

## **Health and Social Care**

Advanced GCE **F918**

Unit 9: Caring for Older People

### **Mark Scheme for June 2010**

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Question		Expected Answers	Marks	Total	Rationale
1	(a)	<p><b>One</b> mark each for FIVE from:</p> <ul style="list-style-type: none"> <li>• no longer see work colleagues/lose friends from work</li> <li>• spend more time with her partner</li> <li>• isolate herself/lack of socialising/unable to go out</li> <li>• see more/less of family/children/grandchildren</li> <li>• make new friends/meet new people</li> <li>• take up new hobbies/leisure activities</li> <li>• no longer able to participate in hobbies/leisure activities</li> <li>• can go on holiday whenever she wants/restrict type of holiday</li> <li>• get involved the community activities</li> <li>• voluntary work</li> <li>• spend more time with friends/improved social life</li> <li>• no longer in routine</li> <li>• depend on others to take her out</li> <li>• develop friendships with carers</li> <li>• socialise with people who have similar problems</li> <li>• socially excluded/people not accept disorder</li> </ul> <p><i>[Accept any other appropriate answer ]</i></p>	5x1	[5]	Effects must be social – do not accept intellectual, emotional or physical effects.

Question		Expected Answers	Marks	Total	Rationale
1	(b)	<p><b>One</b> mark each for FOUR from:</p> <ul style="list-style-type: none"> <li>• loss of income from work/dependent on partner's income</li> <li>• rely on pension for all expenses</li> <li>• have to budget carefully/have difficulty paying bills</li> <li>• may get benefits/pension credits</li> <li>• mortgage paid off/have to pay rent</li> <li>• more debts due to rising costs of essentials</li> <li>• rely on savings for daily expenses</li> <li>• less money/more money to go on holiday</li> <li>• less money/more money for luxuries</li> <li>• may need to buy economy foods/poorer diet</li> <li>• less money/more money to treat grandchildren</li> <li>• less money/more money for presents</li> <li>• less money/more money for hobbies/interests</li> <li>• downsize house as can no longer afford to run it</li> <li>• not able to afford to run a car</li> <li>• receive concessions for pensioners/free bus travel</li> <li>• free prescriptions reduces expense of medication</li> <li>• rely on family for financial support</li> <li>• lump sum from pension insurance to help with expenses</li> </ul> <p><i>[Accept any other appropriate answer]</i></p>	4x1	[4]	

Question		Expected Answers	Marks	Total	Rationale
1	(c)	<p><b>One</b> mark each for THREE ways from:  <b>One</b> mark each for each explanation from:</p> <ul style="list-style-type: none"> <li>• <b>saved up money</b> – so she has money to rely on during retirement</li> <li>• <b>taken out a private pension</b> – to give a regular income</li> <li>• <b>joined local clubs</b> – to make new friends</li> <li>• <b>taken up new hobbies/interests</b> – to widen her interests/skills</li> <li>• <b>talked to retirement advisers/colleagues/support groups</b> – to learn from others in a similar situation</li> <li>• <b>bought a smaller house</b> – to give a sum of money to support retirement</li> <li>• <b>exercise regularly</b> – to maintain fitness</li> <li>• <b>eat a well-balanced diet</b> – to maintain health and fitness</li> <li>• <b>taken out critical-illness insurance</b> – to provide an income should she have to retire early</li> <li>• <b>budget/reduce expenses</b> – so they can cope with reduced income</li> <li>• <b>pay off mortgage</b> – to reduce expenses when have less income</li> <li>• <b>reduce work hours/go part time</b> – to get used to working less hours</li> </ul>	<p>3x1 3x1</p>	<b>[6]</b>	<p>Look after grandchildren  Accept voluntary work under take up new interests</p>

Question		Expected Answers	Marks	Total	Rationale
2	(a)	<p><b>One</b> mark each for FIVE from:</p> <ul style="list-style-type: none"> <li>• difficulty cooking meals</li> <li>• difficulty cleaning home</li> <li>• difficulty when shopping</li> <li>• difficulty socialising/going out</li> <li>• communication problems/hard to interact with others</li> <li>• safety impaired/increased risk of accidents</li> <li>• ability to follow hygiene procedures/washing</li> <li>• lack of stimulation from reading/television</li> <li>• need to use aids/adaptations</li> <li>• dependent on others to provide care</li> <li>• no longer able to drive/transport difficulties</li> <li>• unable to hear door bell/know when he has visitors</li> </ul> <p><i>[Accept any other appropriate answer]</i></p>	5x1	<b>[5]</b>	Accept no longer able to work

Question	Expected Answers	Marks	Total	Rationale
2 (b)	<ul style="list-style-type: none"> <li>• <b>One</b> mark each for THREE from:</li> <li>• <b>One</b> mark each for each explanation from:</li> <li>• <b>join a support group</b> – to share experiences with others in a similar situation/raise his confidence/self-esteem</li> <li>• <b>make sure everything is kept in a particular place</b> - so that he can find them quickly/easily</li> <li>• <b>use aids/adaptations</b> – to carry out tasks safely</li> <li>• <b>ask for an assessment to be carried out by an occupational therapist</b> – to enable him to remain independent for as long as possible</li> <li>• <b>ask family for support</b> – because he will feel more relaxed with them than carers</li> <li>• <b>seek advice/support from medical care professionals</b> – to ensure he knows the best action to take</li> <li>• <b>seek advice/support from voluntary groups eg Age UK</b> – to ensure he has up-to-date/relevant information</li> <li>• <b>move into sheltered accommodation/residential care</b> – he will be safer/have all care needs met fully</li> <li>• <b>use meals-on-wheels</b> – to reduce safety risks when preparing meals/make sure he eats a balanced diet</li> <li>• <b>learn Braille/sign language</b> – to improve his interaction/communication skills</li> <li>• <b>take part in recreational activities/go to a day centre</b> – to get him out of the house/social interaction</li> <li>• <b>research the condition</b> – so that he understands how it will progress/can be prepared for future development</li> <li>• <b>have a guide/hearing/disability assistance dog</b> – to enable him to go out and about safely</li> <li>• <b>have an alarm system installed</b> – so that he can get help in an emergency</li> <li>• <b>support from domiciliary carers</b> – to help with daily living activities</li> <li>• <b>counselling</b> – to provide emotional support</li> </ul>	3x1 3x1	<b>[6]</b>	<i>Explanations may be interchangeable</i>

Question		Expected Answers	Marks	Total	Rationale
2	(c)	<p><b>Level 3 [8-9 marks]</b> Candidates will analyse the roles of at least <b>two</b> appropriate professional care workers justifying their choice by linking specific skills and qualities to provide for Michael's changing care needs. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the work. There will be few errors of grammar, punctuation and spelling.</p> <p><b>Level 2 [4-7 marks]</b> Candidates will attempt analysis of the roles of at least <b>two</b> appropriate professional care workers. A sound understanding of their role will be evident. There will be limited justification of their choices with minimal links to Michael's changing care needs. 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>(Submax 5 marks for <b>one</b> care worker covered very well)</i></p> <p><b>Level 1 [0-3 marks]</b> Candidates may identify/describe the role of <b>one</b> or <b>two</b> professional care workers who could support Michael with little if any description of their role. 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>		[9]	

Question	Expected Answers	Marks	Total	Rationale
2 (c)	<ul style="list-style-type: none"> <li>• <b>GP</b> - prescribe medication to relieve symptoms of his disorder/refer to consultants at the hospital to monitor his degeneration</li> <li>• <b>Community Nurse</b> – monitor his health and well-being to ensure he gets the treatment required if his condition gets worse</li> <li>• <b>Health Visitor</b> – advise about diet to ensure he eats the right foods/advise about health and safety issues in the home to make sure he is safe</li> <li>• <b>Occupational Therapist</b> – assess home for aids/adaptations to promote independence/provide advice and guidance about how to carry out daily living tasks safely</li> <li>• <b>Counsellor</b> – talk about problems to reassure that he can cope/enable him to make decisions regarding his future care needs</li> <li>• <b>Home Care Assistant</b> – provide personal care to support daily living tasks according to his individual needs</li> <li>• <b>Social worker</b> – assess needs to ensure an accurate care plan is produced</li> <li>• <b>Mobility assistance worker</b> – promote independent mobility/teach use of appropriate mobility aids</li> <li>• <b>Optician</b> – check deterioration of his eyes/prescribe glasses/refer to consultant</li> <li>• <b>Audiologist</b> – check deterioration of his hearing/prescribe hearing aids/refer to consultant</li> <li>• <b>ENT consultant</b> – provide treatment/carry out operations</li> </ul> <p><i>[Only accept role explanations which are relevant to Michael's changing care needs]</i></p>		7	

Question			Expected Answers	Marks	Total	Rationale
3	(a)	(i)	<p><b>One</b> mark each for ONE from:</p> <ul style="list-style-type: none"> <li>• heart disease</li> <li>• sclerosis</li> <li>• stroke</li> </ul>	1x1	[1]	Accept hypertension Heart disease includes dysfunctions of the heart eg heart attack
3	(a)	(ii)	<p><b>One</b> mark for each, THREE required from: <b>One</b> mark for each relevant explanation</p> <ul style="list-style-type: none"> <li>• <b>pain in the chest/left arm</b> – because circulation is affected by the condition</li> <li>• <b>poor mobility</b> – because of decreased energy levels</li> <li>• <b>suffers from breathlessness</b> – because of tightness in the chest</li> <li>• <b>cold/blue lips/fingers/toes</b> - because of poor circulation</li> <li>• <b>dependent on others</b> – for personal care/mobility because of increased care needs</li> <li>• <b>increased health needs</b> – because of dependence on medication/risk of re-occurrence</li> <li>• <b>unable to participate in strenuous exercise</b> – because of the risk of straining the heart</li> <li>• <b>high/low blood pressure</b> – because of over/under activity of the heart/heart degeneration as a result of condition</li> <li>• <b>paralysis on one side of body</b> – because damage within the brain decreases function of affected parts of the body</li> <li>• <b>slurred speech</b> – because of difficulty forming words</li> <li>• <b>dizziness/light headed</b> – because of high/low blood pressure</li> </ul> <p><i>[Explanations may be interchangeable]</i></p>	3x1 3x1	[6]	

Question		Expected Answers	Marks	Total	Rationale
3	(b)	<p><b>Level 3 [7-8 marks]</b> Candidates will thoroughly evaluate at least <b>two</b> emotional and social effects of Crystal working as a volunteer in the charity shop. There will be consideration of <b>both</b> positive and negative effects. For full marks in this level a conclusion will be drawn. Judgements will be sound and link directly to the impact on Crystal. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the work. There will be few errors of grammar, punctuation and spelling.</p> <p><b>Level 2 [4-6 marks]</b> Candidates will evaluate at least <b>two</b> emotional and social effects of Crystal working as a volunteer in the charity shop. There may be consideration of both positive and negative effects at a superficial level. 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 4 if only <b>social</b> or <b>emotional</b> effects or only +/-</i></p> <p><b>Level 1 [0-3 marks]</b> Candidates may identify social and emotional effects of Crystal working as a volunteer in the charity shop. Evaluation will be lacking. 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> <p><b>Social - Positive:</b></p> <ul style="list-style-type: none"> <li>• <b>improve her social life</b> – giving her the opportunity to mix with others staff and customers</li> <li>• <b>extend her social circle</b> – able to make new friends</li> <li>• <b>keep her occupied</b> – less spare time to fill</li> <li>• <b>getting her out of her surroundings</b> – gives her something to look forward to</li> <li>• <b>give her a routine to follow</b> – she will know when she has to work at the charity shop</li> </ul>		[8]	

Question	Expected Answers	Marks	Total	Rationale
	<p><b><i>Social Negative:</i></b></p> <ul style="list-style-type: none"> <li>• <b>spend less time with partner/husband</b> – he will feel left out</li> <li>• <b>spend less time with family</b> – she may feel torn between the charity and her family</li> <li>• <b>less free time</b> – she cannot do as she likes when she likes as she will be expected to cover her shifts as a volunteer</li> <li>• <b>too tired to go out when she gets home</b> – because she will have used up her energy while working</li> </ul> <p><b><i>Emotional - Positive:</i></b></p> <ul style="list-style-type: none"> <li>• <b>raise self-esteem</b> – she feels she is doing something worthwhile</li> <li>• <b>raise confidence</b> – she is able to contribute to the work of the charity</li> <li>• <b>feel empowered</b> – she is in control of what she is doing</li> <li>• <b>improve her motivation</b> – she has something to look forward to</li> <li>• <b>feel happy</b> – because she is valued as an individual</li> </ul> <p><b><i>Emotional - Negative:</i></b></p> <ul style="list-style-type: none"> <li>• <b>feel sad/depressed</b> – because she is not spending time with her family/husband</li> <li>• <b>lowered self esteem</b> – because she will see others who are fitter than herself working there</li> <li>• <b>lack of confidence</b> – because she has not done this sort of work before</li> </ul> <p><b>afraid/concerned</b> – because she is likely to have another occurrence of her disorder</p>			

Question		Expected Answers	Marks	Total	Rationale
4	(a)	<p><b>One</b> mark for each, THREE required from:  <b>One</b> mark for each relevant explanation.</p> <ul style="list-style-type: none"> <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 affects their daily living</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 effects of the condition</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>financial difficulties</b> – because only person in household earning so cannot afford</li> <li>• <b>feel worthless</b> – because they have to depend on others</li> <li>• <b>mobility/joint problems</b> - so they have increased danger/safety issues</li> </ul>	<p>3x1  3x1</p>	<b>[6]</b>	

Question	Expected Answers	Marks	Total	Rationale
4 (b)	<p><b>Level 3 [8-9 marks]</b> Candidates will thoroughly evaluate the impact of using <b>at least two named</b> aids or adaptations for an older person with a disorder of the muscular skeletal system. Candidates will demonstrate clear understanding of <b>both</b> positive and negative aspects. For full marks in this level a conclusion will be drawn. 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><b>Level 2 [5-7 marks]</b> Candidates will evaluate the impact of using <b>at least two</b> aids and adaptations for an older person with a disorder of the muscular skeletal system. Understanding of <b>both</b> positive and negative aspects may be shown. Answers will be factually accurate. There may be evidence of coherence within the answers. There will be noticeable errors of grammar, punctuation and spelling. <i>Submax of 5 for only either <b>positive</b> or <b>negative</b> effects or for only one aid or adaptation</i></p> <p><b>Level 1 [0-4 marks]</b> Candidates will identify ways using aids or adaptations could impact on an older person with a disorder of the muscular skeletal system. Limited understanding will be shown. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>		[9]	

Question		Expected Answers	Marks	Total	Rationale
4	(b)	<p><b>Aids or Adaptations:</b></p> <ul style="list-style-type: none"> <li>• rails around the house</li> <li>• stair lift</li> <li>• helping hand</li> <li>• raised toilet seat</li> <li>• kettle tipper</li> <li>• walk-in-shower/bath</li> <li>• wheelchair/mobility scooter</li> <li>• walking stick/crutches/walking frame</li> <li>• perching stool</li> <li>• dressing aids</li> </ul> <p><i>[Accept any other relevant aid/adaptation]</i></p> <p><b>Positive Impact:</b></p> <ul style="list-style-type: none"> <li>• improved safety/security</li> <li>• improved confidence</li> <li>• raised self-esteem</li> <li>• improved independence</li> <li>• preparing meals safely</li> <li>• improved mobility</li> <li>• able to carry out daily living tasks for himself</li> <li>• able to go out/socialise more</li> <li>• increased participation in hobbies/interests</li> <li>• develop new skills to use them</li> <li>• improved ability to access services</li> </ul>			

Question	Expected Answers	Marks	Total	Rationale
	<p><b>Negative Impact:</b></p> <ul style="list-style-type: none"> <li>• feel dependent on aids/adaptations</li> <li>• decreased motivation</li> <li>• low self-esteem</li> <li>• lack of confidence</li> <li>• angry/agitated</li> <li>• learned helplessness</li> <li>• upset/distressed/depressed</li> <li>• draw attention to their disorder</li> <li>• frustration with themselves for needing them</li> <li>• could be expensive/means tested for contributions</li> <li>• dangerous to use without training on how to operate</li> </ul>			

Question		Expected Answers	Marks	Total	Rationale
5	(a)	<p><b>Level 3 [6-7 marks]</b> Candidates will clearly assess <b>at least two</b> ways the provisions of the Carers Recognition and Services Act could support Dale's daughter. 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><b>Level 2 [4-5 marks]</b> Candidates will attempt discussion of <b>at least two</b> ways the provisions of the Carers Recognition and Services Act could support Dale's daughter. There will be evidence of coherence within the answers. There may be noticeable errors of grammar, punctuation and spelling. <i>(Submax of 4 marks for <b>one</b> way done very well).</i></p> <p><b>Level 1 [0-3 marks]</b> Candidates will identify/describe ways the provisions of the Carers Recognition and Services Act could support Dale's daughter. 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>		[7]	

Question	Expected Answers	Marks	Total	Rationale
	<ul style="list-style-type: none"> <li>• assess the ability of Dale's daughter to provide care</li> <li>• social services must take this into consideration</li> <li>• Dale's daughter will not be expected to take on duties of professional care worker</li> <li>• care plan will be written to make sure Dale's needs are met</li> <li>• professionals work together with Dale's daughter to provide care</li> <li>• information given about services available</li> <li>• allow her to have maximum support/respite care available</li> <li>• Dale and his daughter will be fully involved in the assessment of his needs</li> <li>• choices will be offered</li> <li>• services delivered in a seamless manner</li> </ul>			

Question		Expected Answers	Marks	Total	Rationale
5	(b)	<p><b>Level 3 [7-8 marks]</b> Candidates will clearly analyse <b>at least two</b> ways the workers at the local day centre should promote individual rights and beliefs when supporting Dale. 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><b>Level 2 [4-6 marks]</b> Candidates will attempt analysis of <b>at least two</b> ways the workers at the local day centre should promote individual rights and beliefs when supporting Dale. 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>(Submax 4 marks for <b>one</b> way done very well)</i></p> <p><b>Level 1 [0-3 marks]</b> Candidates will identify ways the workers at the local day centre should promote individual rights and beliefs when supporting Dale. 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>		[8]	

Question	Expected Answers	Marks	Total	Rationale
	<p><b>Promote individual rights and beliefs:</b></p> <ul style="list-style-type: none"> <li>• encourage Dale to be independent and do as much as he can for himself</li> <li>• allow Dale to have choices about his care and treatment and not try and force him to do things they think he should</li> <li>• always ask Dale what he needs/wants and not make presumptions</li> <li>• empower Dale to do more for himself no matter how long it takes</li> <li>• make sure the support they provide is carried out safely</li> <li>• making sure Dale lives in a safe environment</li> <li>• treat Dale with dignity and respect</li> <li>• recognise Dale's personal beliefs</li> <li>• enable Dale to maintain his identity</li> <li>• raise awareness of how to complain</li> <li>• being aware of Dale's cultural/religious needs</li> <li>• addressing Dale correctly/calling him by the name he prefers</li> <li>• keep Dale's information confidential even though they are informal carers</li> <li>• talking to Dale in an appropriate manner and not making him feel inadequate</li> <li>• not patronising/stereotyping Dale</li> <li>• not discriminating Dale in any way</li> </ul>			

Question	Expected Answers	Marks	Total	Rationale
6 (a)	<p><b>Level 3 [8-10 marks]</b> Candidates will clearly evaluate the effectiveness of the use of the Mental Health Act to protect an older person with senile dementia. Strengths and weaknesses will be covered thoroughly demonstrating sound understanding. Conclusions will be drawn for the top mark in this band. 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><b>Level 2 [5-7 marks]</b> Candidates will give a limited evaluation of the effectiveness of the use of the Mental Health Act to protect an older person with senile dementia. Both strengths and weaknesses will be included for the top mark in this band. Answers will be factually accurate. There will be evidence of coherence within the answers. There may be noticeable errors of grammar, punctuation and spelling. (Submax 5 marks for only <b>strengths or weaknesses</b> done very well)</p> <p><b>Level 1 [0-4 marks]</b> Candidates will identify aspects of the Mental Health Act. Candidates may give minimal evaluation and show limited understanding of either strengths and/or weaknesses. There will be little, if any, application to an older person with senile dementia. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>		[10]	

Question	Expected Answers	Marks	Total	Rationale
	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• provides duty of care for people with mental health needs including senile dementia</li> <li>• ensures people with mental health needs will not have to cope alone</li> <li>• protect people with mental health needs from danger</li> <li>• can detain people with mental health needs against their will in order to protect themselves and others</li> <li>• ensures people with mental health needs will get the treatment they need</li> <li>• ensures people with mental health needs get information about support available</li> <li>• promote rights of people with mental health needs</li> <li>• a person with senile dementia does not understand their actions and could be sectioned to ensure they get the care they need</li> </ul> <p>senile dementia can make people very aggressive towards others and sectioning would protect them from causing serious injury</p>			

Question	Expected Answers	Marks	Total	Rationale
	<p><b>Weaknesses:</b></p> <ul style="list-style-type: none"><li>• cannot change attitudes towards people with mental health needs</li><li>• people with senile dementia may not be aware of their rights under the act</li><li>• people can be discharged from their section too early and lack the protection they need</li><li>• people who have been sectioned may be discriminated against in a number of different ways</li><li>• people who have senile dementia will not understand the procedures being followed</li><li>• a person with senile dementia should be cared for according to their needs and not have to experience being sectioned</li></ul>			

Question		Expected Answers	Marks	Total	Rationale
6	(b)	<p><b>Level 3 [8-10 marks]</b> Candidates will thoroughly analyse at least <b>two</b> ways care practitioners should maintain confidentiality with explicit references to caring for 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 errors of grammar, punctuation and spelling.</p> <p><b>Level 2 [5-7 marks]</b> Candidates will attempt analysis of at least <b>two</b> ways care practitioners should maintain confidentiality with superficial references to caring for 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. (Submax 5 marks for <b>one</b> way done very well).</p> <p><b>Level 1 [0-4 marks]</b> Candidates will identify/describe ways care practitioners should maintain confidentiality. There will be little if any reference to caring for an older person with with a disorder of the nervous 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> <p><b>Maintain confidentiality:</b></p> <ul style="list-style-type: none"> <li>• <b>respect older person's wishes for information to be kept private</b> – as they may not understand what they are saying due to effects of dementia</li> <li>• <b>do not talk about older person's care to those who do not need to know</b> – because they have dementia this does not affect their rights</li> </ul>		[10]	

Question	Expected Answers	Marks	Total	Rationale
	<ul style="list-style-type: none"> <li>• <b>respect older person's wishes for information to do not leave notes lying around for others to read</b> – it is not acceptable for others to read notes when they are not involved in the older person's care</li> <li>• <b>explain who will have access to his information</b> – even though the person has dementia they should still be told/or tell their family</li> <li>• <b>do not give information over the telephone unless identity of caller can be proven</b> – it is difficult to know who is asking for the information and could put the older person at risk</li> <li>• <b>not leaving personal notes on the computer screen</b> – because others passing by can read them and find out personal information</li> <li>• <b>having password to access computer records</b> – to prevent unauthorised access to the information</li> <li>• <b>not talking about older person by name in public so that they can be identified</b> – someone could overhear who knows the person and it could be embarrassing</li> <li>• <b>sharing information on a 'need to know' basis only</b> – this is a basic right of all people and must be maintained at all times</li> <li>• <b>storing personal records in a locked filing cabinet/secure storage room</b> – to prevent unauthorised access and meet data protection legislation</li> </ul>			

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