

## **Health and Social Care**

Advanced GCE A2 H503/H703

Advanced Subsidiary GCE AS H103/H303

### **Mark Schemes for the Units**

---

**June 2009**

**H103/H303/MS/R/09**

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, GCSEs, OCR Nationals, 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 syllabuses 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 2009

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](mailto:publications@ocr.org.uk)

## CONTENTS

**Advanced GCE Health and Social Care (Double Award) (H703)**

**Advanced GCE Health and Social Care (H503)**

**Advanced Subsidiary GCE Health and Social Care (Double Award) (H303)**

**Advanced Subsidiary GCE Health and Social Care (H103)**

### MARK SCHEMES FOR THE UNITS

<b>Unit/Content</b>	<b>Page</b>
F910 Promoting quality care	1
F913 Health and safety in care settings	13
F918 Caring for older people	29
F920 Understanding human behaviour	47
F921 Anatomy & physiology in practice	61
F924 Social trends	80
Grade Thresholds	90

## F910 Promoting quality care

Question	Expected Answer	Mark	Total														
1 (a)	<p><b>One</b> mark for correct identification  <b>One</b> mark for correct example</p> <p>Type – Racism/Direct</p> <p>Example – Teacher telling her she is stupid  Accept any direct racial example</p>	<p>1x1  1x1</p>	<b>[2]</b>														
(b)	<p><b>One</b> mark for each identification, THREE required</p> <ul style="list-style-type: none"> <li>• upset/sad/unhappy</li> <li>• angry</li> <li>• frustrated</li> <li>• withdrawn</li> <li>• annoyed</li> <li>• humiliated</li> <li>• embarrassed</li> <li>• low self-esteem/self worth/worthless</li> <li>• low self confidence</li> <li>• not wanting to go to school</li> <li>• depressed</li> <li>• devalued</li> <li>• stressed/ill health</li> <li>• lonely/isolated/excluded</li> <li>• self-harming</li> <li>• self-fulfilling prophecy</li> <li>• anxious/frightened/scared</li> <li>• wants to back to her country</li> </ul> <p>Any other suitable effect.</p>	3x1	<b>[3]</b>														
(c)	<p><b>One</b> mark for identifying barriers - TWO required  <b>One</b> mark for explanation – TWO require</p> <table border="0"> <thead> <tr> <th style="text-align: left;"><b>Barriers</b></th> <th style="text-align: left;"><b>Explanations</b></th> </tr> </thead> <tbody> <tr> <td>• <b>psychological</b></td> <td>may feel isolated. Fear of discrimination/racism/ stereotyping/stigma.</td> </tr> <tr> <td>• <b>financial</b></td> <td>lower incomes of parents/ transport costs. Unemployment.</td> </tr> <tr> <td>• <b>Cultural</b></td> <td>experiencing racism/ cultural differences. Curriculum ethnocentric</td> </tr> <tr> <td>• <b>communication/language</b></td> <td>not speaking English as first language. Unaware of services.</td> </tr> <tr> <td>• <b>location/ geographical</b></td> <td>postcode lottery, poor services.</td> </tr> <tr> <td>• <b>Physical</b></td> <td>discrimination due to racial features</td> </tr> </tbody> </table>	<b>Barriers</b>	<b>Explanations</b>	• <b>psychological</b>	may feel isolated. Fear of discrimination/racism/ stereotyping/stigma.	• <b>financial</b>	lower incomes of parents/ transport costs. Unemployment.	• <b>Cultural</b>	experiencing racism/ cultural differences. Curriculum ethnocentric	• <b>communication/language</b>	not speaking English as first language. Unaware of services.	• <b>location/ geographical</b>	postcode lottery, poor services.	• <b>Physical</b>	discrimination due to racial features	<p>2x1  2x1</p>	<b>[4]</b>
<b>Barriers</b>	<b>Explanations</b>																
• <b>psychological</b>	may feel isolated. Fear of discrimination/racism/ stereotyping/stigma.																
• <b>financial</b>	lower incomes of parents/ transport costs. Unemployment.																
• <b>Cultural</b>	experiencing racism/ cultural differences. Curriculum ethnocentric																
• <b>communication/language</b>	not speaking English as first language. Unaware of services.																
• <b>location/ geographical</b>	postcode lottery, poor services.																
• <b>Physical</b>	discrimination due to racial features																

Question	Expected Answer	Mark	Total
1 (d)	<p>One mark for agency, THREE required            One mark for description, THREE required</p> <p><b>Agency</b>      <b>Description (<i>accept positive and negative</i>)</b></p> <p><b>Media</b>            through watching/copying/role models/                                     information they impart eg adverts, stereotypes</p> <p><b>Education</b>      copy teachers, conformity, curriculum/                                     stereotyped/textbooks/role models/career                                     advice/positive teaching</p> <p><b>Peers</b>             imitate, feel need to conform                                     share/learn ideas from them</p> <p><b>Workplace</b>      hearing other people/learning attitudes ideas</p> <p><b>Religion</b>        learn moral values/values and teachings</p> <p><i>Accept any suitable description.</i></p>	<p>3x1            3x1</p>	<p>[6]</p>

Question	Expected Answer	Mark	Total
2 (a)	<p>Three aspects from:</p> <p><b>Care Values</b></p> <ul style="list-style-type: none"><li>• promoting the equality and diversity of service users</li><li>• promoting individual rights and beliefs</li><li>• maintaining confidentiality</li></ul> <p>Three examples from:</p> <ul style="list-style-type: none"><li>• meeting mobility/individual needs</li><li>• maintaining privacy</li><li>• giving choice to clients, eg diet, dress, activities</li><li>• non-discriminatory language</li><li>• keep files safe/password protected/locked</li><li>• need to know basis</li><li>• celebrate culture/religion</li></ul> <p>Any other appropriate examples</p>	3x1 3x1	<b>[6]</b>

Question	Expected Answer	Mark	Total
2 (b)	<p><b>Level 3 response: 8 - 9 marks</b>            There will be a detailed explanation of at least two ways organisations can support staff to promote quality care. 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 of grammar, punctuation and spelling</p> <p><b>Level 2 response: 4 - 7 marks</b>            A clear description/attempt at explanation of ways organisations can support staff to promote quality care. Answers will be factually correct. There will be some noticeable errors of grammar, punctuation and spelling. <b>Sub-max 4 for one way done well.</b></p> <p><b>Level 1 response : 0-3 marks</b>            There may be evidence of one or two ways organisation support staff to promote quality care. List like answers should be placed in this band. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p>a) <b>Provide training</b> for staff on policy/legislation/care values so they follow correct procedures</p> <p>b) <b>Mentoring</b> system to help staff and give them advice/support</p> <p>c) <b>Monitor</b> their staffs' performance so they can reflect and improve.</p> <p>d) <b>Provide appropriate resources/equipment</b> so they can do the job correctly</p> <p>e) <b>Staff meetings</b> to share concerns/communicate service users needs/ share good practice</p> <p>f) <b>Good handover procedures</b> to ensure consistency in care and good standards</p> <p>g) <b>Provide policies/ Procedures/guidelines</b> – to ensure staff work within the law and responsibly</p> <p>h) <b>Good management structure</b> - a clear hierarchy and procedures. Approachable and effective managers</p> <p>i) <b>Appraisals</b> – to reflect current practice and look for improvements</p>		[9]

Question	Expected Answer	Mark	Total
3 (a)	<p>One mark for each, THREE required</p> <ul style="list-style-type: none"> <li>• when the service user is at risk of harm to themselves</li> <li>• when the service user is at risk of harm from others</li> <li>• when others may be at risk of harm</li> <li>• when the service user is at risk of harming others</li> <li>• when the service users is intending to or is breaking the law (serious crime)</li> </ul>	3x1	[3]
(b)	<p><b>Children Act 1989 and 2004</b>  <i>[Accept;  Human Rights Act  Protection of Children Act]</i></p>		[1]
(c)	<p><b>Level 3</b> [5 – 6 marks]  Candidates outline in detail at least two aspects of the Children Act. Answers will be well-structured. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2</b> [3 - 4 marks]  Candidates attempt to outline at least two aspects of the Children Act. There may be some noticeable errors of grammar, punctuation and spelling. <b>Sub-max of 3 for one done well.</b></p> <p><b>Level 1</b> [0 - 2 mark]  Candidates can identify at least one aspect of the Children Act. List-like answers should be placed in this band. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>(a) aims to protect children from abuse/discrimination  (b) gives children rights  (c) paramountcy principle  (d) children consulted wherever possible/gives children the right to speak out/have a voice/to be heard  (e) stay with wider family circle  (f) issues determined as soon as possible  (g) working in multidisciplinary teams  (h) children with special needs are categorised as ‘children in need’  (i) care orders/emergency protection orders  (j) ECM five key outcomes  (k) children’s plan and children’s trusts  (l) Local Safeguarding Children’s Boards (LSCB)  (m) working together/partnership working  (n) children’s commissioner  (o) created children’s database</p>		[6]

Question	Expected Answer	Mark	Total
3 (d)	<p><b>Level 3</b> [8 – 10 marks] There will be a detailed discussion of at least two benefits to service users and two benefits to service providers. Must address both to be in this level. 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 of grammar, punctuation and spelling.</p> <p><b>Level 2</b> [5 – 7 marks] They will include an explanation of one or two benefits to service users and/or service providers of the act. Answers will be factually correct. There will be some noticeable errors of grammar, punctuation and spelling. <b>Sub-max 5 if either just SU or SP done well.</b></p> <p><b>Level 1</b> [0 – 4 marks] There may be evidence of one or two benefits to service users and/or service providers. One way of how it benefits may be given but answers are likely to be an outline. Answers are likely to be list-like and muddled and lack technical detail. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p><b>Benefits to service users</b></p> <p>U1 aims to reduce discrimination/abuse  U2 aims to ensure children are listened to  U3 aims to keep children safe  U4 gives them legal protection  U5 minimal disruption on their lives/keeps families together if possible  U6 gives them a voice  U7 gives them rights  U8 raises awareness  U9 raises the standards of care/promotes five outcomes</p> <p><b>Benefits to service providers</b></p> <p>P1 clear guidelines to follow  P2 system of redress/safety if challenged/legal protection  P3 gives consistency of care  P4 benefits of a multi disciplinary approach  P5 raises awareness  P6 raises the standards of care</p>		10

Question	Expected Answer	Mark	Total
4 (a)	<p><b>One</b> mark for barrier, TWO required  <b>One</b> mark for each appropriate example, TWO required</p> <p><b>Identification</b> – example</p> <ul style="list-style-type: none"> <li>• can't afford services – prescription charges, dental charges</li> <li>• can't afford to get to service – bus, train, taxi, petrol, car parking</li> <li>• can't afford to take time off of work – paid by the hour, opening times, minimum sick pay</li> <li>• under funded – area may have financial problems therefore cuts certain services/treatments/postcode lottery</li> <li>• govt funding – may be reduced and so services are cut</li> <li>• unaware of funding – therefore go without a service</li> </ul> <p>Accept any other suitable example.</p>	2x1 2x1	<b>[4]</b>
(b)	<p><b>One</b> mark for barrier, TWO required  <b>One</b> mark for each appropriate example, TWO required</p> <p><b>Identification</b> – example</p> <ul style="list-style-type: none"> <li>• social exclusion – not accounted for their needs</li> <li>• racism – may face discrimination</li> <li>• stigma – against certain types of people</li> <li>• do not speak English – therefore find it difficult to understand. No translator available/hard to communicate</li> <li>• communication difficulty in terms of a disability – may not be anyone who signs, Braille etc</li> <li>• illiterate – can't read websites, leaflets, letters, etc</li> <li>• religious values/customs – may only be seen by professional of same gender, not being allowed to wear the veil</li> </ul>	2x1 2x1	<b>[4]</b>

Question	Expected Answer	Mark	Total
4 (c)	<p><b>Level 3</b> [6 -7 marks] There will be a detailed explanation of at least two ways service providers could facilitate access to their services, 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 of grammar, punctuation and spelling.</p> <p><b>Level 2</b> [4 - 5 marks] They will include a description/attempt at explanation of one or two ways service providers could facilitate access to their services. Answers will be factually correct. There will be some noticeable errors of grammar, punctuation and spelling. <b>Sub-max of 4 if one done well.</b></p> <p><b>Level 1</b> [0-3 marks] There may be evidence of one or two ways service providers could facilitate access. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <ul style="list-style-type: none"> <li>(a) adaptation of premises and facilities to improve access for disabled</li> <li>(b) provide transport/volunteer drivers because of financial/rural location reasons</li> <li>(c) campaigns to raise awareness and change attitudes</li> <li>(d) promotion of self-advocacy to give individuals a 'voice'</li> <li>(e) funding – identifying additional sources</li> <li>(f) joint planning and funding between services to increase efficiency/ensure better coverage</li> <li>(g) leaflets/information in a variety of languages/formats so that it's accessible by all</li> <li>(h) translators to break down language barriers</li> <li>(i) range of staff (eg genders, religions, cultures)</li> <li>(j) outreach services available, eg home visits</li> <li>(k) train staff, eg communication skills</li> <li>(l) flexible opening hours, eg evening surgery</li> </ul>		[7]

Question	Expected Answer	Mark	Total
5 (a)	<p><b>Level 3</b> [7 - 8 marks] There will be a detailed explanation of at least two ways organisations could ensure its EOP is monitored. 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 of grammar, punctuation and spelling.</p> <p><b>Level 2</b> [4 - 6 marks] They will include a description/attempt at explanation of one or two ways organisations could ensure their EOP is monitored. Answers will be factually correct. There will be some noticeable errors of grammar, punctuation and spelling. <b>Sub-max of 4 for one done well.</b></p> <p><b>Level 1</b> [0-3 marks] There may be evidence of one or two ways organisation could ensure their EOP is monitored. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <ul style="list-style-type: none"> <li>a) collection of <b>statistical data</b> to monitor changes</li> <li>b) <b>feedback</b> from service users and care workers on how effective the policy is – using methods such as a questionnaire/comments box</li> <li>c) <b>staff training</b> to get feedback and share concerns/ideas</li> <li>d) <b>inspection</b> to see how it is working/look for problems/strengths, staff observation</li> <li>e) <b>staff observation schemes</b> to see how staff are using the policy/see if it is working</li> <li>f) peer observation schemes see how staff are using the policy/see if it is working</li> <li>g) <b>meetings</b> to discuss concerns/raise issues</li> <li>h) <b>appraisal</b> to review and target performance</li> <li>i) <b>appoint</b> staff/forum to review progress and responsibilities</li> </ul>		<b>[8]</b>

Question	Expected Answer	Mark	Total
5 (b)	<p><b>Level 3 response: 6 - 7 marks</b> There will be a detailed explanation of at least two ways organisations can ensure interviewing procedures promote equal opportunities. 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 of grammar, punctuation and spelling.</p> <p><b>Level 2 response: 3-5 marks</b> They will include a brief explanation of one or two ways organisations can ensure interviewing procedures promote equal opportunities. Answers will be factually correct. There will be some noticeable errors of grammar, punctuation and spelling. <b>Sub-max of 3 for one done well.</b></p> <p><b>Level 1 response: 0-2 marks</b> There may be evidence of one or two ways organisations can ensure interviewing procedures promote equal opportunities. List like answers should be placed in this band. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p>(a) <b>non-discriminatory questions</b> so no illegal questions are asked  (b) <b>same questions to all</b> to ensure all candidates get a fair interview  (c) <b>no personal questions</b> that would disadvantage certain groups  (d) <b>mixed panel</b> to ensure fairer representation and balanced views  (e) <b>accessible time and place</b> so that certain groups are not disadvantaged  (f) <b>follow EO legislation</b> to ensure correct procedures are followed  (g) <b>short list/appoint</b> on merit</p>		[7]

Question	Expected Answer	Mark	Total
6 (a)	The Sex Discrimination Act  <i>Accept Human Rights Act</i>	1x1	[1]
(b)	<p><b>Level 3 response:</b> 6 - 7 marks There will be a detailed analysis of two ways the legislation can support people. 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 of grammar, punctuation and spelling</p> <p><b>Level 2 response:</b> 3 – 5 marks They will include a brief analysis of one or two ways the legislation can support people. Answers will be factually correct. There will be some noticeable errors of grammar, punctuation and spelling. <b>Sub-max of 3 for one done well.</b></p> <p><b>Level 1 response:</b> 0-2 marks There may be evidence of one or two ways the legislation can support people. List like answers should be placed in this band. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p><b>SDA</b></p> <ul style="list-style-type: none"> <li>(a) makes sex discrimination illegal</li> <li>(b) use it as a system of redress</li> <li>(c) set up EOC/EHRC – this could be used to phone/contact for advice and to find out their rights</li> <li>(d) prohibit sex discrimination in education, employment, access to goods and services, management of premises, housing – so would cover a case such as the one mentioned</li> <li>(e) protects from victimisation/harassment – so they will feel protected if they choose to take this further</li> <li>(f) gives rights and guidance</li> </ul> <p><b>Human Rights Act</b></p> <ul style="list-style-type: none"> <li>a) article 14 freedom from discrimination</li> <li>b) gives rights and guidance</li> <li>c) a system of redress</li> <li>d) set up ECHR</li> <li>e) test decisions that are thought to be wrong</li> </ul>		[7]

Question	Expected Answer	Mark	Total
6 (c)	<p><b>Level 3</b> [9 -12 marks]  A well-balanced evaluation of <b>at least two</b> strengths and <b>two</b> weaknesses. These will be developed logically and there will be evidence of synthesis within the work. A judgement/conclusion will be placed at the top of this band. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling. <b>For full marks a conclusion must be given.</b></p> <p><b>Level 2</b> [5- 8 marks]  Sound understanding of <b>at least one</b> strength and <b>one</b> weakness shown. There will be noticeable errors of grammar, punctuation and spelling. <b>Sub-max of 6 for strengths OR weaknesses done well.</b></p> <p><b>Level 1</b> [0-4 marks]  <b>At least one</b> strength or weakness identified but not clearly discussed. May just focus on strengths or weaknesses. Answers in this band are likely to be list-like, muddled and lack technical detail. Errors of grammar, punctuation and spelling will be noticeable and intrusive</p> <p><b>Weaknesses</b>  w(a) legislation alone does not reduce discrimination/ discrimination still exists – need to work harder at changing attitudes  w(b) more emphasis within education, advertising, media etc to improve role models and reduce stereotypes  w(c) difficult to police the amount of discrimination occurring/hard to prove  w(d) still big differences in pay between men and women  w(e) top positions in business and politics still held by men  w(f) gender stereotyping still very influential eg influence of the family/media  w(g) cost/emotional stress and time to take cases to court  w(h) many people unaware of their rights  w(i) glass ceiling/drawbridge effect  w(j) fear of victimisation</p> <p><b>Strengths</b>  s(a) helps raise awareness  s(b) gives people more rights  s(c) more opportunities for women and men in society  s(d) closed pay differentials to an extent  s(e) more equality in terms of job opportunities  s(f) high profile cases have been won and made employees think differently  s(g) school curriculum more equality and encouragement to partake in range of subjects  s(h) system of redress/support  s(i) reduce sex discrimination</p>		[12]

## F913 Health and safety in care settings

Question	Expected Answer	Mark	Total
1 (a) (i)	Control of Substances Hazardous to Health (accept COSHH)	1x1	[1]
(ii)	<p><b>One</b> mark for identification of substance, <b>THREE</b> required  <b>One</b> mark for description of how handled or stored, <b>THREE</b> required</p> <ul style="list-style-type: none"> <li>• <b>bleaching agent</b> – store in <b>clearly marked (original) container</b> in locked cupboard out of reach of children etc</li> <li>• <b>oxidising agent</b> – store in sealed container <b>away from flammable</b> substances</li> <li>• <b>flammable chemicals</b> – store in <b>fire resistant locked cupboard</b> away from sparks etc</li> <li>• <b>poisons</b> – store in locked cupboard with clear instructions for dealing with accidents and/or limited staff access</li> <li>• <b>glue</b> – stored in locked cupboard/away from children/unauthorised users</li> <li>• <b>corrosive</b> – locked away with appropriate labelling/wear PPE or take <b>extra</b> care/rinse immediately if spilt on skin</li> <li>• <b>caustic agents (most cleaning materials)</b> – store in locked cupboards in original containers with clear safety warnings</li> </ul> <p>If candidates put ‘cleaning materials’ and are no more specific (or put a trade name eg Mr Muscle) allow up to two marks in lieu of last point.</p>	3x1 3x1	[6]
(b) (i)	<b>Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (accept RIDDOR)</b>	1x1	[1]

Question	Expected Answer	Mark	Total
1 (b) (ii)	<p><b>One</b> mark available for identification of accident requiring reporting under RIDDOR, THREE required</p> <p>Correct answers would include:</p> <ul style="list-style-type: none"> <li>• fracture (except fingers, thumbs and toes)</li> <li>• serious scald to patient</li> <li>• fall from height causing serious injury</li> <li>• illness caused at work causing more than 3 days absence from work</li> <li>• back injury due to lifting patient (more than 3 days off work)</li> <li>• serious assault on staff member</li> <li>• amputation</li> <li>• electric shock causing unconsciousness or requiring resuscitation</li> <li>• loss of sight (permanent or temporary)</li> <li>• dislocation of knee, hip shoulder or spine</li> <li>• burn or penetrating injury to eye</li> <li>• injury leading to hypothermia, heat-induced illness or unconsciousness</li> <li>• occupational asthma or respiratory sensitisation</li> <li>• acute illness requiring medical treatment or loss of consciousness due to absorption by inhalation, ingestion, through skin, or by exposure to biological agent</li> <li>• accidental release of serious biological hazard</li> <li>• accidental release of any substance which may damage health</li> <li>• collapse of lifts etc</li> <li>• explosion of vessels/pipe work</li> <li>• electrical short circuit causing fire or explosion</li> <li>• explosion or fire closing workplace for more than 24 hours</li> <li>• death</li> </ul> <p>Candidates may specify incidents/situations rather than accidents which should be allowed.</p>	3x1	<b>[3]</b>

Question	Expected Answer	Mark	Total
1 (c)	<p><b>One</b> mark for each piece of information, TWO required  <b>One</b> mark for reason, TWO required from:</p> <ul style="list-style-type: none"> <li>• <b>details of the person injured –(eg name, address, age)</b> – to record in case of serious damage/investigation, repeat occurrence/law suit/notifying family etc</li> <li>• <b>the nature of the injury</b> – needed as a legal record/in case of suing/in case of HSE investigation/in case of delayed reaction</li> <li>• <b>the cause of the accident – location, equipment, special conditions</b> – to have full details particularly in cases where further action is needed/to encourage prevention in future/investigation of patterns</li> <li>• <b>witnesses</b> – for independent evidence</li> <li>• <b>what treatment/action carried out – first aid given, by whom, hospitalisation</b> – in case of investigation , check that first aider carried out correct procedure/in case hospital want to know</li> <li>• <b>date and time of accident</b> – for complete record, to check if RIDDOR comes into force, in case of legal action etc</li> </ul> <p><i>Any other reasonable and well argued example may be accepted.</i></p>	2x1 2x1	<b>[4]</b>

Question	Expected Answer	Mark	Total
2 (a)	<p><b>One</b> mark for type of sign, THREE required  <b>One</b> mark for specific identification of situation, THREE  <b>One</b> mark for how risk is reduced, THREE</p> <p><b>A – Warning</b></p> <ul style="list-style-type: none"> <li>• Toxic (accept poisonous – something that will harm/kill you if eaten or drunk)</li> <li>• Warns to avoid ingestion/keep locked away/avoid contact unless essential (<b>avoid going near is too vague</b>)</li> </ul> <p><b>B – Information/safe condition/safety</b></p> <ul style="list-style-type: none"> <li>• Position/direction of fire escape/fire exit</li> <li>• Avoids wasted time/harm in case of fire evacuation/accept anything implying speedy evacuation</li> </ul> <p><b>C – Mandatory</b> (accept instruction to do something)</p> <ul style="list-style-type: none"> <li>• Eye-protection to be worn (accept safety glasses or goggles)</li> <li>• Reduces risk of objects/chemicals damaging eyes/protects their eyes</li> </ul>	<p>3x1  3x1  3x1</p>	<b>[9]</b>
(b) (i)	<p>One of</p> <ul style="list-style-type: none"> <li>• <b>Manual Handling Operations (Regulations)</b></li> <li>• Lifting Operations and Lifting Equipment Regulations (accept LOLER)</li> </ul>	1x1	<b>[1]</b>

Question	Expected Answer	Mark	Total
2 (b) (ii)	<p><b>Level 3 response</b> [5 marks] Candidates can give a detailed explanation of preparation relating it to themselves and the service user. Answers will be developed logically and show evidence of application of knowledge skills. There will be few errors of grammar, punctuation and spelling.</p> <p><b>Level 2 response</b> [3-4 marks] Candidates can give sound description of preparation but may not relate it to both service user and care worker. Answers will show some evidence of application of knowledge. There will be noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 1 response</b> [0-2 marks] Candidates can list some procedures with no real understanding shown. Answers are likely to be muddled and show little understanding. Errors of grammar, punctuation and spelling will be noticeable and intrusive. <i>Sub-max of 3 if one of care worker or service user is not considered.</i></p> <ul style="list-style-type: none"> <li>(a) <b>have correct training</b> – so procedure is carried out safely</li> <li>(b) <b>ensure two people are there to help</b> – to ensure full control/adhere to guidelines</li> <li>(c) <b>ensure that correct flat shoes/loose clothing are being worn</b> – reduce risk if slipping/injury to care worker</li> <li>(d) check equipment is ready/not broken/maintained – <b>reduce chance of its failing during move</b></li> <li>(e) <b>carry out risk assessment for this move</b> – ensure that all necessary considerations have been given due thought since last move including suitability of service user for procedure/service user has no recent injuries to take into account</li> <li>(f) <b>clear area around</b> – so no collisions/falls etc</li> <li>(g) <b>ensure sling (if used) is appropriate for weight of user</b> – ensure capable of taking load</li> <li>(h) <b>stand correctly – legs apart on stable base as close as possible to user</b> – prevents damage to back etc</li> <li>(i) <b>apply brakes to equipment (where appropriate) before manoeuvre</b> – prevent sudden unexpected movement</li> <li>(j) <b>ensure that service user understands procedure</b> – so no confusion during manoeuvre (possible cause of accidents)</li> <li>(k) <b>ensure service user agrees to manoeuvre</b> – won't panic or struggle so less risk of accidents</li> <li>(l) <b>encourage active participation of service user</b> – promote independence</li> <li>(m) <b>safe guarding dignity of service user</b> – examples likely to be given</li> </ul>		<b>[5]</b>

Question	Expected Answer	Mark	Total
3 (a)	<p>One mark for identifying procedure, THREE required One for how it helps, THREE required</p> <ul style="list-style-type: none"> <li>• sounding fire alarm/smoke alarm – gives early warning to allow time for evacuation</li> <li>• fire exit signs – show most direct escape route and saves time</li> <li>• exit lights – show exit route in dark even if normal power fails</li> <li>• holding regular fire drills – so everyone is familiar with procedure</li> <li>• all care workers know service users they are responsible for/fire evacuation plan – ensure speedy response/no-one left behind</li> <li>• flashing light alarms – so service users with auditory impairment know to get out</li> <li>• fire fighting equipment – slows the fire to allow more time for evacuation</li> <li>• close windows and doors/fire safety doors - slows the fire to allow more time for evacuation</li> <li>• wheel chair – to assist service with mobility problems evacuate quickly</li> </ul>	3x1 3x1	[6]
(b)	<p>One mark per piece of equipment, THREE required One mark per description, THREE required</p> <ul style="list-style-type: none"> <li>• fire blanket – to smother clothing or cover oil/fat fire in kitchen</li> <li>• water fire extinguisher (Red) – put out paper or wood fire</li> <li>• carbon dioxide extinguisher (Black) – general use put out most fires especially electrical</li> <li>• foam fire extinguisher (Cream) – paper etc plus flammable liquids</li> <li>• dry powder extinguisher (Blue) – most versatile almost everything</li> </ul> <p>If candidates give 'Fire extinguisher' alone – allow up to two marks Allow sand bucket for putting out cigarette stubs (1 mark only)</p>	3x1 3x1	[6]

Question	Expected Answer	Mark	Total
3 (c)	<p><b>Level 3 response [7-8 marks]</b> Candidates show detailed understanding of at least two factors that would make fire evacuation in their chosen setting more difficult. They give a reasoned discussion of these factors (at least two) They give some idea of priority between factors, and may suggest some possible solutions to the difficulties. Answers will be developed logically and show evidence of application of knowledge skills. There will be few errors of grammar, punctuation and spelling.</p> <p><b>Level 2 response [4-6 marks]</b> Candidates show some understanding of at least two factors that should be considered in their chosen situation. They may not prioritise them and may not suggest any solutions. Answers will show some evidence of application of knowledge. There will be noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 1 response [0-3 marks]</b> Candidates show a limited grasp of the specific factors, and may simply list fairly generic difficulties with evacuation. Answers are likely to be muddled and show little understanding. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p><b>School for children with learning difficulties</b></p> <p>S1 <b>Children may not understand</b> – may not cooperate – dedicated staff needed to look after individuals</p> <p>S2 <b>Children may think it is a game</b> – may hide or run from care workers – care workers need to be very vigilant</p> <p>S3 <b>Children may panic</b> – lack of cooperation or refusal – strategies in place for care workers to use</p> <p>S4 <b>Alarm may cause unusual reactions in children</b> – inability to move etc – previous practices should have allowed preparations to be made</p> <p>S5 <b>Children may have short attention span</b> – lose track of what they are doing mid evacuation – care workers to watch out for</p> <p>S6 <b>Children may wander from assembly point/want to return</b> – special vigilance required/maybe activities ready to occupy them</p> <p><b>Hospital</b></p> <p>H1 Patients in bed/unconscious/in plaster etc cannot get themselves out – <b>need high staffing ratios</b></p> <p>H2 Patients immobile etc – <b>do not evacuate but isolate different areas of hospital</b></p> <p>H3 Visitors of unknown number - <b>no way to check for missing people</b></p> <p>H4 Operations/procedures underway cannot easily be stopped – <b>may need to leave people inside/emergency power supplies/safe areas with additional fire protection</b></p>		<b>[8]</b>

Question	Expected Answer	Mark	Total
	H5 Need for use of lifts to move bed-ridden patients, babies in incubators etc – <b>or move to safer areas (see above)</b> H6 <b>Vulnerability of patients to infection/extremes of temperature</b> – need blankets/electricity supplies outside for incubators/machinery/monitoring equipment  Any other reasonable and reasoned suggestions		

Question	Expected Answer	Mark	Total
4 (a)	<p>Level 3 response [11-15 marks] Candidates make detailed and well argued judgements showing clear links between the hazards, the service users and/or care workers and indicate consideration of precautions that are already in place. They first 3 stages of risk assessment must all be included.</p> <p>Level 2 response [6-10 marks] Candidates identify risks and make sound links between the service users (and possibly care workers) and the risks. They will show some consideration of precautions already in place. They may discuss the hazards and the precautions in place but not link the hazards to service user and how they may be harmed</p> <p>Level 1 response [0-5 marks] Candidates identify hazards but make few links between the service users and the specific risks. The work may consist of a simple list of hazards with little awareness shown of the precautions already in place.</p> <p>(a) doors onto high street – <b>children at risk of escaping or being run over – need safety catches/high handles/ key pad</b></p> <p>(b) floor length glass doors – <b>same risks as front doors plus risk of children running into glass/breaking glass and cutting themselves – need safety glass or protective film or replacing with solid bottoms</b></p> <p>(c) all doors are insecure – <b>children could escape – small door has alarm – this may prompt candidates to suggest all doors alarmed to inform of escapees or intruders</b></p> <p>(d) plug sockets – <b>children likely to put fingers in so danger of electrocution – need socket covers/inserts</b></p> <p>(e) radiators – <b>danger of children (or adults) burning themselves – need covers to distance</b></p> <p>(f) kitchen area – <b>no separation children might enter and cut/scald etc – needs door/gate to keep children out</b></p> <p>(g) cleaning materials – <b>children might play with/drink etc – need to be in secure cupboard/fence off area</b></p> <p>(h) rubbish bins accessible to all – <b>risk of contamination by bacteria of all especially children – same solution as cleaning materials or place outside or within (secure) kitchen</b></p> <p>(i) stage has steps leading to it – <b>risk of children playing on them or on the stage and falling – remove steps or somehow secure (suggestions may be a little vague as this is beyond the candidates' experience</b></p> <p>(j) one fire extinguisher on stage – <b>anyone may be injured in event of fire – should be more accessible or eg in the kitchen</b></p> <p>(k) first aid box in toilet – <b>may cause delay in treating</b></p>		<b>[15]</b>

Question	Expected Answer	Mark	Total
	<p>anyone as not easily accessible – place in more central position eg kitchen or main hall</p> <p>(l) toilets – may cause problems as 1 large and 1 small facility/gender issues – any reasonable suggestion for segregation/making both same size/splitting the big one etc</p>		

Question	Expected Answer	Mark	Total
4 (b)	<p><b>Level 3 response [5 marks]</b> Candidates demonstrate a clear understanding of the importance to the care workers within the setting of documenting the findings. Answers will be developed logically and show evidence of application of knowledge and skills. There will be few errors of grammar, punctuation and spelling.</p> <p><b>Level 2 response [3-4 marks]</b> Candidates show some understanding of the value to care workers of documenting the findings of the risk assessment. Answers will show some evidence of application of knowledge. There will be noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 1 response [0-2 marks]</b> Candidates show very limited understanding of the value to care workers of documenting the findings. Answers are likely to be muddled and show little understanding. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p>(a) <b>Provides a source of reference to staff</b> -for answering uncertainties, can refer to it -for training of new staff</p> <p>(b) <b>Provides evidence of what has already been done</b> -useful for evidence after accident -starting point for review process</p> <p>(c) <b>Gives staff confidence that risk has been minimised</b> -likely to feel safer/more secure in their job – increased job satisfaction</p> <p>(d) <b>Ensure can be compared to best practice/current guidelines</b> – best chance of minimising risk</p>		

Question	Expected Answer	Mark	Total
5 (a)	<p><b>Level 3 response [5-6 marks]</b> Candidates explain giving detailed examples at least two ways in which PPE prevents cross contamination. They are likely to include information about modes of transmission of infection. There will be few errors of punctuation, grammar or spelling.</p> <p><b>Level 2 response [3-4 marks]</b> Candidates give simple descriptions of at least two ways in which PPE prevents cross contamination. There will be noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 1 response [0-2 marks]</b> Candidates will identify items of PPE and may make some attempt to describe the prevention of cross contamination by PPE. Errors of punctuation, grammar and spelling will be noticeable and intrusive.</p> <p>(a) <b>gloves</b> – will protect care worker from contamination from patient eg bacteria into cut/hand to mouth transmission. As gloves will be disposed of between patients so preventing carriage of bacteria etc</p> <p>(b) <b>mask</b> – prevents from inhaling infectious agents from infected person or breathing infectious agents onto vulnerable service users and prevents care worker becoming ill or carrying infection home etc/reduces risk of spread throughout setting</p> <p>(c) <b>apron</b> – prevents bodily fluids contaminating workers clothes and being taken home after work/as apron changed between service users, prevents infection moving from one service user to another (MRSA etc)</p> <p>(d) <b>eye protection</b> – prevents contaminated fluids (eg HIV or Hepatitis in blood) from landing in eyes and causing illness to care worker eg in operating theatre</p> <p>(e) <b>overshoes</b> <i>not now used but candidates may have learnt this so allow:</i> <b>overshoes</b> – prevents infection from patient in operating theatre being spread outside that area and to care worker (and home) or infection from outside coming into clean area</p>		[6]

Question	Expected Answer	Mark	Total
5 (b)	<p><b>Level 3 response [8-9 marks]</b> Candidates can give a detailed assessment of the importance of standard precautions including making some value judgements. Answers will be developed logically and show evidence of application of knowledge skills. There will be few errors of grammar, punctuation and spelling.</p> <p><b>Level 2 response [5-7 marks]</b> Candidates can explain some ways in which standard precautions improve health, but are unlikely to make considered judgements. Answers will show some evidence of application of knowledge. There will be noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 1 response [0-4 marks]</b> Candidates can describe standard precautions. This may take the form of a simple list. Answers are likely to be muddled and show little understanding. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p>(a) <b>hand hygiene</b> – one of the most important precautions to prevent cross contamination – additionally important that staff responsible for hand hygiene of children – they are likely to forget to wash hands after toilet visits or before eating – staff supervision crucial</p> <p>(b) <b>control of environment</b> – also very important since children tend to use hands indiscriminately moving from one activity to another – wiping and disinfecting of surfaces, toilet areas etc a high priority</p> <p>(c) <b>manage blood and body fluid spillages</b> – maybe quite important if children have accidents (toilet or cuts etc). May not know health status of children, so should be routine disinfection. Accept mopping or wiping spills to prevent slips</p> <p>(d) <b>prevent exposure to infection</b> – cover cuts with plaster just as would at home as no great risk in this setting</p> <p>(e) <b>safely manage linen</b> – may be important to store clothes etc if children have toilet accidents – generally policy for children to have spare clothes in case of emergency – soiled clothes sealed in plastic bags for parents to launder)</p> <p>(f) <b>provide care in most appropriate place</b> – unwell children should not be at nursery – policy to send children home if unwell etc</p> <p>(g) <b>safe disposal of waste</b> – not generally relevant except for accidents, related to toilet or first aid (see spillages), nappies acceptable</p> <p>(h) <b>care equipment</b> – unlikely to be relevant in this setting unless have child(ren) with specific needs</p>		[9]

Question	Expected Answer	Mark	Total
6 (a)	<p><b>Level 3 response [7-8 marks]</b> Candidates explain clearly at least two measures that might be present to protect the security of the service users in their chosen setting. There is some reference made to the special needs/particular vulnerability of the service users. Answers will be developed logically and show evidence of application of knowledge skills. There will be few errors of grammar, punctuation and spelling.</p> <p><b>Level 2 response [5-6 marks]</b> Candidates will give some explanation of at least two measures they discuss which will be linked closely to the setting chosen. Answers will show some evidence of application of knowledge. There will be noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 1 response [0-4 marks]</b> Responses may simply list security measures with little or no explanation. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>(a) <b>children unaware of many dangers</b> so need adults to take responsibility for their security</li> <li>(b) <b>they may be trusting of relative strangers</b> so nursery must have system in place to vet/check anyone collecting children and also anyone working or volunteering to help the children</li> <li>(c) <b>young children may do unexpected things with no warning</b> so must prepare for this</li> <li>(d) <b>children naturally adventurous</b> so need eg high or secure door fasteners that they cannot use to open external doors/need secure perimeter fences on play areas</li> <li>(e) <b>safety catches on windows</b> similarly to prevent 'escape' to exciting new unexplored areas</li> <li>(f) <b>need staff awareness of child protection issues</b> and procedures to follow if they have grounds to suspect child abuse ie infringement of child's security when away from the nursery</li> <li>(g) <b>close supervision of children</b> especially those with tendencies towards inappropriate behaviour in order to safeguard the security of other children with whom they are playing etc</li> </ul> <p><b>Residential Home</b></p> <ul style="list-style-type: none"> <li>(a) <b>residents may be confused or have impaired memory function</b> so effective monitoring of comings and goings essential</li> <li>(b) <b>residents themselves may need to be restricted in their movements</b> if they are a danger to themselves</li> <li>(c) <b>dangerous areas such as kitchens may need to be 'exclusion zones'</b> to protect residents from harm</li> <li>(d) <b>residents may be too trusting of visitors or staff</b> so</li> </ul>		[8]

Question	Expected Answer	Mark	Total
	<p>some control may have to be taken of, say, their money centrally to protect them from theft or fraud</p> <p>(e) <b>residents may have memory impairment so systems need to be of high level</b> as they may themselves be unable to recall any violations of their rights</p> <p><b>Accept any valid answer – refer to team leader if unsure</b></p>		

Question	Expected Answer	Mark	Total
6 (b)	<p><b>Level 3 response [6-7 marks]</b> Candidates will discuss benefits (at least two) to both care workers and service users of having a Health and Safety Policy. Answers will be developed logically and show evidence of application of knowledge and skills. There will be few errors of grammar, punctuation and spelling.</p> <p><b>Level 2 response: [4-5 marks]</b> Candidates will explain benefits, probably for both care workers and service users. Answers will show some evidence of application of knowledge. There will be noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 1 response [0-3 marks]</b> Candidates may simply state what is in a Health and Safety policy (max 3 marks) and are unlikely to consider the benefits to anyone. Answers are likely to be muddled and show little understanding. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p>(a) everyone being aware of expectations – <b>general feeling of being safe</b></p> <p>(b) service users confident that treatment is high standard and fair – <b>improved relationships – increased trust</b></p> <p>(c) staff trained so consistent approach and everyone clear about procedures – <b>ensures peace of mind on both sides</b></p> <p>(d) channels of responsibility clear so staff can obtain support readily – <b>they will feel confident in their approaches and instil that confidence in service users – mutual trust builds</b></p> <p>(e) best practice followed as likely to be following advice from professional bodies etc – <b>increased confidence – increased safety</b></p> <p>(f) review after appropriate time (questionnaires to service users/relatives or audit of incidents etc – <b>so all feel considered</b></p> <p>(g) amend policy as required to respond to changing circumstances – <b>everyone more satisfied</b></p> <p>Any other acceptable relevant answer</p>		[7]

## F918 Caring for older people

Question	Expected Answer	Mark	Total
1 (a)	<p><b>One</b> mark for each economic change, FIVE required from:</p> <ul style="list-style-type: none"> <li>• no income from work</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 get benefits</li> <li>• mortgage paid off</li> <li>• less/more debts</li> <li>• may not be able to afford to go on holiday/ leisure activities/socialising</li> <li>• may use retirement money to go on holiday</li> <li>• less money for luxuries/can afford luxuries</li> <li>• may need to buy economy foods/poorer diet</li> <li>• may not be able to treat grandchildren</li> <li>• less money for presents</li> <li>• no travelling expenses to work</li> <li>• downsizing of house</li> <li>• may not be able to run car</li> <li>• may not be able to afford bills</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><i>Note: sub-max of THREE for identification only</i></p>	5x1	<b>[5]</b>

Question	Expected Answer	Mark	Total
1 (b)	<p><b>One</b> mark for each lifestyle change, <b>THREE</b> required from:</p> <ul style="list-style-type: none"> <li>• <b>increased ability to participate in community activities</b> – <i>role within the community</i></li> <li>• <b>increased leisure time</b> – <i>role within family/marriage/community/volunteer</i></li> <li>• <b>no longer see work colleagues</b> – <i>no longer an employee/pensioner</i></li> <li>• <b>spend more time together</b> – <i>role with wife</i></li> <li>• <b>see more of family</b> – <i>role within family</i></li> <li>• <b>make new friends</b> – <i>supportive role</i></li> <li>• <b>take up new hobbies/leisure activities</b> – <i>role within community/with peers</i></li> <li>• <b>freedom to choose what he does</b> – <i>role within family</i></li> <li>• <b>could experience health problems</b> – <i>role within family/marriage</i></li> <li>• <b>realisation that time is passing by/closer to death</b> – <i>role within family/marriage</i></li> <li>• <b>rely on family financially</b> – <i>no longer have family relying on him</i></li> <li>• <b>no longer in a routine</b> – <i>change in employment role/role within the family</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 role within the community/with friends/no longer working</i></li> </ul> <p><b>One</b> mark for each role change explanation, <b>THREE</b> from examples above.</p> <p><i>[Explanation of each role change will be relevant and valid]</i></p>	3x1 3x1	<b>[6]</b>

Question	Expected Answer	Mark	Total
1 (c)	<p><b>Two</b> marks for each explanation, <b>TWO</b> required from:</p> <ul style="list-style-type: none"> <li>• <b>feel more/less valued/proud</b> – because he is able/unable to provide support</li> <li>• <b>feel more/less needed/wanted</b> – because he is able/unable to do the things he has always wanted to</li> <li>• <b>raised/lowered self-esteem/self-worth</b> – because he has more freedom to choose what he does</li> <li>• <b>raised/lowered confidence</b> – because he has been able/unable to make new friends/lost friends at work</li> <li>• <b>improved/lowered motivation</b> – because is/needs to learn new skills to carry out his new roles/no longer using skills</li> <li>• <b>learning new skills</b> – so that he can carry out his new role</li> <li>• <b>feel happy/unhappy</b> – because he is enjoying/not enjoying his new roles</li> <li>• <b>feel bored</b> – no longer working/ less active</li> <li>• <b>worried/concerned</b> – because he does not like the changes that are happening to him</li> <li>• <b>improved/decreased health status</b> – because he is more/less active</li> <li>• <b>intellectually stimulated</b> – because he is doing different activities/learning new skills</li> <li>• <b>stressed/depressed</b> – due to being dependent on others/ because he is no longer relied on to provide for his family</li> </ul> <p><i>[Effects will be linked to the new roles identified]</i>  <i>[Explanation of each effect will be relevant and valid]</i>  <i>Note: sub-max of two if no explanation</i></p>	2x2	<b>[4]</b>

Question	Expected Answer	Mark	Total
2 (a)(i)	<p><b>One</b> mark for ONE disorder from:</p> <ul style="list-style-type: none"> <li>• irritable bowel syndrome</li> <li>• ulcerative colitis</li> <li>• Crohn's Disease</li> <li>• chronic constipation</li> <li>• cancer of the bowel/stomach</li> </ul>	1x1	<b>[1]</b>
(a) ii	<p><b>One</b> mark for each physical effect, TWO required from:</p> <ul style="list-style-type: none"> <li>• unable to eat a normal diet</li> <li>• weaker stomach muscles</li> <li>• weak muscles in digestive tract</li> <li>• dehydration</li> <li>• weak muscles in the rectum</li> <li>• diarrhoea</li> <li>• tiredness</li> <li>• lack of energy</li> <li>• bloating</li> <li>• severe wind</li> <li>• piles</li> <li>• loss of weight</li> <li>• anaemia</li> <li>• lack of essential nutrients</li> <li>• inflammation of the digestive tract</li> <li>• abdominal pain</li> <li>• blood in stools</li> <li>• specific physical effects linked to disorder chosen</li> </ul>	2x1	<b>[2]</b>

Question	Expected Answer	Mark	Total
2 (a)(iii)	<p><b>Level 3</b> [5 – 6 marks] Candidates will clearly explain at least <b>two</b> coping strategies a service user could use to relieve the effects of the chosen 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 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 a service user could use to relieve the effects of the chosen disorder of the digestive system. Answers will be factually accurate. There will be evidence of coherence within the answers. There will be noticeable errors of grammar, punctuation and spelling. <i>(Submax 3 marks for one way done very well)</i></p> <p><b>Level 1</b> [0 – 2 marks] Candidates will identify coping strategies a service user 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 complimentary 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> <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>• seek advice/support from voluntary groups eg Age Concern</li> <li>• <b>take gentle exercise</b> - to aid digestion</li> </ul>		[6]

Question	Expected Answer	Mark	Total
2 (b)	<p><b>One</b> mark for each identification of THREE professional care workers</p> <p><b>One</b> mark for each explanation of how professional care worker could help from:</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>complimentary 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>One</b> mark each for relevant explanation of how each could help</p>	<p>3x1 3x1</p>	<p><b>[6]</b></p>

Question	Expected Answer	Mark	Total
3 (a)(i)	<p><b>One mark for ONE disorder from:</b></p> <ul style="list-style-type: none"> <li>• damage caused by a stroke</li> <li>• senile dementia (Alzheimer's disease)</li> <li>• multiple sclerosis</li> <li>• (Parkinson's' disease)</li> </ul>	1x1	[1]
(a)(ii)	<p><b>One mark for each identification TWO required</b>  <b>One mark for each explanation TWO required</b></p> <ul style="list-style-type: none"> <li>• <b>isolation</b> – because they are unable to go out/poor mobility</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</li> <li>• <b>poor social skills</b> – cannot interact/communicate with others</li> </ul> <p><i>[Effects will be linked to the disorders 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>	2x1 2x1	[4]

Question	Expected Answer	Mark	Total
3 (b)	<p><b>Two</b> marks each for explanation of reason for low self-esteem. <b>THREE</b> from:</p> <ul style="list-style-type: none"> <li>• <b>lack of self-worth</b> – <i>because they need help from other people</i></li> <li>• <b>increased dependency</b> – <i>because they can no longer look after themselves</i></li> <li>• <b>increased care needs</b> – <i>because their body does not function properly</i></li> <li>• <b>self-fulfilling prophecy</b> – <i>because people try and do everything for them</i></li> <li>• <b>unable to go out and socialise</b> – <i>because of not interacting with others/feeling lonely</i></li> <li>• <b>unable to participate in hobbies/interests</b> – <i>because of loss of memory</i></li> <li>• <b>no longer feel valued</b> – <i>because they cannot do things for themselves/embarrassed</i></li> <li>• <b>feel annoyed with themselves</b> – <i>because they are unable to cope</i></li> <li>• <b>speech affected</b> – <i>so cannot make themselves understood /get frustrated</i></li> <li>• <b>self image/identity changed</b> - <i>people making fun of them/prejudice</i></li> </ul>	3x2	<b>[6]</b>

Question	Expected Answer	Mark	Total
3 (c)	<p><b>Level 3 [8 – 9 marks]</b> Candidates will clearly analyse at least <b>two</b> ways a care worker should promote equality and diversity. 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 – 7 marks]</b> Candidates will describe at least <b>two</b> ways a care worker should promote equality and diversity. Answers will be factually accurate. There will be evidence of coherence within the answers. There will be noticeable errors of grammar, punctuation and spelling. <i>(Submax 4 marks for one way done very well)</i></p> <p><b>Level 1 [0 – 3 marks]</b> Candidates will identify ways a care worker should promote equality and diversity. 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>• encourage older person to be independent</li> <li>• allow older person to have choices/ask what they prefer</li> <li>• provide equipment to encourage independence</li> <li>• make sure care is carried out safely/providing a safe environment</li> <li>• treat older person with dignity and respect</li> <li>• recognise older person's beliefs/cultural needs</li> <li>• enable older person to maintain her identity</li> <li>• encourage older person to express their preferences</li> <li>• raise awareness of how to complain</li> <li>• addressing older person correctly/calling by the name they prefer</li> <li>• communicating in an effective manner</li> <li>• using non-discriminatory practice</li> <li>• providing care according to individual needs</li> </ul>		[9]

Question	Expected Answer	Mark	Total
4 (a)(i)	<p>One mark for ONE disorder from:</p> <ul style="list-style-type: none"> <li>• heart attack</li> <li>• heart disease</li> <li>• heart dysfunction</li> <li>• sclerosis</li> </ul>	1x1	<b>[1]</b>
(a)(ii)	<p>One mark for each description of physical effect, THREE required from:</p> <ul style="list-style-type: none"> <li>• poor mobility/unable to move around easily</li> <li>• pains in the chest/down left arm</li> <li>• pain in the jaw/neck</li> <li>• decreased energy levels</li> <li>• suffers from breathlessness</li> <li>• cold/blue lips</li> <li>• cold/blue fingers/toes</li> <li>• poor circulation</li> <li>• weakened heart muscles</li> <li>• increased risk of further heart problems</li> <li>• feeling light headed/dizzy</li> <li>• nausea/vomiting</li> <li>• high blood pressure</li> </ul> <p><i>[If effect is directly linked to the named disorder mark will be awarded]</i>  <i>Note: submax of TWO for identification only</i></p>	3x1	<b>[3]</b>

Question	Expected Answer	Mark	Total
4 (b)	<p><b>Two</b> marks each for explanation of function of the heart. TWO from:</p> <ul style="list-style-type: none"> <li>• <b>pulmonary circulation</b> – carries de-oxygenated blood away from the heart to the lungs and returns oxygenated blood to the heart</li> <li>• <b>systemic circulation</b> – carries oxygenated blood from the heart to all parts of the body and returns de-oxygenated blood to the heart</li> <li>• <b>pumps blood to the lungs</b> – to re-oxygenate the blood</li> <li>• <b>pumps blood from the lungs</b> – to supply oxygen to the body</li> <li>• <b>pumps blood to body systems</b> – to supply body systems with nutrients and/or oxygen/repair cells/support immune system</li> <li>• <b>pumps blood from body systems</b> – to remove waste products/re-oxygenate the blood</li> <li>• <b>cardiac cycle</b> – to maintain circulation of blood around the body</li> </ul> <p><i>Note: submax of TWO for identification only</i></p>	2x2	<b>[4]</b>

Question	Expected Answer	Mark	Total
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 Geoffrey receives the support he needs to care for Mabel at home. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the answers. There will be few errors of grammar, punctuation and spelling.</p> <p><b>Level 2</b> [4 – 5 marks] Candidates will describe at least <b>two</b> ways the Carers Recognition and Services Act 1995 ensures Geoffrey receives the support he needs to care for Mabel at home. Answers will be factually accurate. There will be evidence of coherence within the answers. There will be noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 1</b> [0 – 3 marks] Candidates will identify ways the Carers Recognition and Services Act 1995 ensures Geoffrey receives the support he needs to care for Mabel 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 Geoffrey to provide care</li> <li>• social services must take this into consideration</li> <li>• Geoffrey is not expected to take on duties of professional care worker</li> <li>• care plan will be written to make sure Mabel's needs are met</li> <li>• professionals work together with Geoffrey to provide care</li> <li>• information given about services available</li> <li>• allow Geoffrey to have maximum support</li> <li>• Geoffrey and Mabel 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 Geoffrey a break</li> </ul>		[7]

Question	Expected Answer	Mark	Total
5 (a)	<p><b>Level 3</b> [6 – 7 marks] Candidates will clearly discuss at least <b>two</b> ways an occupational therapist should maintain confidentiality. There will be specific reference to day-to-day tasks they will carry out when providing care. 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</b> [4 – 5 marks] Candidates will briefly discuss at least <b>two</b> ways an occupational therapist should maintain confidentiality in their day-to-day tasks when providing care. Answers will be factually accurate. There will be evidence of coherence within the answers. There will be noticeable errors of grammar, punctuation and spelling. <i>(Submax 3 marks for one way done very well)</i></p> <p><b>Level 1</b> [0 – 3 marks] Candidates will identify ways the occupational therapist should promote individual rights and beliefs with little if any reference to the assessment process. 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>• respect wishes for information to be kept private</li> <li>• do not talk about care to those who do not need to know</li> <li>• do not leave notes lying around for others to read</li> <li>• ask permission to share information</li> <li>• explain who will have access to information</li> <li>• do not give information over the telephone unless identity of caller can be proven</li> <li>• not leaving personal notes on the computer screen so that others can read them</li> <li>• having a password to access computer records</li> <li>• not talking about by name at home so that they can be identified</li> </ul>		[7]

Question	Expected Answer	Mark	Total
5 (b)	<p><b>Level 3 [7 – 8 marks]</b> Candidates will clearly evaluate the impact of the Health Act 1999 on the provision of care for Sergios. There will be evidence of both strengths and weaknesses with explicit links to Sergios care needs. 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 [4 – 6 marks]</b> Candidates will give a basic evaluation of the impact of the Health Act 1999 on the provision of care for Sergios. There may be evidence of strengths and weaknesses and limited links to specific care needs. There will be evidence of coherence within the answers. There will be noticeable errors of grammar, punctuation and spelling. <i>Submax of FOUR marks for only strengths or weaknesses.</i></p> <p><b>Level 1 [0 – 3 marks]</b> Candidates will identify features of the Health Act 1999 which could have an impact on the provision of care for Sergios. Candidates may give minimal description and show limited understanding. Answers are likely to be list like and muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>+ established Primary Care Trusts which makes provision for Sergios</li> <li>+ improved quality of care which is important for someone like Sergios who lives at home</li> <li>+ established the commission for Health Improvement to monitor provision and ensure quality of services</li> <li>+ improved co-operation within the NHS so that care workers can share information</li> <li>+ improved co-operation between NHS and local authorities to ensure seamless provision of care for Sergios</li> <li>+ increased flexibility between NHS and health related services to enable the best possible care to be provided</li> <li>+ improved monitoring of the quality of health care which would reassure Sergios</li> <li>+ increased flexibility of provision to meet Sergios individual needs</li> <li>+ seamless provision of care to ensure there are no gaps in provision and all care providers know what each other is responsible for</li> <li>+ single provider can deliver both health and local authority services which would be less stressful</li> </ul>		[8]

Question	Expected Answer	Mark	Total
	<p>for Sergios</p> <ul style="list-style-type: none"> <li>+ packages of care can be developed to suit Sergios' individual needs/rights for services to be provided</li> <li>+ pooled budgets to share responsibility of funding of care ensures Sergios' individual needs are met</li> </ul> <p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>- cost implications/lack of funding could mean services are not available which Sergios needs</li> <li>- post-code lottery may limit services available</li> <li>- Sergios may be unaware of his rights so not ask about services available</li> <li>- lack of communication between carer providers could mean mistakes are made/duplication of provision</li> <li>- Sergios may refuse support</li> <li>- Sergios may be too proud to accept the support available</li> <li>- poor record keeping can lead to problems in care provision</li> </ul>		

Question	Expected Answer	Mark	Total
6 (a)	<p><b>Level 3</b> [7 – 8 marks] Candidates will thoroughly evaluate the effects on Stephen losing his wife taking into consideration all of Stephen's particular care needs. A thorough understanding of <b>both</b> positive and negative factors relating to Stephen will be demonstrated. 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</b> [4 – 6 marks] Candidates will describe the effects on Stephen losing his wife. Answers may take into consideration all Stephen's particular care needs. A limited understanding of <b>both</b> positive and negative factors will be demonstrated. Answers will be factually accurate. There will be evidence of coherence within the work. There will be noticeable errors of grammar, punctuation and spelling. <i>Sub-max of FOUR marks for only negative or positive responses.</i></p> <p><b>Level 1</b> [0 – 3 marks] Candidates will identify <b>one</b> or <b>two</b> effects of Stephen losing his wife. The focus will be on Stephen. 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>Negative effects:</b></p> <ul style="list-style-type: none"> <li>- lost his lifetime partner</li> <li>- feel angry that she has gone</li> <li>- lonely/isolated</li> <li>- stress/depression</li> <li>- may feel confused</li> <li>- no one to share experiences with</li> <li>- may feel guilty it was not him that died</li> <li>- feel bereaved</li> <li>- his health could get worse</li> <li>- could pine for her/give up will to live</li> <li>- low self-esteem</li> <li>- lack of confidence</li> <li>- could give up on life/become suicidal</li> <li>- no one he knows to provide his personal care</li> </ul> <p><b>Positive effects:</b></p> <ul style="list-style-type: none"> <li>+ will have professional carers</li> <li>+ able to focus his attention on himself</li> <li>+ feel reassured they had a good marriage</li> <li>+ feel happy that he provided care for her for so long</li> <li>+ go to a day centre</li> <li>+ meet new people</li> <li>+ make new friends</li> <li>+ have good memories of the times they spent together</li> </ul>		[8]

Question	Expected Answer	Mark	Total
6 (b)	<p><b>Level 3</b> [9 – 12 marks] Candidates will analyse in detail how at least <b>two</b> different types of community-care services that could provide support for Stephen at this time. A thorough understanding of the support provided will be evident. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.</p> <p><b>Level 2</b> [5 – 8 marks] Candidates will make a limited analysis of how at least <b>two</b> different types of community-care services that could provide support for Stephen at this time. A basic understanding of the support they could provide will be evident. Answers will be factually accurate. There will be evidence of coherence within the answers. There will be noticeable errors of grammar, punctuation and spelling. <i>(Submax 5 marks for ONE type of service covered very well)</i></p> <p><b>Level 1</b> [0 – 4 marks] Candidates may identify <b>one</b> or <b>two</b> different community-care services that could provide support for Stephen 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>		[12]

Question	Expected Answer		Mark	Total
	<b>Community-care services</b>	<b>Support provided</b>		
	a. health-care services eg GP, Community Nurse	P. prescribe medication P. monitor health E. give advice/guidance.		
	b. social-care services eg social worker, care manager	P. assess needs P. provide specialist aids/adaptations P. ensure needs are met.		
	c. day care services eg day centre, respite care	S. provide social support S. encourage him to go out I. provide activities.		
	d. domiciliary services eg home care assistant	P. support with daily living tasks P. support with personal hygiene.		
	e. private services eg equipment suppliers counselling	P. provide specialist continence aids/equipment.		
	f. voluntary services eg support groups, transport, meals on wheels	E. give him advice/guidance S. meet others in similar situation S. share experiences P. take him to hospital appointments/shopping P provide balanced meals		

## F920 Understanding human behaviour

Question		Expected Answers	Mark	Total
1	(a)	Maslow or Rogers.	1x1	[1]
1	(b)	<p><b>One</b> mark for each reason, one mark for explanation TWO required</p> <ul style="list-style-type: none"> <li>• shops/streets too crowded – crowds are intimidating</li> <li>• traffic – too fast, roads too busy, crossing roads difficult</li> <li>• mobility problems – fear of falling, get breathless, getting on and off buses</li> <li>• memory problems – fear of getting lost, forgetting what wanted</li> <li>• insecurity – worried about money, losing purse/wallet, being mugged</li> <li>• poor eyesight – may not recognise people, places</li> <li>• poor hearing – embarrassing in shops, difficult in traffic</li> </ul> <p>+ any other reasonable reason</p>	2x2	[4]

Question	Expected Answers	Mark	Total
1	<p data-bbox="231 264 271 297">(c)</p> <p data-bbox="359 264 646 297"><b>Level 3 (8-10 marks)</b></p> <p data-bbox="359 297 1212 633">Candidates are asked to <b>use</b> a humanist theory not just explain how older peoples emotional needs are met by care workers at a day care centre, explaining at least <b>two</b> appropriate examples. Aspects of humanist theory are included with understanding to support the examples given. Appropriate health and social care terminology used accurately. Sentences and paragraphs are for the most part relevant, with material presented in a balanced, logical and coherent manner which addresses the question; there may be occasional errors of grammar, punctuation and spelling.</p> <p data-bbox="359 667 630 701"><b>Level 2 (5-7 marks)</b></p> <p data-bbox="359 701 1204 1003">Candidates describe at least two examples of how older people's emotional needs can be met by care workers in a day care centre. Appropriate theory is described but may not be linked directly to the example given. The answer may be general in nature with limited links to day care. Sentences and paragraphs are generally relevant but may have minor inaccuracies or lack clarity. There may be noticeable errors of grammar, punctuation and spelling. Sub-max 5 for one example done well.</p> <p data-bbox="359 1037 630 1070"><b>Level 1 (0-4 marks)</b></p> <p data-bbox="359 1070 1189 1272">Candidates may have identified an appropriate theory. Emotional needs of older people may be described but are not related to ways in which they can be met by attending day care. Sentences and paragraphs have little coherence and structure. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p data-bbox="359 1305 478 1339"><b>Maslow:</b></p> <ul data-bbox="359 1339 1141 1473" style="list-style-type: none"> <li>• deficit needs – physiological, safety and security linked to emotional needs <ul style="list-style-type: none"> <li>– belonging needs</li> <li>– self-esteem</li> </ul> </li> </ul> <p data-bbox="359 1473 478 1507"><b>Rogers:</b></p> <ul data-bbox="359 1507 774 1574" style="list-style-type: none"> <li>• unconditional positive regard</li> <li>• conditions of worth</li> </ul> <p data-bbox="359 1619 1117 1653"><b>Both: generic – not specifically what care workers do:</b></p> <ul data-bbox="359 1653 1212 1888" style="list-style-type: none"> <li>(a) provides warm, secure environment – provision of food and drink</li> <li>(b) help older people feel safe and secure</li> <li>(c) day care provides for regular social contact/make friends – link to loneliness, isolation, depression</li> <li>(d) care workers could facilitate access to specialist counselling or medical care eg bereavement or depression</li> </ul> <p data-bbox="359 1921 510 1955"><b>Individual:</b></p> <ul data-bbox="359 1955 1212 2076" style="list-style-type: none"> <li>(e) care workers to spend time with clients, talking, listening, giving sense of belonging, raising self esteem</li> <li>(f) clients welcomed by name, remembered, care workers show interest in how they are feeling and what is</li> </ul>		[10]

Question			Expected Answers	Mark	Total
			happening in their lives (g) care workers help them to make friends/feel involved (h) activities provided to encourage participation, enable sense of achievement/belongings (i) happy atmosphere created/entertainment provided – singing/music (j) care workers remember/celebrate special occasions eg birthdays, anniversaries/festivals (k) programme of events to look forward to/encourage positive approach (l) improving confidence by giving encouragement to be independent, raising self-esteem by making them feel valued		

Question		Expected Answers	Mark	Total
2	(a)	<p><b>One</b> required from</p> <p>Bandura, Tajfel, Latane.</p>	1x1	[1]
2	(b)	<p><b>Two</b> marks for each feature outlined <b>TWO</b> required</p> <p><b>Bandura</b></p> <ul style="list-style-type: none"> <li>• observation of others behaviour</li> <li>• copying/imitation of observed behaviour – Bobo doll experiment</li> <li>• role models chosen – similar to/more powerful/admired</li> <li>• observed behaviour seen to be achievable</li> <li>• behaviour is rewarded – vicarious/intrinsic reward</li> <li>• low self-esteem can lead to greater imitation</li> </ul> <p><b>Tajfel</b></p> <ul style="list-style-type: none"> <li>• need to identify with group – by age, interests, gender, culture etc</li> <li>• social identity linked to self image</li> <li>• low self-esteem results in greater need to belong to a group</li> <li>• group identity gives rise to ‘in groups’ and ‘out groups’</li> <li>• group identity can create stereotypical behaviour/dress/fashion etc</li> <li>• prejudice against ‘out-groups’ can result in racism etc</li> </ul> <p><b>Latane</b></p> <ul style="list-style-type: none"> <li>• individual behaviour conforms to group identity</li> <li>• presence of others affects behaviour – individuals will wait for guidance/lead from others</li> <li>• individuals put in less effort when working in a group</li> <li>• bystander effect – individuals do not want to be first to act/respond</li> <li>• safety in numbers – shared responsibility/lack of individual responsibility</li> <li>• young people in particular feel the need to conform</li> </ul>	2x2	[4]

Question	Expected Answers	Mark	Total
2 (c)	<p><b>Level 3 (11-15 marks)</b> Candidates have presented a planned and logical answer which demonstrates clear understanding of social learning theory and which clearly explains links with the development of self-concept. Answer relates directly to adolescence. Examples may be used to illustrate points made. Sentences and paragraphs are relevant with accurate use of appropriate terminology, there are few errors of grammar, punctuation and spelling.</p> <p><b>Level 2 (6-10 marks)</b> Candidates show understanding of social learning theory and have made an attempt to link theory with the development of self-concept. Answer may not relate specifically to adolescence. Sentences and paragraphs may contain some irrelevancies but answer indicates an understanding of the focus of the question. There may be occasional errors of grammar, punctuation and spelling.</p> <p><b>Level 1 (0-5 marks)</b> Candidates may describe an appropriate social learning theory but there may be a basic attempt to make links with the development of self-concept. Alternatively candidates describe the development of self-concept but does not link this with social learning theory. There is little evidence of understanding of the focus of the question. Sentences and paragraphs have limited coherence and structure. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p><b>Self-concept involves:</b> s awareness of self eg physical appearance, abilities etc s comparison with others eg physical appearance, abilities etc s feedback from others eg friendship groups, family s understanding of position/role in a social group/society s have self confidence when meeting new people and experiences s develop and act on own beliefs and values s be more able to resist 'following the crowd' eg becoming involved in anti-social behaviour s form effective social and emotional relationships with others</p> <p><b>Links with theories:</b> B Bandura: self-efficacy – how a person estimates their own abilities and what they believe about themselves; learned from watching and copying others, feedback from others leading to self belief T Tajfel: social identity – people categorise themselves in terms of the groups they identify with – 'people who are like me' and 'people who are not like me' L Latane: social impact – people seek to conform to the social norms of others, behaviour results from social context rather than inner beliefs</p> <p><b>Links with adolescence:</b> a approval/acceptance of social group of increasing importance a peer group pressure related to issues such as smoking,</p>		[15]

Question	Expected Answers	Mark	Total
	a concerns over physical appearance – linked to social norms and expectations  ✓ for appropriate example(s)		

Question	Expected Answers	Mark	Total
3	<p><b>Level 4 (16-20 marks)</b> Candidates discuss at least two genetic conditions/traits which could influence human development. At least three aspects of PIES are covered with relevant examples given showing understanding and links are made between the different aspects eg the impact of emotional development on social skills. Clear understanding of the ways the conditions/traits influence individuals is demonstrated. There is an accurate application of knowledge relating to genetic conditions/traits. The answer is balanced and considers both positive and negative aspects of genetic conditions/traits. The answer has a clearly defined structure, uses appropriate health, social care and early years terminology confidently and accurately. Sentences and paragraphs are consistently relevant addressing the focus of the question. There will be few, if any errors of grammar, punctuation and spelling.</p> <p><b>Level 3 (11-15 marks)</b> Candidates have described two genetic conditions/traits which could influence human development. At least two aspects of PIES are covered showing understanding of the influence of genetic conditions/traits on individual development. There is accurate application of knowledge but the answer is likely to focus on either a positive or negative aspect. The answer is relevant and well structured using appropriate health, social care and early year terminology accurately. There may be occasional errors of grammar, punctuation and spelling.</p> <p><b>Level 2 (6-10 marks)</b> Candidates have identified two genetic conditions/traits which could influence human development. At least one aspect of PIES is well described and some understanding shown of the ways that development is influenced by the genetic condition/traits which have been identified. There is limited ability to organise the information given, sentences and paragraphs are not always relevant. The answer does not fully address the focus of the question. There may be noticeable errors of grammar, punctuation and spelling. Sub-max of 10 for one done well.</p> <p><b>Level 1 (0-5 marks)</b> Candidates have given only one example of an appropriate genetic condition/trait, or have used general terms without giving specific examples. Little understanding is demonstrated of the ways human development could be influenced. Little or no reference is made to PIES. Answer may be list like, sentences and paragraphs have limited coherence and structure and do not address the focus of the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <ul style="list-style-type: none"> <li>• genetic conditions: cystic fibrosis haemophilia autism Tourettes</li> </ul>		[20]

Question	Expected Answers	Mark	Total
	<p>+ any other appropriate example</p> <ul style="list-style-type: none"> <li>• predisposition towards: <ul style="list-style-type: none"> <li>cancer</li> <li>obesity</li> <li>diabetes</li> </ul> </li> </ul> <p>+ any other appropriate example</p> <ul style="list-style-type: none"> <li>• physical characteristics eg height, eye colour</li> <li>• personality traits: <ul style="list-style-type: none"> <li>from Eysenck: <ul style="list-style-type: none"> <li>introversion/extroversion</li> <li>stability/instability</li> <li>tough minded/tender minded</li> </ul> </li> <li>from Cattell: <ul style="list-style-type: none"> <li>reserved/outgoing</li> <li>less/more intelligent</li> <li>affected by feelings/emotionally stable</li> <li>humble/assertive</li> <li>sober/happy-go-lucky</li> <li>expedient/conscientious</li> <li>shy/venturesome</li> <li>tough/tender minded</li> <li>trusting/suspicious</li> <li>practical/imaginative</li> <li>forthright/shrewd</li> <li>self-assured/apprehensive</li> <li>conservative/experimenting</li> <li>group-dependent/self-sufficient</li> <li>undisciplined self-conflict/controlled</li> <li>relaxed/tense</li> </ul> </li> </ul> </li> <li>• intellectual potential</li> <li>• influences on development <ul style="list-style-type: none"> <li>– P - physical</li> <li>– I - intellectual</li> <li>– E - emotional</li> <li>– S - social</li> </ul> </li> </ul>		

Question		Expected Answers	Mark	Total
4	(a)	<p><b>One</b> mark for each factor identified, TWO required</p> <p>a    <b>air pollution</b> examples asthma/respiratory infections and consequences on physical development. Positive factors – good environment – playing out in clean, safe community – social, emotional and physical development</p> <p>n    <b>noise pollution</b> concentration – intellectual. Emotional strain etc</p> <p>w    <b>water pollution</b> examples could include physical health – impact on physical development may be knock on effects of being ill and missing school (intellectual)</p>	2x1	[2]

Question	Expected Answers	Mark	Total
4	<p data-bbox="223 253 279 286"><b>(b)</b></p> <p data-bbox="359 253 662 286"><b>Level 4 (15-18 marks)</b></p> <p data-bbox="359 286 1204 622">Candidates evaluate at least two effects covering at least three aspects of PIES clearly linked to childhood. Answers demonstrate a clear understanding of the effects of different levels of income. Both high and low incomes are considered and comparisons made, addressing both positive and negative aspects and taking a balanced approach. A range of appropriate examples are given which are rational and considered. Answer presented in a planned and logical sequence reaching a judgement or conclusion. There are no errors of grammar, punctuation and spelling.</p> <p data-bbox="359 656 662 689"><b>Level 3 (10-14 marks)</b></p> <p data-bbox="359 689 1189 1025">Candidates evaluate at least two effects covering at least three aspects of PIES clearly linked to childhood. Answers demonstrate understanding of the effects of family income on a child's development and some relevant examples are given. Sentences and paragraphs are for the most part relevant, with the material presented in a logical and coherent manner which addresses the question although without expressing judgement or reaching a conclusion. Health, social care and early years terminology is used accurately. There are few errors of grammar, punctuation and spelling.</p> <p data-bbox="359 1048 630 1081"><b>Level 2 (5-9 marks)</b></p> <p data-bbox="359 1081 1181 1384">Candidates describe at least two effects covering at least two aspects of PIES. Examples given are relevant. Answer is likely to concentrate on either the disadvantages of living on a low income or the advantages of living on a high income. Understanding of the effects of living on different incomes is shown, although this may not be directly related to the development of children. Sentences and paragraphs may contain some irrelevancies. There may be some errors of grammar, punctuation and spelling.</p> <p data-bbox="359 1417 630 1451"><b>Level 1 (0-4 marks)</b></p> <p data-bbox="359 1451 1204 1720">Candidates identify at least one effect and may only cover one aspect of PIES. Answers may be very general in nature with little reference to how the effects identified are related to family income. Answers may be list like simply naming effects or examples of income level. Sentences and paragraphs have limited coherence and structure and may not address the main focus of the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p data-bbox="359 1753 965 1787"><b>Physical effects: (positive and/or negative)</b></p> <ul data-bbox="359 1787 1189 2033" style="list-style-type: none"> <li>• diet/nutrition</li> <li>• sleep</li> <li>• clothing</li> <li>• space to play</li> <li>• quality of housing</li> <li>• out of school activities eg swimming, horseriding, gymnastic clubs etc</li> </ul>		[18]

Question	Expected Answers	Mark	Total
	<p><b>Intellectual effects: (positive and/or negative)</b></p> <ul style="list-style-type: none"> <li>• resources – books/internet etc to support learning/school work</li> <li>• travel opportunities</li> <li>• additional school activities</li> <li>• school attendance</li> <li>• space/privacy to facility to study</li> </ul> <p><b>Emotional effects: (positive and/or negative)</b></p> <ul style="list-style-type: none"> <li>• self-esteem/confidence</li> <li>• sense of security</li> <li>• embarrassment/self-conscious</li> <li>• stress/anxiety</li> </ul> <p><b>Social effects: (positive and/or negative)</b></p> <ul style="list-style-type: none"> <li>• access to leisure opportunities</li> <li>• ‘social exclusion/inclusion’</li> <li>• opportunities to travel/have holidays/meet new people</li> <li>• ability to invite friends to play/visit/sleepover</li> </ul> <p><b>More able candidates may refer to:</b></p> <ul style="list-style-type: none"> <li>• difference between income levels/socio-economic groups</li> <li>• high income families may be ‘time poor’ because of demands of work</li> <li>• low income may be the result of unemployment/ill-health/disability – may be ‘time rich’</li> <li>• low income could also be the result of poorly paid work resulting in long hours</li> <li>• stress, caused by high work demands or low job satisfaction, can affect adults ability to be effective parents – children affected</li> <li>• definition of poverty – households with an income lower than 60% of median income in UK</li> </ul>		

Question	Expected Answers	Mark	Total
5	<p><b>Level 4 (19-25 marks)</b> Candidates identify Erikson or Freud and demonstrate a clear understanding of the chosen theory applying their knowledge to the focus of the question. A range of examples are given which are relevant to care workers in a residential home older people in residential care and which clearly illustrate application of the theory. Candidates are able to <b>explain</b> the relevance of care workers having an understanding of the chosen theory to help them understand and respond to the different behaviours of the residents. Opinions of others, personal opinion or supporting/ conflicting evidence of may be expressed in providing a balanced answer. The answer has a clearly defined structure, using appropriate health and social care terminology confidently and accurately. Sentences and paragraphs, consistently relevant, are well structured in a way that addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 3 (13-18 marks)</b> Candidates identify Erikson or Freud and demonstrate some understanding of the theory. There is an attempt at applying the theory to explain how care workers can use the theory to help them respond to the different behaviours of older people in residential care. At least two examples are used to illustrate application of the theory. Clear links are made between the theory and older people in residential care. The answer is well planned and has a logical sequence, using appropriate health and social care terminology accurately. Sentences and paragraphs address the focus of the question. There may be occasional errors of grammar, punctuation and spelling.</p> <p><b>Level 2 (7-12 marks)</b> Candidates identify Erikson or Freud and describe the theory. There is little application of knowledge to the focus of the question. Few links are made between theory and practical situations and little reference is made to the value of care workers having an understanding of older people's behaviour. Sentences and paragraphs are not always relevant, with the material presented in a way that does not fully address the question. There may be noticeable errors of grammar, punctuation and spelling. <i>Note: candidates who fully analyse a theory with little or no application can gain maximum of 10 marks.</i></p> <p><b>Level 1 (0-6 marks)</b> Candidates may identify Erikson or Freud and make some attempt to describe the theory. Answer may be list like with simple statements. There may or may not be any attempt to apply the theory and little reference to the focus of the question. There is little use of health, social care and early years terminology. Sentences and paragraphs have limited coherence and structure often being doubtful in relevance to the main focus of the question. There may be noticeable errors of grammar, punctuation and spelling.</p>		[15]

Question	Expected Answers	Mark	Total
	<p><b>Freud:</b></p> <p>f childhood experiences responsible for personality development – generally pessimistic in approach</p> <p>f stages need to be successfully resolved – fixation at each stage gives rise to specific behaviours:</p> <p style="padding-left: 40px;">oral stage – passive, dependent, gullible, oral pleasures eg smoking, eating drinking or suspicious and avoiding oral pleasure</p> <p style="padding-left: 40px;">anal stage – stubborn, mean, obsessed with tidiness, organised or overgenerous, untidy, open to views of others</p> <p style="padding-left: 40px;">phallic stage – reckless, risk taking, obsessed with sexual activity or timid and avoiding reference to sexuality</p> <p>f unconscious feelings direct the way we behave, people do not know why they behave in a certain way</p> <p>f emotion and behaviour driven by the id, ego and superego – balancing personal wants with social and moral values</p> <p>f Id predominating – egocentric, self seeking and selfish</p> <p>f superego predominating – conformist and self denying</p> <p>f regression – during periods of stress may exhibit ‘childish’ behaviour – tantrums, sulking etc</p> <p>f defence mechanisms –</p> <p style="padding-left: 40px;">denial – blocking threatening information eg diagnosis of serious illness</p> <p style="padding-left: 40px;">repression – forgetting unpleasant thoughts eg bereavement</p> <p style="padding-left: 40px;">rationalisation – reinterpreting unpleasant events eg reasons for coming into care</p> <p style="padding-left: 40px;">displacement – transferring anger eg onto care worker</p> <p style="padding-left: 40px;">projection – blaming others for demonstrating characteristics which we have ourselves eg excessive tidiness</p> <p style="padding-left: 40px;">sublimation – redirecting mental energy – eg to objects/possessions rather than people</p> <p style="padding-left: 40px;">reaction formation – overemphasising opposite emotions eg changing love into hate or hate into aggressive praise</p> <p style="padding-left: 40px;">eg responses to carers</p> <p><b>Erikson:</b></p> <p>e people continue to develop throughout lives</p> <p>e early experiences provide a foundation for later development</p> <p>e generally optimistic – people can change</p> <p>e life stages seen in terms of crises/dilemmas</p> <p>e development requires resolution of different stages – each stage may have a positive or negative outcome:</p> <p style="padding-left: 40px;">trust v mistrust</p> <p style="padding-left: 40px;">autonomy v shame and doubt</p> <p style="padding-left: 40px;">initiative v guilt</p> <p style="padding-left: 40px;">industry v inferiority</p> <p style="padding-left: 40px;">identity v role confusion</p>		

Question	Expected Answers	Mark	Total
	intimacy v isolation generativity v stagnation integrity v despair – at 50+ this stage is the most relevant  <b>Application to care worker:</b> (a) understand/recognise that clients behaviour will be strongly influenced by their previous experiences – show interest in their pasts (b) aggression/antagonism should not be taken personally – clients may ‘take out’ their anger/frustration on care workers (c) appreciate the importance of possessions/routine/structure to many people (d) try to understand clients responses/reactions (e) treat clients as individuals – don’t stereotype – don’t expect people to act the same just because they are the same ages (f) clients reactions to situations such as the diagnosis of serious illness will vary, care workers will need to respond accordingly		

## F921 Anatomy & physiology in practice

Question	Expected Answer	Mark	Total
1 (a)	<p>One mark for each structure identified, FIVE required from</p> <ol style="list-style-type: none"> <li>1. oesophagus/gullet</li> <li>2. large bowel /large colon/colon</li> <li>3. rectum</li> <li>4. stomach</li> <li>5. small bowel/small intestine</li> </ol>	5x1	[5]
(b)	<p>Three mark for each correct function. THREE functions required from</p> <p><b>Stomach</b></p> <ul style="list-style-type: none"> <li>• storage of food/so that food can be digested over an extended period</li> <li>• digestion of food/by chemical (gastric acid) and enzymatic (eg pepsin) means</li> <li>• mechanical digestion by vigorous contractions to mix and liquefy food (churning)</li> <li>• gradual release of liquefied food (chyme) into the duodenum</li> <li>• absorption of water, alcohol and simple sugars</li> </ul> <p><b>Pancreas</b> Production of</p> <ul style="list-style-type: none"> <li>• pancreatic/digestive juices/alkaline fluid/pancreatic fluid/juice</li> <li>• insulin</li> <li>• gastric enzymes</li> <li>• glucagon</li> <li>• somatostatin</li> <li>• pancreatic polypeptide</li> <li>• trypsinogen</li> <li>• pancreatic lipase</li> <li>• protein digesting enzymes</li> <li>• carbohydrate digesting enzymes</li> </ul> <p><b>Small Bowel</b></p> <ul style="list-style-type: none"> <li>• it is where the vast majority of digestion takes place</li> <li>• food pushed through the small intestine by a process of muscular-wavelike contractions called peristalsis</li> <li>• most of the nutrients from ingested food are absorbed</li> <li>• digestion of proteins into peptides and amino acids principally occurs in the stomach but some also occurs in the small intestine</li> <li>• lipids (fats) are degraded into fatty acids and glycerol</li> <li>• carbohydrates are degraded into simple sugars</li> <li>• absorption through the villi of nutrients</li> <li>• emulsifies fats</li> </ul> <p><i>Accept any other valid response</i></p>	3x3	[9]

Question	Expected Answer	Mark	Total
1 (c)	<p><b>Level 3 [5-6 marks]</b> Candidates will provide a fully developed description of one treatment that includes accurate terminology and follows a logical sequence. The description of the treatment will be accurate. Sentences and paragraphs are generally relevant but may have minor inaccuracies or lack clarity and depth of understanding. There may be noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 2 [3-4 marks]</b> Candidates will provide a fully developed description that includes accurate terminology. The description of the treatment will be accurate. Sentences and paragraphs are generally relevant but may have minor inaccuracies or lack clarity and depth of understanding. There may be noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 1 [0-2 marks]</b> Candidates' will provide a simple description of the treatment. Their use of appropriate terminology will be limited. Sentences and paragraphs are not always relevant, with the material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling and answers may be list like.</p> <p><b>IBS/Coeliac Disease</b></p> <ul style="list-style-type: none"> <li>• food intolerance is gaining ground as a possible cause for IBS symptoms in many people. Sufferers find that by cutting out particular types of food such as dairy or gluten they reduce their symptoms</li> <li>• sufferers are often given anti-spasmodic drugs such as Mebeverine to try to calm the spasms in the gut</li> <li>• Imodium is a popular drug for diarrhoea and is effective, but more for occasional use than as a long-term solution</li> <li>• laxatives you may be given for constipation include Lactulose and magnesium oxide solution (milk of magnesia)</li> <li>• anti-depressants can actually be helpful to IBS sufferers as they have recognised gastrointestinal effects</li> <li>• Lotronex for diarrhoea-predominant IBS, and Zelnorm (or Zelmac) for constipation-predominant IBS</li> <li>• Normacol and Celevac are normally advertised as bulk laxatives (because they 'bulk' up the stool and make it easier to pass) but they can be useful to diarrhoea sufferers as well because the bulking effect can make more solid stools</li> <li>• calcium supplements, specifically calcium carbonate, can be used by diarrhoea sufferers as they can have a constipating effect</li> <li>• hypnotherapy is a fairly well-established treatment for IBS</li> <li>• complementary medicine, of which there area variety, including acupuncture and reflexology, accept any valid response</li> <li>• surgery is rare unless the colon has become dysfunctionate</li> </ul>		[6]

Question	Expected Answer	Mark	Total
	<p>or spastic</p> <p><b>Ulcers (Gastric &amp; Duodenal)</b></p> <ul style="list-style-type: none"> <li>• gastric ulcers can be treated by a partial gastrectomy, which is a removal of the area surrounding the ulcer. Duodenal ulcers can be treated by vagotomy, which involves cutting of the vagus nerve to reduce gastric output</li> <li>• antacids to neutralise existing acid in the stomach</li> <li>• acid suppressants like histamine<sub>2</sub>-receptor antagonists (blockers). Histamine is a chemical released in the body under many different conditions. In the stomach it can release more acid, so blocking its action reduces acid production</li> <li>• medicines called proton pump inhibitors also work on the cells in the stomach to reduce the production of acid</li> <li>• these treatments are used in combination with antibiotics if <i>Helicobacter pylori</i> infection is involved, which is in more than 90% of cases. It should be noted that some patients have <i>Helicobacter pylori</i> without peptic ulceration</li> <li>• there is no conclusive evidence that dietary restriction and bland diets play a role in ulcer healing</li> <li>• no proven relationship exists between ulcers and the intake of coffee and alcohol. However, as coffee stimulates acid secretion, and alcohol can cause inflammation of the stomach lining (gastritis), moderation in alcohol and coffee consumption is often recommended for patients with ulcers</li> </ul> <p><b>Gall Stones</b></p> <p><b>Removal of the gallbladder:</b></p> <ul style="list-style-type: none"> <li>• the gallbladder is usually removed by keyhole surgery and the operation is called a laparoscopic cholecystectomy</li> <li>• a general anaesthetic is given with very small incisions needed in the abdomen, which enable the surgeon to pass through fine instruments and a tube with a camera on the end</li> <li>• the instruments are controlled by the doctor watching a TV screen</li> <li>• the gallbladder is removed through a cut in your navel. Most people are allowed home the following day, though some are discharged later the same day</li> <li>• generally people are back to normal activities within two weeks</li> </ul> <p><b>Other types of operations:</b></p> <ul style="list-style-type: none"> <li>• if it is not possible to remove the gallbladder by keyhole surgery and about 1 in 10 people need a more traditional operation</li> <li>• this requires a longer stay in hospital and approximately 6 weeks convalescence</li> <li>• a few surgeons perform an operation called a mini-laparotomy cholecystectomy</li> <li>• this uses special instruments and requires only a small cut</li> </ul> <p><b>Via ERCP examination:</b></p> <ul style="list-style-type: none"> <li>• stones, which have passed into the bile duct and cause</li> </ul>		

Question	Expected Answer	Mark	Total
	<ul style="list-style-type: none"><li>• this is done by widening the opening to the bile duct with an electrically heated wire (diathermy)</li><li>• the stones are removed or left to pass into your intestine</li><li>• sometimes a short plastic tube called a stent is left in the bile duct to help bile drain out</li><li>• the stent may remain in place permanently or be removed at a later date</li></ul> <p><b>Other treatments:</b></p> <ul style="list-style-type: none"><li>• other methods to remove stones such as dissolving them with drugs</li><li>• or breaking them up with shock wave treatment (Lithotripsy) are now only used occasionally</li></ul>		

Question	Expected Answer	Mark	Total
2 (a)	<b>One</b> mark for each structure identified, <b>FOUR</b> required from  1. trachea/rings of cartilage 2. lung 3. larynx 4. main bronchus	<b>4x1</b>	<b>[4]</b>

Question	Expected Answer	Mark	Total
2 (b)	<p><b>Level 3 [7-8 marks]</b> Candidates will provide a fully developed description of oxygen and carbon dioxide exchange in the lungs that includes accurate terminology and follows a logical sequence. Answer is supported by use of accurate description of the treatment. Sentences and paragraphs are relevant with accurate use of appropriate terminology. There may be occasional errors of grammar, punctuation and spelling.</p> <p><b>Level 2 [4-6 marks]</b> Candidates will provide a fully developed description of oxygen and carbon dioxide exchange in the lungs that includes accurate terminology. The description will be accurate. Sentences and paragraphs are generally relevant but may have minor inaccuracies or lack clarity and depth of understanding. There may be noticeable errors of grammar, punctuation and spelling. <b>Sub-max of 4 if only mechanical respiration covered.</b></p> <p><b>Level 1 [0-3 marks]</b> Candidates' will describe the of oxygen and carbon dioxide exchange in the lungs in a limited manner. Their use of appropriate terminology will be limited. Sentences and paragraphs are not always relevant, with the material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling and answers may be list like.</p> <ul style="list-style-type: none"> <li>• gas exchange happens by passive diffusion of gases</li> <li>• this is across the very thin walls of the alveoli</li> <li>• in order to maximise the amount of diffusion taking place, the alveoli have a huge total surface area</li> <li>• the alveoli have a moist lining to help dissolve the gases</li> <li>• they are surrounded by many tiny capillaries so there is a high volume of blood for the gases to pass into and out of</li> <li>• as a result of gas exchange, the proportion of oxygen and carbon dioxide in the inhaled/exhaled air changes</li> <li>• the air breathed in containing a higher percentage of oxygen and</li> <li>• a lower percentage of carbon dioxide than the air we breathe out</li> <li>• the carbon dioxide in the blood being dissolved in the plasma</li> <li>• the percentage change of oxygen and carbon dioxide between inhaled and exhaled air may be mentioned as follows</li> <li>• rib cage moves upwards</li> <li>• diaphragm flattening, decreasing pressure</li> <li>• diaphragm relaxing, increasing pressure</li> <li>• role of pleural membrane in the movement of the chest</li> <li>• role of inter-costal muscles in the movement of the chest</li> </ul>		[8]

Question	Expected Answer			Mark	Total
	<b>Gas</b>	<b>% in inhaled air</b>	<b>% in exhaled air</b>		
	Oxygen	21	17		
	Carbon dioxide	0.04	4		
	<ul style="list-style-type: none"> <li>• all gases move across the alveolar wall according to the principle of simple diffusion: gas moves from areas of higher concentration to lower concentration</li> <li>• according to FICK'S LAW, the amount of gas that moves across a sheet of tissue is proportional to the area of the sheet but inversely proportional to its thickness</li> </ul>				
<i>Any other valid explanatory comment</i>					

Question	Expected Answer	Mark	Total
2 (c)	<p><b>Level 3 [7-8 marks]</b> Candidates will provide a fully developed explanation of the effects of a named respiratory dysfunction that includes accurate terminology and follows a logical sequence. Answer is supported by use of accurate explanation of the effects. Sentences and paragraphs are relevant with accurate use of appropriate terminology. There may be occasional errors of grammar, punctuation and spelling.</p> <p><b>Level 2 [4-6 marks]</b> Candidates will provide a detailed explanation of the effects of a named dysfunction that includes accurate terminology. The explanation of the effects will be accurate. Sentences and paragraphs are generally relevant but may have minor inaccuracies or lack clarity and depth of understanding. There may be noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 1 [0-3 marks]</b> Candidates will describe the effects of a named dysfunction in a limited manner. Their use of appropriate terminology will be limited. Sentences and paragraphs are not always relevant, with the material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling and answers may be list like.</p> <p><b>Dysfunctions</b></p> <ul style="list-style-type: none"> <li>• bronchitis</li> <li>• emphysema</li> <li>• lung cancer</li> <li>• asthma</li> <li>• cystic fibrosis</li> </ul> <p><b>Effects could be</b></p> <p>E slows and clogs airway cilia E poor lung function E lung infections/pneumonia E bronchiectasis E bronchiolitis E pneumothorax E plural effusions E cough</p> <p>All of which are debilitating diseases that can cause great discomfort and distress, leading to severe symptoms such as SOB and other systemic problems such as poor circulation, peripheral circulation problems, oedema, blood poisoning and secondary infections. The inability to move around, carry out daily tasks and take part in gainful employment.</p> <p><b>Intellectual</b></p> <p>i lack of understanding of the problems and causes i lack of understanding due to poor education on the</p>		[8]

Question	Expected Answer	Mark	Total
	<p>effects of the dysfunction</p> <p>i failure to believe the facts and the prognosis</p> <p><b>Emotional effects</b>            These may well be linked to the above and include expansion on the following topics:</p> <p>e stress</p> <p>e disempowerment</p> <p>e isolation</p> <p>e low self esteem</p> <p>e low self worth</p> <p>e low self concept</p> <p>e fear</p> <p><b>Social</b></p> <p>s personal isolation due to illness or stigma</p> <p>s limited social interaction</p> <p>s family break up</p> <p>s loss of social status</p> <p>s social dependency</p> <p><i>Any other valid explanatory comment</i></p>		

Question	Expected Answer	Mark	Total
3 (a)	<p><b>One</b> mark for dysfunction of the musculo-skeletal system, <b>ONE</b> required from</p> <ul style="list-style-type: none"> <li>• Arthritis</li> <li>• Osteoporosis</li> <li>• Parkinson's</li> <li>• Multiple Sclerosis</li> </ul> <p><i>Any other appropriate dysfunction</i></p>	1x1	<b>1</b>
3 (b)	<p><b>Level 3 [8-9 marks]</b> Candidates will provide a fully developed description of how a named dysfunction could be diagnosed and treated. This will include accurate terminology and follows a logical sequence. Answer is supported by use of accurate description of the diagnosis and treatment. Sentences and paragraphs are relevant with accurate use of appropriate terminology. There may be occasional errors of grammar, punctuation and spelling.</p> <p><b>Level 2 [4-7 marks]</b> Candidates will provide a detailed description of the diagnosis and treatment of a named dysfunction that includes accurate terminology. The explanation of the diagnosis and treatment will be accurate. Sentences and paragraphs are generally relevant but may have minor inaccuracies or lack clarity and depth of understanding. There may be noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 1 [0-3 marks]</b> Candidates will attempt to describe the diagnosis and treatment of a named dysfunction in a limited manner. Their use of appropriate terminology will be limited. Sentences and paragraphs are not always relevant, with the material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling and answers may be list like.</p> <p><b>Arthritis - diagnosis</b></p> <ul style="list-style-type: none"> <li>• plain x-rays</li> <li>• CAT scanning</li> <li>• MRI scanning</li> <li>• blood tests</li> <li>• clinical observation</li> </ul> <p><b>Treatment - can be exacerbated by acidic diet</b></p> <ul style="list-style-type: none"> <li>• treated by NSAID's</li> <li>• steroids and</li> <li>• surgical intervention eg joint replacement, arthrodesis, injections of gold salts</li> <li>• D-penicillamine and</li> <li>• chloroquine</li> <li>• non weight bearing exercise</li> </ul>		<b>[9]</b>

Question	Expected Answer	Mark	Total
	<p><b>Osteoporosis - diagnosis</b></p> <ul style="list-style-type: none"> <li>• bone densitometry</li> <li>• x-ray</li> <li>• CAT scan</li> <li>• blood test</li> </ul> <p><b>Treatment</b></p> <ul style="list-style-type: none"> <li>• treatment includes HRT</li> <li>• vitamin D and</li> <li>• calcium supplements</li> <li>• calcitonin injections</li> <li>• preventative lifestyle changes prove most effective when started young, eg diet, exercise</li> </ul> <p><b>Parkinson's - diagnosis</b></p> <ul style="list-style-type: none"> <li>• mainly clinical observation</li> <li>• MRI (elimination of other conditions)</li> </ul> <p><b>Treatment</b></p> <ul style="list-style-type: none"> <li>• treatments include levodopa and carbidopa to decrease tremors and rigidity</li> <li>• surgical grafting of dopamine secreting neurones or surgery to destroy certain nerve pathways (ablation)</li> <li>• use of canaboids to reduce symptoms</li> </ul> <p><b>Multiple Sclerosis - diagnosis</b></p> <ul style="list-style-type: none"> <li>• neurological tests</li> <li>• blood test</li> <li>• clinical observation</li> <li>• lumbar puncture</li> <li>• stem cell implant</li> <li>• evoked visual response</li> <li>• MRI (elimination of other conditions)</li> </ul> <p><b>Treatment</b></p> <p>No cure but various drug treatments are available to suppress symptoms and effects</p> <ul style="list-style-type: none"> <li>• beta interferon (limited effect)</li> <li>• tremor surgery (in extreme cases)</li> <li>• rest and support until periods of remission</li> <li>• cannabis/cannaboids</li> </ul> <p>General treatments for all musculo skeletal problems can include</p> <ul style="list-style-type: none"> <li>• physiotherapy</li> <li>• hydrotherapy</li> <li>• alternative healing therapies (eg acupuncture)</li> </ul> <p><i>Accept any appropriate variation of treatment</i></p>		

Question	Expected Answer	Mark	Total
3 (c)	<p><b>Level 3 [8-10 marks]</b> Candidates will provide a fully developed description of how a named dysfunction could affect lifestyle. This will include accurate terminology and follows a logical sequence. Answer is supported by use of accurate description of lifestyle changes. Sentences and paragraphs are relevant with accurate use of appropriate terminology. There may be occasional errors of grammar, punctuation and spelling.</p> <p><b>Level 2 [4-7 marks]</b> Candidates will provide a detailed description of the lifestyle changes of a named dysfunction that includes accurate terminology. The explanation of the lifestyle changes will be accurate. Sentences and paragraphs are generally relevant but may have minor inaccuracies or lack clarity and depth of understanding. There may be noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 1 [0-3 marks]</b> Candidates' will describe the lifestyle changes of a named dysfunction in a limited manner. Their use of appropriate terminology will be limited. Sentences and paragraphs are not always relevant, with the material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling and answers may be list like.</p> <p><b>Daily Living routines</b> Difficulty with:  I getting in and out of bed  I washing  I preparing food  I eating  I accessing buildings, stairs, general mobility  I any aspect of interruption to family life, socialising</p> <p><b>Work</b> Difficulty with:  w finding suitable employment  w maintaining that employment  w mobility whilst at work  w acceptance and support by employer</p> <p><b>Emotional</b> e depression affecting actions</p> <p><b>Social</b> Difficulty with:  s accessing public facilities  s shops  s cinema  s theatre  s holidays  s public transport</p>		[10]

Question	Expected Answer	Mark	Total
	<p>s loss of social activity s potential isolation s participating in hobbies</p> <p><b>Medical Appointments</b></p> <ul style="list-style-type: none"><li>• increased frequency</li><li>• painful treatments</li><li>• surgical procedures</li><li>• side effects from drug therapy</li></ul> <p><i>Accept any other valid lifestyle variation</i></p>		

Question	Expected Answer	Mark	Total
4 (a)	<p><b>One</b> mark for each structure identified.</p> <ol style="list-style-type: none"> <li>1. fallopian tube/oviduct</li> <li>2. uterus/womb</li> <li>3. ovary</li> <li>4. cervix</li> <li>5. fibrillated end of fallopian tube/fimbria</li> <li>6. vagina/birth canal</li> </ol>	6x1	[6]
(b)	<p><b>One</b> mark for each function identified, TWO required from</p> <ul style="list-style-type: none"> <li>• produce egg cells/release eggs</li> <li>• production of oestrogen</li> <li>• production of progesterone</li> <li>• production of inhibin</li> <li>• production of relaxin</li> <li>• production of hormones</li> </ul>	2x1	[2]
(c)	<p><b>Two</b> marks for each description. ONE mark for a basic description and TWO marks for a full description.</p> <p><b>Menstrual cycle</b> Is set in motion by changing levels of the female hormones oestrogen and progesterone, and they include: the thickening of the lining of the uterus, the release of an egg from one of your ovaries, which when fertilised implants and begins to develop. It is then followed by the break-down of the lining of the womb if no fertilised egg implants</p> <p><b>Fertilisation</b> Is also known as conception, fecundation and syngamy, is the fusion of gametes to form a new organism. The process involves a sperm fusing with an ovum, which eventually leads to the development of an embryo. The process normally occurs within the fallopian tube, but can occur outside in the case IVF. On sperm entry changes to egg membrane. The action of the acrosome in penetrating the egg</p> <p><b>Pregnancy</b> Is the carrying of one or more offspring in an embryonal or fetal stage of development by a female, inside their body, between the stages of conception and birth. In a pregnancy, there can be multiple gestations (for example, in the case of twins, or triplets . Development of the chord/placenta/ membranes</p>	3x2	[6]

Question	Expected Answer	Mark	Total
4 (d)	<p><b>Level 3 [5-6marks]</b> Candidates will provide a fully developed description of the general principles and values of ultrasound in monitoring the female reproductive system. The answer is supported by use of accurate description of the use of ultrasound. Sentences and paragraphs are relevant with accurate use of appropriate terminology. There may be occasional errors of grammar, punctuation and spelling.</p> <p><b>Level 2 [3-4 marks]</b> Candidates will outline the general principles and values of ultrasound. The explanation of its uses will be accurate. Sentences and paragraphs are generally relevant but may have minor inaccuracies or lack clarity and depth of understanding. There may be noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 1 [0-2 marks]</b> Candidates will make general comments on the use of ultrasound. The use of appropriate terminology will be limited. Sentences and paragraphs are not always relevant, with the material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling and answers may be list like.</p> <ul style="list-style-type: none"> <li>• ultrasound is a painless procedure that takes between 15 minutes and one hour, depending on what is being examined</li> <li>• the person carrying out the examination is usually an ultrasonographer, a radiographer, midwife or obstetrician; specially trained at ultrasound techniques</li> <li>• for scans of the uterus and pelvis, a full bladder helps to produce better images</li> <li>• a lubricating gel is used to help conduct the sound waves into the body</li> <li>• the ultrasonographer applies the gel to the skin in the area to be examined</li> <li>• a probe, which may look a bit like a thick, blunt pen or sometimes like a mobile phone, is then held against the skin and moved over its surface</li> <li>• this allows views to be seen from different angles</li> <li>• the probe is attached by a wire to the ultrasound machine and monitor</li> <li>• echoes are detected by the probe and sent down the wire to the ultrasound machine</li> <li>• images of the inside of the body are displayed on the monitor</li> <li>• the image is constantly updated, so the scan can show movement</li> <li>• this works because sound changes frequency when it encounters a moving object, such as blood flowing in blood vessels (this is called the Doppler effect)</li> <li>• during the examination, it is often possible for the person to see the images of the scan on the monitor</li> <li>• permanent copies of the examination can be saved as still</li> </ul>		[6]

Question	Expected Answer	Mark	Total
	<p>pictures which can be printed out</p> <ul style="list-style-type: none"> <li>• in most cases, ultrasound scans are used on the surface of the body, with the probe moving over the skin. However, in some cases, better pictures of the organs to be examined can be obtained if a special probe is used inside the body. This will also include trans-vaginal ultrasound</li> <li>• ultrasound works by the transmission of sound through a fluid medium using a probe containing many transducers and receivers. Sound is reflected back off of solid objects and the time of travel is calculated and turned in to images</li> </ul> <p><b>The value of its use will include</b></p> <ul style="list-style-type: none"> <li>• non-invasive technique</li> <li>• relatively painless</li> <li>• instant images and results</li> <li>• relatively low cost</li> <li>• quick procedure</li> <li>• good pictures of soft tissue</li> <li>• real time images</li> </ul> <p><b>Diagnostic values</b></p> <ul style="list-style-type: none"> <li>• dating foetus</li> <li>• identifying abnormalities</li> <li>• identifying gender</li> <li>• comparative monitoring</li> <li>• identifying deformity</li> </ul> <p><i>Allow any other relevant response</i></p>		

Question	Expected Answer	Mark	Total
5	<p><b>Level 4 [16-20]</b> Candidates will describe a dysfunction that they have studied and assess <b>at least two</b> ways the effects of the dysfunction could be reduced by maintaining a healthy life style. They will demonstrate the ability to present their answer in a well-planned and logical manner, with a clearly defined structure. They will use appropriate terminology confidently and accurately. Sentences and paragraphs will directly address the question in a consistent, relevant and well-structured way. There will be few, if any, errors in the use of grammar, punctuation and spelling.</p> <p><b>Level 3 [11-15]</b> Candidates will describe a dysfunction that they have studied and assess <b>at least two</b> ways the effects of the dysfunction could be reduced by maintaining a healthy life style They will demonstrate the ability to present their answer in a planned and logical sequence using appropriate and accurate terminology. Sentences and paragraphs are for the most part relevant and material will be presented in a balanced, logical and coherent manner that addresses the question. There may be occasional errors in the use of grammar, punctuation and spelling.</p> <p><b>Level 2 [6-10]</b> Candidates will describe a dysfunction that they have studied and assess <b>one</b> way the effects of the dysfunction could be reduced by maintaining a healthy life style. They will demonstrate limited ability to organise their answer, using some appropriate terminology. Sentences and paragraphs will not always be relevant and material will be presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling <b>Sub-max of 10 if only the effects or dysfunction covered.</b></p> <p><b>Level 1 [0-5]</b> Candidates' description and assessment will be limited, with little evidence of the use of appropriate terminology. Sentences and paragraphs have limited coherence and structure, with little relevance to the main focus of the question. Errors in the use of grammar, punctuation and spelling may be noticeable and obtrusive.</p> <p><b>Hypertension</b></p> <ul style="list-style-type: none"> <li>• the processes of vaso-dilation and constriction within the vascular system fail to a varying degree. Most people with high blood pressure don't have any symptoms.</li> <li>• people with severe high blood pressure or a rapid rise in blood pressure may also experience headaches, blurred or impaired vision, fits or black-outs.</li> <li>• people with high blood pressure have an increased risk of major illnesses including: <ul style="list-style-type: none"> <li>• cardiovascular disease such as angina, stroke, heart attack or atrial fibrillation</li> <li>• kidney damage/failure</li> <li>• damaged sight/retinopathy</li> </ul> </li> </ul>		[20]

Question	Expected Answer	Mark	Total
	<ul style="list-style-type: none"> <li>• as most people with high blood pressure don't have any symptoms, they are diagnosed when they have their blood pressure taken as part of a medical examination. Often in middle age</li> <li>• the doctor may request that they come back for repeat measurements over a number of weeks before suggesting treatment. This is so he or she can check that the high reading is an ongoing problem and not a one-off               <ul style="list-style-type: none"> <li>• some tests to see if high blood pressure is having an effect on the rest of your body are required</li> </ul> </li> </ul> <p><b>Lifestyle factors that affect Hypertension:</b></p> <ul style="list-style-type: none"> <li>• smoking</li> <li>• your family history</li> <li>• obesity (being very overweight)</li> <li>• drinking a lot of alcohol - especially if you binge drink</li> <li>• a lack of exercise</li> <li>• your diet</li> <li>• increased salt intake</li> <li>• stress</li> <li>• recreational drugs</li> </ul> <p><b>Coronary Artery Disease</b></p> <ul style="list-style-type: none"> <li>• atherosclerosis involves the formation of fatty deposits (plaques) on the walls of the coronary arteries</li> <li>• these plaques are thought to split open (rupture), releasing substances that cause the blood flowing in the coronary artery to clot</li> <li>• combined, the plaque and blood clot (thrombus) can completely block the coronary artery altogether, causing a heart attack</li> <li>• narrowing of coronary arteries without complete blockage may cause angina</li> </ul> <p><b>Heart Attack</b></p> <ul style="list-style-type: none"> <li>• most heart attacks cause severe pain in the centre of the chest</li> <li>• however, sometimes there are no symptoms at all (silent MI), especially in the elderly and people with diabetes</li> <li>• the central chest pain is often described as heaviness, squeezing or crushing, and may come on suddenly causing the person to collapse</li> <li>• the pain may spread to the arms, neck, jaw, face, back or stomach</li> <li>• a person having a heart attack may be pale, sweaty and breathless</li> <li>• they might feel or be sick</li> <li>• the symptoms can come on suddenly, but sometimes the pain develops more slowly</li> <li>• the pain sometimes feels like severe indigestion</li> <li>• heart attack pain is more persistent than angina and can last for hours</li> <li>• a person who is used to angina will find that the pain of a</li> </ul>		

Question	Expected Answer	Mark	Total
	<p>heart attack will not completely respond to their usual medicine (eg glycerol trinitrate)</p> <p>The above can be improved by</p> <ul style="list-style-type: none"> <li>• eat a varied diet with a wide range of foods/anti-oxidants</li> <li>• avoid high levels of saturated fat in diet</li> <li>• reduce cholesterol in diet/avoid saturated fats</li> <li>• eat more wholegrain starchy carbohydrates (eg wholemeal bread, brown rice, wholegrain cereals)</li> <li>• eat more fruit and vegetables, aiming for at least five portions a day</li> <li>• cut down on salt by eating less processed food, such as ready meals, and adding less salt to food</li> <li>• eat regular meals - although it doesn't matter when you eat your food, having a routine can help people to manage their diet and their weight</li> <li>• reduce caffeine intake</li> <li>• control your portion sizes so that over time, if not necessarily every day, the amount of energy you consume matches your level of activity</li> <li>• try to be more physically active</li> <li>• drink alcohol within recommended limits</li> <li>• Department of health recommends that women should not drink over two to three units of alcohol per day</li> <li>• men should not drink more than three to four units per day</li> <li>• moderate consumption of alcohol (between 1 and 2 units of alcohol a day) may help to reduce the risk of ischaemic heart disease in men over the age of 40 and women after the menopause</li> <li>• giving up smoking not only reduces your risk of</li> <li>• developing heart disease</li> <li>• moderate intensity physical activity for at least 30 minutes a day on five or more days of the week</li> <li>• avoid stressful situations</li> <li>• do not use recreational drugs</li> <li>• do not use crash diets instead opt for a slow, steady and sustained program to lose weight</li> <li>• maintain a normal weight/BMI/Hip to Waist ratio</li> <li>• if a diabetic make sure that it is correctly managed</li> </ul> <p><b><i>Any other valid evaluative comment</i></b></p>		

## F924 Social trends

Question	Expected Answer	Mark	Total
1 (a)	<p><b>One</b> mark for each reason, TWO required</p> <ul style="list-style-type: none"> <li>• homeless are mobile and move around frequently</li> <li>• many homeless people may be staying with friends etc</li> <li>• some homeless people may not want to admit to it</li> <li>• difficulty of defining exactly who is homeless</li> <li>• difficult to find many homeless people</li> </ul>	2x1	[2]
(b)	<p><b>One</b> mark for each correct identification and <b>One</b> mark for each explanation, TWO required from</p> <ul style="list-style-type: none"> <li>• <b>increase in divorce:</b> more broken marriages may lead to temporary or permanent homelessness</li> <li>• <b>increasing cost of mortgage:</b> as a result of interest rate changes may lead to repossessions</li> <li>• <b>shortage of affordable housing:</b> less social housing</li> <li>• <b>increase in second homes:</b> may lead to problems in rural/holiday areas</li> <li>• <b>increase in alcohol and drug dependency:</b> leads to financial difficulties and poor employment prospects</li> <li>• <b>changes in work patterns:</b> increase in temporary and part time employment leading to greater financial insecurity</li> </ul> <p><b>Sub-max of 2 if no explanation.</b></p>	2x2	[4]

Question	Expected Answer	Mark	Total
1 (c)	<p><b>Level 3 response: 8 - 9marks</b> Candidates will describe at least <b>two</b> strengths <b>and two</b> weaknesses in <b>depth</b> that will be linked to the issue of the homeless. They will be able to present relevant material in a planned and logical sequence using appropriate terminology accurately. Sentences and paragraphs are relevant with the material presented in a balanced, logical and coherent manner that addresses the question. There may be occasional errors of grammar, punctuation and spelling.</p> <p><b>Level 2 response: 4 - 7 marks</b> Candidates will describe in less depth at least <b>two</b> strengths <b>or two</b> weaknesses <b>or one</b> strength <b>and</b> weakness in <b>depth</b>. At the upper end links will be made to the homeless. There will be limited ability to organise relevant material, using some appropriate terminology. Sentences and paragraphs are not always relevant with the material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 1 response: 0 – 3 marks</b> Candidates will identify <b>one</b> strength <b>or</b> weakness unrelated to the homeless. Sentences and paragraphs will have limited coherence and structure, often being of doubtful relevance to the main focus of the question. Errors of punctuation, grammar and spelling may be noticeable and intrusive.</p> <p><b>Strengths: S</b> s(a) seeing people in their natural setting increases validity: the homeless are difficult to research using any other method s(b) dig deep into the activities taking place: s(c) may discover things which could not have been anticipated: new ideas generated by experiencing being homeless. s(d) seeing things from the position of the homeless s(e) not imposing the values of the researcher: sensitive area of research – difficult to remain objective if asking questions</p> <p><b>Weaknesses: W</b> w(a) cannot study large numbers – difficult to generalise w(b) time consuming w(c) ethical issues – covert: deceiving vulnerable groups like the homeless is a real weakness with covert research w(d) Hawthorne effect – may change the behaviour of the group w(e) potential physical risk for the researcher: living as a homeless person is one of the more dangerous types of research w(f) difficult to replicate</p> <p><b>Note: Level 3 must be in the context of the homeless.</b></p>		[9]

Question	Expected Answer	Mark	Total
2	<p><b>Level 3 response</b> 11 – 15 marks Candidates will <b>analyse at least two society and two school factors</b> why girls' achievements have increased significantly. They will focus specifically upon girls' improvements. The answer will be developed logically and there will be evidence of synthesis within the work. There will be few errors of spelling, punctuation and grammar.</p> <p><b>Level 2 response</b> 6 – 10 marks Candidates will <b>describe with some attempt at analysis at least two factors relating to</b> girls improvement. Reference will be made to <b>both society and school factors</b>. Discussion will be developed coherently. There may be noticeable errors of grammar, punctuation and spelling. At the lower end sentences and paragraphs are not always relevant with the material presented in a way that does not always address the question. Submax 7 for society or school done thoroughly.</p> <p><b>Level 1 Response</b> 0 – 5 marks Candidates will describe at <b>least one factor</b> in a list type structure. Answers will read like common sense statements. Errors of grammar, punctuation and spelling will be noticeable and intrusive. Sentences and paragraphs have limited coherence and structure often being of doubtful relevance to the main focus of the question</p> <ul style="list-style-type: none"> <li>(a) School factors: S Society factors SO</li> <li>(b) development of coursework in most subjects: S</li> <li>(c) greater attention given to issues of the underachievement of girls in the past: S</li> <li>(d) equal opportunities policies in schools: S</li> <li>(e) more female role models in school: S</li> <li>(f) national curriculum: S</li> <li>(g) GIST and WISE policies: S</li> <li>(h) monitoring of textbooks for gender bias: S</li> <li>(i) feminisation of work: SO</li> <li>(j) Equal Opportunities legislation: SO</li> <li>(k) changes in girls priorities: SO</li> <li>(l) less emphasis upon domestic roles: SO</li> <li>(m) more successful role models in the media: SO</li> </ul>		[15]

Question	Expected Answer	Mark	Total
3 (a)	<p><b>Two</b> marks for each description, <b>THREE</b> required Max 3 marks for identifications only.</p> <ul style="list-style-type: none"> <li>• work with parents to promote PIES</li> <li>• support parents who are trying to get employment</li> <li>• give advice to parents about parenting skills</li> <li>• provide drop in centres</li> <li>• provide mobile health clinics</li> <li>• visit homes to discuss how parents can help their children develop</li> <li>• mother and toddler groups</li> <li>• wrap around care facilities – transport , toy libraries, use of other professionals eg educational psychologists</li> <li>• dietary advice/guidance</li> </ul> <p>Accept local examples if they are not just linked to extra schooling</p>	<b>3x2</b>	<b>[6]</b>
(b)	<p><b>One</b> mark for identification and <b>one</b> mark for explanation, <b>TWO</b> required</p> <ul style="list-style-type: none"> <li>• <b>to release more women into the workforce:</b> create a stronger economy</li> <li>• <b>to start children learning at an earlier age:</b> the evidence supports the view that children do better if they have been to nursery school</li> <li>• <b>to improve upon the current pre school childcare:</b> to get more state control over early years education</li> <li>• <b>support for single parent families:</b> to reflect the increasing numbers in society</li> </ul>	<b>2x2</b>	<b>[4]</b>

Question	Expected Answer	Mark	Total
3 (c)	<p><b>Level Three response:</b> 8 – 10 marks Candidates will <b>discuss</b> in <b>detail</b> at least <b>two</b> problems Material will be planned and logical and sentences and paragraphs will be relevant and logical. There may be the occasional error in spelling, punctuation and grammar.</p> <p><b>Level Two response:</b> 5 – 7 marks Candidates will <b>discuss briefly</b> at least <b>two</b> problems. Sentences and paragraphs will be presented in a way that does not always address the question. There may be noticeable errors of punctuation, grammar and spelling, particularly at the lower end. Submax 5 for one problem discussed in detail.</p> <p><b>Level One response:</b> 0-4 marks Candidates will provide a <b>basic discussion</b> of <b>one</b> problem. The answer will read like a list. Errors of punctuation, spelling and grammar will be noticeable and intrusive.</p> <ul style="list-style-type: none"> <li>(a) financial/budget problems</li> <li>(b) lack of sufficient trained staff</li> <li>(c) opposition from parents/carers</li> <li>(d) additional buildings required</li> <li>(e) political changes of government</li> <li>(f) changes in birth rates might affect numbers</li> <li>(g) low take up in rural areas – transport/distance of facilities</li> <li>(h) damaging effect of early nursery care as reported recently in some aspects of the media</li> <li>(i) cultural/religious opposition</li> </ul>		[10]

Question	Expected Answer	Mark	Total
3 (d)	<p><b>Level Three response:</b> 8 – 10 marks Candidates will <b>explain the process in detail</b> with at least <b>two</b> relevant points which link explicitly to parents' views. Material will be planned and logical and sentences and paragraphs will be relevant and logical. There may be the occasional error in spelling, punctuation and grammar.</p> <p><b>Level Two response:</b> 5 – 7 marks Candidates will <b>briefly explain the process</b> with at least <b>two</b> points and at the upper end will link them to the context of parents' views. Sentences and paragraphs will be presented in a way that does not always address the question. There may be noticeable errors of punctuation, grammar and spelling, particularly at the lower end</p> <p><b>Level One response:</b> 0 – 4 marks Candidates will <b>identify</b> at least <b>one</b> point about questionnaires. The answer will read like a list. Errors of punctuation, grammar and spelling will be intrusive and noticeable.</p> <ul style="list-style-type: none"> <li>(a) identifying aims/hypotheses: relevant to parents views</li> <li>(b) choosing a sample: relevant to the issue being investigated</li> <li>(c) piloting the questions: use a small sample of parents from different backgrounds</li> <li>(d) types of questions – examples accepted: likely to be a mixture of closed and open questions</li> <li>(e) dealing with ethical issues: confidentiality and anonymity important in this types of research</li> <li>(f) recording the information: self completion or interviewer written responses</li> <li>(g) analysing the results and drawing conclusions: graphical for closed questions written for open ones</li> </ul> <p>Accept any relevant aspect of the process of carrying out a questionnaire.</p>		[10]

Question	Expected Answer	Mark	Total
4 (a)	<p><b>One</b> mark for identification and <b>one</b> mark for explanation, TWO required</p> <ul style="list-style-type: none"> <li>• <b>increase in divorce:</b> linked to changes in legislation and social changes since 1972</li> <li>• <b>increase in teenage pregnancies:</b> Britain has one of the highest rates in Europe</li> <li>• <b>greater choice for women:</b> less pressure to marry and have children</li> <li>• <b>less stigma attached to lone parents:</b> decline in religion, more secular society</li> <li>• <b>social acceptance:</b> women choosing single parenthood</li> </ul>	<b>2x2</b>	<b>[4]</b>
(b)	<p><b>One</b> mark for each description, THREE required <b>One</b> mark only for identification</p> <ul style="list-style-type: none"> <li>• <b>identify where resources are required:</b> direct funding to additional needs of lone parent families</li> <li>• <b>consider housing needs:</b> smaller units required</li> <li>• <b>review the benefits/taxation system:</b> move away from the narrow definition of the family when creating policy</li> <li>• <b>consider the likely increase in demand for counselling:</b> lone parents are more likely to require help in raising children etc</li> </ul>	<b>3x2</b>	<b>[6]</b>

Question	Expected Answer	Mark	Total
4 (c)	<p><b>Level Three: 8 – 10 marks</b> Candidates will assess by reference to at least two strengths and weaknesses that will explicitly link to the study of family life. Some judgement is necessary for top marks. They will be able to present material in a planned and logical sequence using appropriate terminology accurately. Sentences and paragraphs are relevant with the material presented in a balanced, logical and coherent manner that addresses the question. There may be occasional errors of spelling, punctuation and grammar.</p> <p><b>Level Two: 5 – 7 marks</b> Candidates will describe at least two strengths and weaknesses. At the upper end reference will be made to family life. Sentences and paragraphs will be presented in a way that does not always address the question. There may be noticeable errors of punctuation, grammar and spelling. Submax 5 marks for one strength + one weakness/or two strengths/weaknesses.</p> <p><b>Level One: 0 – 4 marks</b> Candidates will identify at least one strength or weakness which is unlikely to be linked to family life Errors of punctuation, grammar and spelling will be noticeable and intrusive.</p> <p><b>Strengths: S</b> S(a) easily available on all aspects of family life S(b) useful to compare changes in family structure over time S(c) reliable and comprehensive S(d) collected on a regular basis S(e) can look for large scale shifts in family structures linked to ethnicity and class S(f) can look for correlations S(g) use to make projections etc</p> <p><b>Weaknesses: W</b> W(a) does not show the depth in relations W(b) does not reveal the micro nature of family life eg husband/wife relations W(c) can date very quickly W(d) purely statistical and not qualitative W(e) does not show relationships between other members of the family eg parents/grandparents/children W(f) no reasons offered by the data W(g) sensitive issues may not reveal honest responses</p>		[10]

Question	Expected Answer	Mark	Total
5	<p><b>Level Four:</b> 16 – 20 marks Candidates will discuss the extent of diversity by reference to at least <b>two</b> features of diversity but also show an awareness that the nuclear family remains the most common structure, one experienced by most people at some stage in their life. A conclusion will be drawn. Ability to present relevant material in a well planned and logical sequence with a clearly defined structure, using appropriate terminology confidently and accurately. Sentences and paragraphs consistently relevant and well structured in a way that directly addresses the question. There will be few if any errors of grammar, punctuation and spelling.</p> <p><b>Level Three:</b> 11 – 15 marks Candidates will discuss the issue of extent but it may be more <b>implied</b> than explicit. They will discuss at least <b>two</b> features of diversity whilst recognising that the nuclear family remains the model for most people. Ability to present material in a planned and logical sequence using appropriate and logical terminology accurately. Sentences and paragraphs for the most part relevant with the material presented in a balanced, logical and coherent manner which addresses the question. There may be occasional errors of grammar, punctuation and spelling.</p> <p><b>Level Two:</b> 6 – 10 marks Candidates will <b>describe</b> at least <b>one</b> feature of diversity but will not address the issue of extent. Limited ability to organise relevant material using some appropriate terminology. Sentences and paragraphs not always relevant with the material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level One:</b> 0 – 5 marks Candidates will <b>identify one</b> aspect of diversity and the answer will be unplanned and appear to be in a list format. Sentences and paragraphs have limited coherence often being of doubtful relevance to the main focus of the question. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p>		[20]

Question	Expected Answer	Mark	Total
	<p><b>Diversity:</b></p> <p>D(a) much greater choice of relationships  D(b) growth of lone parent families  D(c) increase in cohabitation  D(d) increase in reconstituted families  D(e) possible increase in extended families  D(f) growth in ethnic diversity  D(g) increase in joint conjugal roles?  D(h) later age of marrying  D(i) more childless couples  D(j) more same sex couples  D(k) individuals experiencing wide range of family structures throughout their lifetime  D(l) smaller families  D(m) mixed culture/religious relationships more common  D(n) serial monogamy becoming more the norm  D(o) beanpole families</p> <p><b>Limited diversity:</b></p> <p>L(a) nuclear families remain the norm/model in society  L(b) marriage as an institution remains important  L(c) most people experience a nuclear family at some stage of their life  L(d) politicians promote the heterosexual couple as the preferred family type  L(e) the family has evolved but remains an important part of our culture  L(f) the media still promote nuclear relationships</p>		

# Grade Thresholds

Advanced GCE Health and Social Care (Double Award) (H703)

Advanced GCE Health and Social Care (H503)

Advanced Subsidiary GCE Health and Social Care (Double Award) (H303)

Advanced Subsidiary GCE Health and Social Care (H103)

June 2009 Examination Series

## Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
F910	Raw	100	80	70	61	52	43	0
	UMS	100	80	70	60	50	40	0
F911	Raw	50	42	37	32	27	23	0
	UMS	100	80	70	60	50	40	0
F912	Raw	50	42	37	32	27	23	0
	UMS	100	80	70	60	50	40	0
F913	Raw	100	81	71	61	51	42	0
	UMS	100	80	70	60	50	40	0
F914	Raw	50	42	37	32	27	22	0
	UMS	100	80	70	60	50	40	0
F915	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
F916	Raw	50	42	37	32	27	23	0
	UMS	100	80	70	60	50	40	0
F917	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
F918	Raw	100	83	74	65	56	47	0
	UMS	100	80	70	60	50	40	0
F919	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
F920	Raw	100	77	68	59	51	43	0
	UMS	100	80	70	60	50	40	0
F921	Raw	100	75	66	58	50	42	0
	UMS	100	80	70	60	50	40	0
F922	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
F923	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
F924	Raw	100	80	72	64	57	50	0
	UMS	100	80	70	60	50	40	0
F925	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0

## Specification Aggregation Results

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

### AS Single Award (H103)

	Maximum Mark	A	B	C	D	E	U
<b>H103</b>	300	240	210	180	150	120	0
<b>% in grade</b>		8.5	26.5	50.0	72.6	88.2	100

3017 candidates aggregated this series

### AS Double Award (H303)

H303	AA	AB	BB	BC	CC	CD	DD	DE	EE
<b>UMS (max 600)</b>	480	450	420	390	360	330	300	270	240
<b>% in grade</b>	5.3	10.6	19.2	29.5	42.0	55.7	67.9	79.7	87.9

1308 candidates aggregated this series

### GCE Single Award (H503)

	Maximum Mark	A	B	C	D	E	U
<b>H503</b>	600	480	420	360	300	240	0
<b>% in grade</b>		9.0	30.8	61.2	84.3	96.1	100

2076 candidates aggregated this series

### GCE Double Award (H703)

H703	AA	AB	BB	BC	CC	CD	DD	DE	EE	U
Max 1200	960	900	840	780	720	660	600	540	480	0
<b>% in grade</b>	3.7	9.5	20.7	35.5	51.2	66.6	80.0	90.1	96.8	100

1375 candidates aggregated this series

For a description of how UMS marks are calculated see:

[http://www.ocr.org.uk/learners/ums\\_results.html](http://www.ocr.org.uk/learners/ums_results.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](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://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 2009

