates will identify reasons why Sophia has an increased likelihood of potential dangers. 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 may be noticeable and intrusive.</p> <ul style="list-style-type: none"> <li>• <b>she could have a reoccurrence of her disorder of the circulatory system</b> – which could make her fall / unable to call for help</li> <li>• <b>loss of feeling in her fingers/poor grip</b> – so she drops things easily</li> <li>• <b>tiredness could make her muscles weak</b> – so she could trip / stumble and break bones</li> <li>• <b>poor mobility could result in accidents</b> – because she is unstable on her feet</li> <li>• <b>she could fall more easily</b> – because her balance has deteriorated</li> </ul>	[5]	For level 3 reasons must link to Sophia eg age related or related to her disorder of the circulatory system.

Question	Expected Answer	Mark	Rationale / Additional Guidance
	<ul style="list-style-type: none"> <li>• <b>cooking /preparing meals can be dangerous</b> – her reactions are not as quick as they were/could drop hot pans</li> <li>• <b>she might not see steps / stairs</b> – causing her to trip</li> <li>• <b>she could become forgetful</b> - so not lock the door or forget to turn electrical equipment off</li> <li>• <b>may let strangers into the house</b> – as she cannot remember who she should let in</li> <li>• <b>may find getting in/out of the bath difficult</b> – so slip and hurt herself/break bones</li> <li>• <b>her carer is an older person</b> – so cannot fully support her to reduce risks</li> </ul>		

Question	Expected Answer	Mark	Rationale / Additional Guidance
4 (c)	<p><b>Level 3</b> [6 – 7 marks] Candidates will clearly analyse at least <b>two</b> ways the Carers Recognition and Services Act 1995 ensures Rigor receives the support he needs to care for Sophia at home. 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><b>Level 2</b> [4 – 5 marks] Candidates will describe at least <b>two</b> ways the Carers Recognition and Services Act 1995 ensures Rigor receives the support he needs to care for Sophia at home. Answers will be factually accurate. There will be evidence of coherence within the answers. There may be noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 1</b> [0 – 3 marks] Candidates will identify ways the Carers Recognition and Services Act 1995 ensures Rigor receives the support he needs to care for Sophia at home. Answers are likely to be list-like. 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> <ul style="list-style-type: none"> <li>• assess the ability of Rigor to provide care</li> <li>• social services must take this into consideration</li> <li>• Rigor is not expected to take on duties of professional care worker</li> <li>• care plan will be written to make sure Sophia's needs are met</li> <li>• professionals work together with Rigor to provide care</li> <li>• information given about services available</li> </ul>	[7]	Must be reference to Rigor to achieve level 2 marks – application of knowledge is required.

Question	Expected Answer	Mark	Rationale / Additional Guidance
	<ul style="list-style-type: none"><li>• allow Rigor to have maximum support</li><li>• Rigor and Sophia will be fully involved in the assessment of her needs</li><li>• choices will be offered</li><li>• services delivered in a seamless manner</li><li>• provide respite care to give Rigor a break</li></ul>		

Question	Expected Answer	Mark	Rationale / Additional Guidance
5 (a)	<p><b>Level 3</b> [6 - 7 marks] Candidates will explain in detail how at least <b>two</b> different types of community care services that could provide support for Charlie at this time. Relevant examples of services will be used to highlight the answer. 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, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2</b> [4 – 5 marks] Candidates will give a limited explanation of how at least <b>two</b> different types of community care services that could provide support for Charlie at this time. Examples of services will be used to highlight their answer. 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 noticeable errors of grammar, punctuation and spelling. <i>(Sub-max 4 marks for ONE type of service covered very well)</i></p> <p><b>Level 1</b> [0 – 3 marks] Candidates may identify <b>one</b> or <b>two</b> different community care services that could provide support for Charlie 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 will be noticeable and intrusive.</p> <p><b>Health-care services</b></p> <ul style="list-style-type: none"> <li>• <b>GP surgery</b> - GPs prescribe medication to reduce pain</li> </ul>		<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>Care worker is too vague to be awarded mark</p> <p>Services must be linked to supporting Charlie to live in his own home.</p>

Question	Expected Answer	Mark	Rationale / Additional Guidance
	<ul style="list-style-type: none"> <li>• <b>community nursing</b> - monitor health to assess changes / administer medication / take blood pressure/pulse / check peak flow measurements / check and change oxygen tanks</li> <li>• <b>physiotherapy</b> - provide exercises to improve breathing</li> <li>• <b>health visiting</b> – advise on health living practices to improve safety / reduce risks / monitor health</li> <li>• <b>NHS Direct</b> – provide advice and guidance if his condition worsens</li> <li>• <b>ambulance service</b> – provide transport to hospital appointments / provide emergency treatment if breathing fails</li> </ul> <p><b>Social-care services</b></p> <ul style="list-style-type: none"> <li>• <b>social services</b> - social worker - assess needs to produce a care plan to ensure needs are met / care manager – monitor care plan and ensure needs are being met</li> <li>• <b>occupational therapy</b> – assess home for aids and adaptations / provide specialist aids / adaptations / advise on safe practices to improve independence</li> <li>• <b>day-care centre</b> – meet others in similar situations to share experiences, increase social interaction to make friends / reduce isolation</li> <li>• <b>transport services</b> – take them to appointments safely</li> </ul> <p><b>Domiciliary services</b></p> <ul style="list-style-type: none"> <li>• <b>home-care</b> – provide support with daily living tasks, support with personal hygiene</li> <li>• <b>meals on wheels</b> – delivering ready made meals to give the nutrients required / reduce potential risks of preparing own meals</li> </ul>		

Question	Expected Answer	Mark	Rationale / Additional Guidance
5 (b)	<p><b>Level 3</b> [7 – 8 marks] Candidates will clearly discuss at least <b>two</b> ways practitioners should promote equality and diversity in their day-to-day tasks. There will be specific reference to day-to-day tasks they will carry out when providing care for Charlie. 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><b>Level 2</b> [4 – 6 marks] Candidates will briefly discuss at least <b>two</b> ways practitioners should promote equality and diversity in their day-to-day tasks when caring for Charlie. Answers will be factually accurate. There will be evidence of coherence within the answers. There may be noticeable errors of grammar, punctuation and spelling. <i>(Sub-max 4 marks for one way done very well)</i></p> <p><b>Level 1</b> [0 – 3 marks] Candidates will identify ways the practitioners should promote equality and diversity with little if any reference to their day-to-day tasks or provision of care for Charlie. 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> <p><b>Promote equality and diversity</b></p> <ul style="list-style-type: none"> <li>• use non-discriminatory practice towards Charlie</li> <li>• provide care according to Charlie's needs for his respiratory disorder</li> <li>• never stereotype Charlie because he has a respiratory disorder</li> </ul>	[8]	List like answers with loads of examples of ways without discussion can only achieve level 1.

Question	Expected Answer	Mark	Rationale / Additional Guidance
	<ul style="list-style-type: none"> <li>• identify and fight their own prejudices towards older people / those with respiratory disorders</li> <li>• use language that Charlie can understand when explaining the care they are providing</li> <li>• challenge others who may discriminate against him</li> <li>• check Charlie has understood what is said before continuing with his care</li> <li>• listen carefully to Charlie when he is talking to them</li> <li>• use appropriate body language so that Charlie feels he can approach them for support</li> <li>• not labelling people as disabled / old</li> <li>• respect Charlie's personal beliefs</li> <li>• not verbally abusing Charlie by swearing / shouting at him</li> <li>• not physically abusing Charlie / hurting him / hitting him / not maintaining his hygiene</li> <li>• provide information in chosen language</li> <li>• provide meals according to his preferences</li> <li>• when Charlie is dressing encourage him to do as much as he can for himself</li> <li>• any other acceptable response</li> </ul>		

Question	Expected Answer	Mark	Rationale / Additional Guidance
6 (a)	<p><b>Level 3</b> [7 – 8 marks] Candidates give detailed and comprehensive analysis of at least <b>two</b> 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><b>Level 2</b> [4 – 6 marks] Candidates give sound analysis of at least <b>two</b> 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 the work. There may be noticeable errors of grammar, punctuation and spelling. <i>Sub-max of FOUR marks for one way analysed in detail.</i></p> <p><b>Level 1</b> [0 – 3 marks] Candidates will give a basic analysis or identify <b>one</b> or <b>two</b> 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> <ul style="list-style-type: none"> <li>• may be unable to make eye contact/see who they are communicating with</li> <li>• cannot hear conversations</li> <li>• may have to rely on someone to sign for them / interpret conversations</li> </ul>	[8]	Accept examples of impact of sensory impairment on older person's ability to communicate.

Question	Expected Answer	Mark	Rationale / Additional Guidance
	<ul style="list-style-type: none"> <li>• may lose track of the conversation</li> <li>• low self-esteem</li> <li>• lack of confidence</li> <li>• others may be unable to use sign language</li> <li>• others may get frustrated when trying to communicate with them and give up trying</li> <li>• Braille may not be available</li> <li>• information not always available in preferred formats</li> <li>• may get frustrated when they are not understood</li> <li>• can miss non-verbal signals through body language</li> <li>• hearing enhanced for people with visual impairments</li> <li>• conversations tend to be more meaningful</li> <li>• able to concentrate fully on conversations they are having</li> <li>• most services have advocates available</li> <li>• there is a wide range of communication aids they can use</li> <li>• carers make an effort to communicate with them</li> <li>• touch is accepted as an alternative method of communication</li> <li>• people with sight problems may find it difficult to recognise people which makes conversations difficult</li> <li>• services may not be fitted with a hearing loop so people who se hearing aids would have problems communicating</li> <li>• people who lip read would not be able to converse on the telephone</li> <li>• clarity of speech could worsen with hearing degeneration</li> <li>• others may not realise they have a sensory impairment so not communicate with them effectively</li> </ul>		

Question	Expected Answer	Mark	Rationale / Additional Guidance
6 (b)	<p><b>Level 3</b> [9 - 12 marks] Candidates will clearly evaluate the effectiveness of the NHS and Community Care Act on the provision of services to meet the needs of pwus with a sensory impairment. There will be explicit reference to strengths and weaknesses of the legislation and meeting the needs of older people with sensory impairment. A conclusion will be drawn. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2</b> [5 - 8 marks] Candidates will evaluate the effectiveness of the NHS and Community Care Act on the provision of services to meet the needs of pwus with a sensory impairment. There may be some reference to strengths and weaknesses. Answers will be factually accurate. There will be evidence of coherence within the answers. There may be noticeable errors of grammar, punctuation and spelling. <i>Sub-max of 6 marks for strengths or weaknesses only.</i></p> <p><b>Level 1</b> [0 - 4 marks] Candidates will identify ways the NHS and Community Care Act influences the provision of services to meet the needs of pwus with little if any reference to a sensory impairment. 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> <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• pwus have the right to have their needs assessed</li> <li>• right to have services provided in accordance with published criteria</li> </ul>	[12]	<p>Do not give marks just for 'meeting needs' as this is the question.</p> <p>No marks for act providing aids or adaptations as these are not service provision.</p>

Question	Expected Answer	Mark	Rationale / Additional Guidance
	<ul style="list-style-type: none"> <li>• pwus have the right to complain if the service is not provided</li> <li>• care plan will be written to make sure needs are met</li> <li>• practitioners work in partnership to care for individual needs</li> <li>• information given about services available</li> <li>• allows pwus to have maximum independence</li> <li>• enables pwus to remain in their own home for longer</li> <li>• consistent approach will be given by all her carers</li> <li>• pwus fully involved in the assessment of their needs</li> <li>• choices will be offered</li> <li>• health and social services working together</li> <li>• services delivered in a seamless manner</li> <li>• high standards of care</li> <li>• pooled budgets to provide co-ordinated care packages</li> </ul> <p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• pwus not aware of their rights</li> <li>• post-code lottery for provision of services</li> <li>• financial constraints on provision</li> <li>• pwus may be afraid to complain</li> <li>• care is often rushed due to shortage of time allocations</li> <li>• lack of communication between services</li> <li>• records can be completed inaccurately</li> <li>• some professionals do not work well with others</li> <li>• mistakes may not be recognised</li> </ul>		

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