

Health & Social Care (Double Award)

General Certificate of Secondary Education **GCSE J406**

General Certificate of Secondary Education (Double Award) **GCSE J412**

Mark Scheme for the Unit

January 2010

J406/J412/MS/10J

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of pupils of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2010

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

CONTENTS

General Certificate of Secondary Education

GCSE Health and Social Care (Double Award) J406 J412

MARK SCHEME FOR THE UNIT

Unit/Content	Page
A912 Understanding personal development and relationships	1
A914 Safeguarding and protecting individuals	9
Grade Thresholds	17

A912 Understanding personal development and relationships

Question	Answer	Mark	Total																		
1	(a) One mark for each, FIVE required. <table border="0"> <tr> <td>The Evans</td> <td>Life stage</td> <td>Age range</td> </tr> <tr> <td>Malcolm</td> <td>Later adulthood / elderly / older adult</td> <td>65+</td> </tr> <tr> <td>Nikki</td> <td>Adulthood</td> <td>18 – 65</td> </tr> <tr> <td>George</td> <td>Adolescence</td> <td>11 - 18</td> </tr> <tr> <td>Harry</td> <td>Infancy / infant</td> <td>0-3</td> </tr> <tr> <td>Michelle</td> <td>Childhood</td> <td>4 - 11</td> </tr> </table>	The Evans	Life stage	Age range	Malcolm	Later adulthood / elderly / older adult	65+	Nikki	Adulthood	18 – 65	George	Adolescence	11 - 18	Harry	Infancy / infant	0-3	Michelle	Childhood	4 - 11	5 x 1	[5]
The Evans	Life stage	Age range																			
Malcolm	Later adulthood / elderly / older adult	65+																			
Nikki	Adulthood	18 – 65																			
George	Adolescence	11 - 18																			
Harry	Infancy / infant	0-3																			
Michelle	Childhood	4 - 11																			
	(b) Two marks for both aspects. One mark if only one aspect is given. Development = how we increase: <ul style="list-style-type: none"> • skills • abilities • emotions / emotional • physical • intellectual • social 	2 x 1	[2]																		
1	(c) One mark for each correct characteristic – THREE required. Physical characteristics – male and female/older adulthood Examples: <ul style="list-style-type: none"> • skin wrinkles/loss of elasticity • loss of hair/thinning of hair • loss of colour from hair/going grey • bones are more fragile/brittle/osteoporosis • body organs are less efficient – heart, lungs, kidneys and liver • eyesight worsens • hearing worsens • mobility reduces/joints become more stiff/worn/inflamed • spine compresses • muscles weaken • weaker immune system 	3 x 1	[3]																		

Question	Answer	Mark	Total
1	<p data-bbox="248 226 288 262">(d)</p> <p data-bbox="325 226 1086 262">One mark for each correct characteristic, THREE required</p> <ul style="list-style-type: none"> <li data-bbox="325 297 979 333">• make noises when they are spoken to/babbling <li data-bbox="325 333 676 369">• practise making sounds <li data-bbox="325 369 676 405">• understand some words <li data-bbox="325 405 580 441">• know their name <li data-bbox="325 441 703 477">• understand several words <li data-bbox="325 477 943 512">• understand simple commands with gestures <li data-bbox="325 512 887 548">• understand and obey simple commands <li data-bbox="325 548 632 584">• can say a few words <li data-bbox="325 584 727 620">• can make simple sentences <li data-bbox="325 620 759 656">• can say a few nursery rhymes <li data-bbox="325 656 544 692">• ask questions <li data-bbox="325 692 903 728">• carry on simple conversations with adults <li data-bbox="325 728 663 763">• learning to talk / speak <li data-bbox="325 763 759 799">• recognition of parents / people <li data-bbox="325 799 831 835">• remember words / letters / numbers <li data-bbox="325 835 472 871">• counting <li data-bbox="325 871 536 907">• copy parents <li data-bbox="325 907 775 943">• recognising shapes and colours 	3 x 1	[3]
	<p data-bbox="248 965 288 1001">(e)</p> <p data-bbox="325 965 963 1001">One mark for each social change, TWO required</p> <ul style="list-style-type: none"> <li data-bbox="325 1037 775 1072">• more independent from families <li data-bbox="325 1072 823 1108">• greater association with peer group <li data-bbox="325 1108 1078 1144">• group activities with peer group have greater emphasis <li data-bbox="325 1144 847 1180">• clothing / music to give social identity <li data-bbox="325 1180 624 1216">• conflict with parents <li data-bbox="325 1216 1054 1283">• developing close relationships with the opposite sex / boyfriend / girlfriend / sexual / intimate <li data-bbox="325 1283 1070 1319">• influenced more heavily by peers (rather than parents) 	2 x 1	[2]

Question	Answer	Mark	Total
2	(a) One mark for each identification <ul style="list-style-type: none"> sexual / intimate friendships / friends family / husband-wife / marriage 	2 x 1	[2]
2	(b) One mark for each identification of a factor, TWO required. Two marks for an explanation on development, FOUR required. Factors: <ul style="list-style-type: none"> married active life – golf / swimming / taking exercise holidays friends good pension/income / having money own house family relationships Development – could refer to physical/intellectual/emotional or social. The explanation on development must relate to the factor. <ul style="list-style-type: none"> eg <i>playing golf</i> will keep Adrian <i>fit</i> and he will be extending his <i>conversational skills</i> with fellow players. <i>going on holiday</i> will enable them to <i>relax and reduce stress</i>. They will also extend <i>their knowledge of different customs</i>. DO NOT ACCEPT WILL ‘HELP PHYSICAL DEVELOPMENT’ / ‘INTELLECTUAL DEVELOPMENT’ etc... The aspect of development given must be specific. It is perfectly acceptable for candidates to only explain one aspect of development – it is the quality of response that is important. Possible answers - this list is not definitive <i>See table below</i>	2 x 1 2 x 2	[6]

Physical	Intellectual	Emotional	Social
<ul style="list-style-type: none"> increased stamina fitter greater muscle tone 	<ul style="list-style-type: none"> new skills increased knowledge conversational skills 	<ul style="list-style-type: none"> happy less worry high self esteem love security feeling safe 	<ul style="list-style-type: none"> wider circle of friends sharing talking

Question	Answer	Mark	Total
2	<p data-bbox="248 235 288 268">(c)</p> <p data-bbox="323 235 571 264">Level 3: 6-7 marks</p> <p data-bbox="323 264 1134 421">Candidates will fully describe at least two aspects and the effect on June and Adrian (health, well-being, life opportunities). Answers will be fluent and coherent, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p data-bbox="323 454 571 483">Level 2: 4-5 marks</p> <p data-bbox="323 483 1145 640">Candidates will identify and briefly describe at least two aspects and the effect on June and Adrian (health, well-being and life opportunities). Answers will be factually correct but still need developing. Some correct terminology will be used. There may be some errors of grammar, punctuation and spelling.</p> <p data-bbox="323 674 571 703">Level 1: 0-3 marks</p> <p data-bbox="323 703 1145 898">Candidates can identify/describe at least one aspect and attempt to link the effect on June and Adrian (health, well-being and life opportunities). Answers are likely to be muddled and lack specific detail. List like answers should be placed in this band. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <ul data-bbox="323 931 1058 1323" style="list-style-type: none"> • enhanced stimulation / brain exercise / memory • sense of achievement • interaction with others • enhanced confidence • enhances self-esteem / feel good (about themselves) • sense of pride • high self-esteem • development of new friendships • proud • gain additional qualifications • closer relationship <p data-bbox="323 1357 1139 1424"><i>Do not penalise candidates if they only focus in on one aspect – it is the quality of the response that matters.</i></p>		[7]

Question	Answer	Mark	Total
3	<p>(a) One mark for identifying and describing each aspect</p> <ul style="list-style-type: none"> • self-esteem – how we feel / think about ourselves • self image – how a person sees him/herself 	2x1	[2]
	<p>(b) Level 3: 6-7 marks A well-balanced analysis of how their different self-concepts have effected their social and emotional development. These will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few errors, if any, of grammar, punctuation and spelling.</p> <p>Level 2: 3-5 marks They will describe (low end) or explain (upper end) how their different self-concepts have effected their social and emotional development. Some correct terminology will be used. There may be some errors of grammar, punctuation and spelling. <i>Sub-max of three if only Steven/Harpreet analysed.</i></p> <p>Level 1: 0-2 marks One or two effects identified but not clearly described/explained. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>Steven – this list is not exhaustive</p> <ul style="list-style-type: none"> • will be able to relate more to people • will be highly motivated • will feel safe and secure • will have the confidence to... • high self-esteem • high opinion of self / ambitious <p>Harpreet – this list is not exhaustive</p> <ul style="list-style-type: none"> • low self-esteem • will not feel valued • will not feel able to contribute • a low opinion of self • withdrawn • isolated • angry • will have poor communication skills • will not trust people 		[7]

Question	Answer	Mark	Total
3	<p data-bbox="247 235 288 266">(c)</p> <p data-bbox="323 235 1086 360">One mark for each identification of a health care service – TWO required Two marks for an explanation on development – FOUR required</p> <ul data-bbox="323 405 552 573" style="list-style-type: none"> • asthma clinic • optician • dentist • GP • practice nurse <p data-bbox="323 611 794 642">Benefits – this list is not exhaustive</p> <ul data-bbox="323 651 1153 1088" style="list-style-type: none"> • flu vaccination – this will provide <i>a level of immunity</i>; this is beneficial to asthmatics who are more prone to chest infections should they contract flu • asthma clinic – medication can be monitored against peak flow. If necessary medication can be changed <i>to enable breathing to become easier</i> • eyes tested – if glasses are needed, they can be prescribed, enabling <i>reading to be more efficient</i> and less strain on the eyes • dentist – to maintain healthy teeth and gums, enabling frank to feel <i>more confident</i> about his appearance • dentist – to have teeth whitened – this will give <i>greater confidence</i> to the person and <i>enhance self-concept</i> <p data-bbox="323 1126 1139 1223">DO NOT ACCEPT WILL ‘HELP PHYSICAL DEVELOPMENT’/ ‘INTELLECTUAL DEVELOPMENT’ Etc... The aspect of development given must be specific.</p> <p data-bbox="323 1261 1094 1357">It is perfectly acceptable for candidates to only explain one aspect of development – it is the quality of response that is important.</p>	<p data-bbox="1185 235 1257 266">2 x 1</p> <p data-bbox="1185 271 1257 302">2 x 2</p>	<p data-bbox="1337 235 1377 266">[6]</p>

Question	Answer	Mark	Total
4	(a)		
	<p>One mark for each professional support, TWO required.</p> <p>One mark for each explanation of the support given (action), TWO required.</p> <p>One mark for explaining how this support would help Isabel to cope, TWO required.</p> <p><i>See below.</i></p> <p>*Accept any other relevant actions and examples of how Isabel will cope.</p> <p>DO NOT ACCEPT – FINANCIAL ADVISORS/LOAN COMPANIES.</p>	<p>2 x 1</p> <p>2 x 1</p> <p>2 x 1</p>	[6]

Professional support	Action accept 'talk to' once only	Cope
GP	<ul style="list-style-type: none"> • refer to gynaecologist • prescribes medication • refer to counselling • listen • provide information • monitor health • take blood pressure 	<ul style="list-style-type: none"> • physical symptoms of the menopause subside • able to cope with day to day living better • enhanced confidence • help to come to terms with loss of fertility/loss of partner • improve sleep • reduce stress
Counsellor	<ul style="list-style-type: none"> • listen • draw out feelings/thoughts 	
Homeopath/alternative therapists	<ul style="list-style-type: none"> • listen • provide information on treatments available • give treatments – acupuncture, reflexology, massage 	
Nurse	<ul style="list-style-type: none"> • listen • monitor health • give advice 	

Question	Answer	Mark	Total
4	<p data-bbox="245 230 288 259">(b)</p> <p data-bbox="323 230 584 259">Level 3: 8-9 marks</p> <p data-bbox="323 264 1139 528">A well-balanced evaluation on Isabel and her children of both positive and negative aspects upon development. At least three aspects of development will be covered. There will be explicit reference to effects on both Isabel and the children. These will be developed logically and there will be evidence of synthesis within the work. Answers will be actually accurate, using appropriate terminology. There will be few errors, if any, of grammar, punctuation and spelling.</p> <p data-bbox="323 566 584 595">Level 2: 4-7 marks</p> <p data-bbox="323 600 1150 763">They will describe (low end) or explain (upper end) one positive and one negative upon development. At least two aspects of development will be covered. Some correct terminology will be used. There may be some errors of grammar, punctuation and spelling.</p> <p data-bbox="323 768 1139 864"><i>If candidates have only focussed in on one aspect, ie either positive or negative, then the mark awarded must be limited to the bottom end of the mid range.</i></p> <p data-bbox="323 902 584 931">Level 1: 0-3 marks</p> <p data-bbox="323 936 1078 1032">One or two positives or negative identified but not clearly described/ explained. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p data-bbox="323 1070 794 1099">Positive impact: list not exhaustive</p> <ul data-bbox="323 1104 639 1312" style="list-style-type: none"> + no more arguments + 'own space' + develop own identity + relief + no more tension + better relationship with children <p data-bbox="323 1350 804 1379">Negative impact: list not exhaustive</p> <ul data-bbox="323 1384 1107 1839" style="list-style-type: none"> – financially worse off – may have to sell house – a sense of loss – grief – loneliness – having to move house – more responsibility for the children – may have to give up work to look after children – under achieving because more difficult to concentrate at school – bullying at school – feelings of guilt and being to blame – blaming (a) parent(s) 		[9]

A914 Safeguarding and protecting individuals

Question	Expected Answer	Mark	Total
1	<p>One mark for each, TWO required from</p> <ul style="list-style-type: none"> • verbal/shouting • sexual/assault/rape • physical/hitting • neglect/no food/left alone • being bullied • no love/attention • observing violence • emotional/humiliation/constant criticism/ psychological/ mental 	2x1	[2]
2	<p>One mark for correct answer</p> <ul style="list-style-type: none"> • Children Act (date not required) 	1x1	[1]
3	<p>Two marks for full explanation One mark for identification only</p> <ul style="list-style-type: none"> • tie hair up – so it does not spread infection • wear protective clothing – to prevent spread of infection on own clothes/other people you are in contact with • washing hands – reduces bacteria on hands • (disposable) gloves – protective barrier against infection • deal with waste – correct disposal process reduce the risk to others • mask – prevents inhaling infectious agents • overshoes – reduces contamination brought in from outside • standard precaution e.g. cleaning disinfecting – to prevent bacterial build-up <p><i>Answers can be interchangeable.</i></p>	1x1 1x1	[2]
4	<p>One mark for the piece of information One mark for the explanation. THREE required from</p> <ul style="list-style-type: none"> • your/callers name – contact person/not a hoax • your telephone number – in case they need to ring you back • exact location/address – so they can find you • age/condition of injured person – to prepare/inform paramedics • fire/leaking gas hazards – to alert other emergency services • number of casualties – for number of ambulances required • state which services are required – so appropriate help is called • what first aid can be carried out – knowing what equipment to bring <p><i>Reasons may be interchangeable</i></p>	3x1 3x1	[6]

Question	Expected Answer	Mark	Total
5	<p>One mark for hazardous substance, ONE from</p> <ul style="list-style-type: none"> • cleaning materials (caustic) • disinfectants • bleach • body fluids/blood/faeces/semen/urine • corrosive • irritant • pesticides • toxic/poison <p><i>Accept any other valid response.</i> Do not accept acid unless qualified as irritant or corrosive as vinegar is an acid.</p>	1x1	[1]
6	<p>One mark for a sign and one mark for a symptom</p> <ul style="list-style-type: none"> • sign – something you see/ can be observed • symptom – something the casualty feels 	2x1	[2]
7	<p>One mark for each, TWO required from</p> <p>Check</p> <ul style="list-style-type: none"> • airway is open • breathing • circulation/pulse • response/ check levels of consciousness 	2x1	[2]
8	<p>Two marks for full description. One mark for identification only</p> <ul style="list-style-type: none"> • guide person to floor safely – to prevent injury • open airway – ensure/check breathing • place in recovery position/lie on side – so the tongue does not fall backwards/vomit/sick will run out of mouth keeping airway clear • lie person down with legs raised– returns blood to vital organs • check ABC – to monitor breathing • obtain medical help if necessary – for professional assistance • open doors and windows – to allow plenty of fresh air 	2x1	[2]
9	<p>One mark for each, THREE required</p> <p>A Toxic (accept poison) B No smoking C Fire/Emergency Exit/ Fire escape</p> <p>Do not accept 'way out' or 'Exit' on its own</p>	3x1	[3]

Question	Expected Answer	Mark	Total
10	<p>Level 3 – 5 marks Candidates will give a detailed description of at least two effects. Answers will be fluent and coherent, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 – 3-4 marks Candidates will give a basic description of at least two effects. Answers will be factually correct but still need developing. Some correct terminology will be used. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1 – 0-2 marks Candidates will give a limited description, showing limited understanding of the effects. Answers are likely to be muddled and lack specific detail. List like answers should be placed in this band. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>Examples of effects to include:</p> <ul style="list-style-type: none"> • low self esteem/low self concept • uncooperative/irritable • withdrawn/isolated • blame themselves/feel guilty • become aggressive towards others/bully others/become angry • feel neglected so tries to move himself causing an accident / injury • stop communicating/become sullen/moody • low self confidence • fear/scared • feel neglected –leads to withdrawal / depression / upset • leads to lack of trust 		[5]

Question	Expected Answer	Mark	Total
11	<p>One mark for identification and one mark for explanation</p> <ul style="list-style-type: none"> • wear badges – staff are easily identifiable • swipe cards/passwords / door codes – only staff have access • visitor badges – valid/temporary reason for access/knowledge of who is in the building/in case of fire • locked doors/door bell / door chain– to keep service users/staff safe/no intruders • visitors /signing-in book / reception– to monitor who is in building • CCTV – to monitor who is in the building • burglar alarms– to notify of intruders <p>Reasons may be interchangeable Do not accept window locks unless qualified as preventing intruders entering. Do not accept reasons that imply service users need to be kept locked up.- UNLESS qualified by specific mental impairment</p>	3x1 3x1	[6]

Question	Expected Answer	Mark	Total
12	<p>Level 3 – 5 marks Candidates will give a detailed explanation of at least two ways. Answers will be fluent and coherent, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 – 3-4 marks Candidates will give a basic explanation of at least two ways. Answers will be factually correct but still need developing. Some correct terminology will be used. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1 – 0-2 marks Candidates will give a limited explanation, showing limited understanding. Answers are likely to be muddled and lack specific detail. List like answers should be placed in this band. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>This can be answered in terms of an independent service user or as a practitioner assisting a service user.</p> <ul style="list-style-type: none"> • no cracked mirrors – to prevent injury • water not too hot – to prevent scalding • no loose mats/rugs / anti-slip flooring– to prevent falls/trips • no medicines – to prevent poisoning/overdose • hazardous cleaning materials appropriately stored– to prevent poisoning • bathmats – to prevent slipping/falls • grab rails – to prevent slipping/falls • no electrical equipment – to prevent electrocution • emergency cord/pull – to alert staff in emergency • walk-in shower / bath /shower stool – to prevent falls • hoist available – enables safe moving of service user • regular cleaning/disinfecting – prevents disease transmission • mop up spills – prevents slips 		[5]

Question	Expected Answer	Mark	Total
13	<p>Level 3 – 7-8 marks Candidates will explain in detail how fire safety procedures will help to reduce risks in care settings. Clear understanding is evident. Answers will be fluent and coherent, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 – 4-6 marks Candidates will give a basic explanation of how fire safety procedures will help to reduce risks in care settings. Answers will be factually correct but still need developing. Some correct terminology will be used. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1 – 0-3 marks Candidates will give a limited explanation, showing limited understanding of how fire safety procedures help to reduce potential risks. Answers are likely to be muddled and lack specific detail. List like answers should be placed in this band. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <ul style="list-style-type: none"> • staff training – raise awareness of dangers to themselves and others • regular fire drill / meeting at assembly point– to ensure safe working practice • testing fire alarms – to ensure good working equipment • check for adequate fire extinguishers/ extinguishers checked – to keep people safe/abide by legislation • check for no clutter at fire escapes – to prevent injury/death • fire notices – to alert people to safe exit areas • training in using extinguishers – put out small fires 		[5]
14	<p>Two marks, TWO required</p> <ul style="list-style-type: none"> • clean/ mop up spillage immediately • dry the area • place a warning sign • cordon-off the area 	2x1	[2]

Question	Expected Answer	Mark	Total
15	<p>Level 3 – 5 marks Candidates will give a detailed evaluation of at least two ways. Answers will be fluent and coherent, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 – 3-4 marks Candidates will give a basic evaluation of at least two ways. Answers will be factually correct but still need developing. Some correct terminology will be used. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1 – 0-2 marks Candidates will give a limited evaluation, showing limited understanding of the effects. Answers are likely to be muddled and lack specific detail. List like answers should be placed in this band. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <ul style="list-style-type: none"> • staff/service users/visitors have a right to be protected/kept safe from harm • to ensure a careful examination of what could cause harm/ reduce risk to people • to prevent accidents/illness / injury • to reduce insurance costs • to reduce litigation/court cases • staff/service users/visitors will feel confident / safer knowing risk assessments are carried out • staff trained to spot risks – likely to reduce dangers / accidents 		[5]

Question	Expected Answer	Mark	Total
16	<p>Level 3 – 8-10 marks Candidates will make detailed and well argued judgements showing clear links between the hazards, the care workers and the service users. Candidates will indicate consideration of precautions that are already in place. Answers will be fluent and coherent, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 – 5-7 marks Candidates will identify hazards and make sound links between the care workers and the service users and the risks. Candidates will show some consideration of precautions already in place. Candidates will indicate precautions that are already in place. Answers will be factually correct but still need developing. Some correct terminology will be used. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1 – 0-4 marks Candidates will identify hazards but make few links between the care workers and the service users and the specific risks. The work may consist of a simple list of hazards with limited awareness shown of the precautions already in place. Answers are likely to be muddled and lack specific detail. List like answers should be placed in this band. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <ul style="list-style-type: none"> • no ramp at fire exit – risk of falls/not safe exit • hot drinks outside toilets – not hygienic/hot drinks may collide with people • hot drinks near activity area – hot drinks may collide with service users/care workers/staff/visitors • consulting room between toilet and bathroom – no privacy/not hygienic • overcrowded sitting area – service users/care workers/staff/visitors may trip/fall • only one fire extinguisher – not adequate for number of rooms/cannot be accessed easily • only one first aid box – inadequate for potential accidents • sitting area right next to bathroom – service users/care workers/staff/visitors may collide/no privacy • fire blanket in kitchen – good practice • ramp outside reception – easy access for wheelchair users • outside door to kitchen – safe/easy access for deliveries • first aid box – situated for easy access • dining area – easy access near kitchen 		

Grade Thresholds

**General Certificate of Secondary Education
Health and Social Care (Double Award) (J406 J412)
January 2010 Examination Series**

Unit Threshold Marks

Unit		Maximum Mark	A*	A	B	C	D	E	F	G	U
A911	Raw	60	54	48	42	36	30	24	18	12	0
	UMS	90	81	72	63	54	45	36	27	18	0
A912	Raw	60	54	48	42	36	30	24	18	12	0
	UMS	60	54	48	42	36	30	24	18	12	0
A914	Raw	60	54	48	42	36	30	24	18	12	0
	UMS	60	54	48	42	36	30	24	18	12	0

Specification Aggregation Results

Overall threshold marks in UMS (ie after conversion of raw marks to uniform marks)

Single Award J406

Qualification	Max UMS	Qualification Grade								U
		A*	A	B	C	D	E	F	G	
GCSE (Single Award)	150	135	120	105	90	75	60	45	30	0

Double Award J412

Qual	Max UMS	Qualification Grade															UU
		A*A*	A*A	AA	AB	BB	BC	CC	CD	DD	DE	EE	EF	FF	FG	GG	
GCSE (Double Award)	300	270	255	240	225	210	195	180	165	150	135	120	105	90	75	60	0

Aggregation is not available until June 2011.

For a description of how UMS marks are calculated see:

<http://www.ocr.org.uk/learners/ums/index.html>

Statistics are correct at the time of publication.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2010

