

Health and Social Care

Advanced GCE

Unit **F918**: Caring for Older People

Mark Scheme for January 2012

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

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

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Annotations

Annotation	Meaning
	Good response/positive
	Negative
	Benefit of doubt
	Cross
	Level 1
	Level 2
	Level 3
	Repeat
	Noted but no credit given
	Tick
	Too vague
	Omission mark
	Development of point

Question			Answer	Marks	Guidance
1	(a)	(i)	<p>One mark for identification of a disorder of the digestive system from:</p> <ul style="list-style-type: none"> • irritable bowel syndrome • ulcerative colitis • Crohn's Disease • chronic constipation • cancer of the bowel/stomach • (diverticulitis) • diabetes. 	1x1	
		(ii)	<p>One mark for each physical effect, FOUR required from:</p> <ul style="list-style-type: none"> • unable to eat a normal diet/loss of appetite • weak stomach muscles • weak muscles in digestive tract • dehydration • weak muscles in the rectum • diarrhoea • tiredness/lack of energy • bloated stomach • severe wind • piles • loss of weight • severe anaemia • lack of essential nutrients • pain in digestive system/cramps/pain in abdomen • blood in stools • constipation. 	4x1	<p>Effects must be physical.</p> <p>Responses must link to the disorder identified in 1ai, although there are some generic responses which may apply to each of them.</p>

Question	Answer	Marks	Guidance
(b)	<p>One mark each for describing FOUR coping strategies from:</p> <ul style="list-style-type: none"> • talk to professionals about effects of the disorder • follow advice given by professionals eg aids and adaptations linked to digestive disorder • take prescribed medication regularly • use complementary/alternative therapies • eat a well-balanced diet/avoid foods that make disorder worse • take food/vitamin/mineral supplements • plan outings/journeys knowing where the toilets are • join a support group to talk to others in similar situation • share experiences with others/friends/family who have similar disorders • research the illness themselves using books/internet • drink plenty of water to prevent dehydration • wear protective underwear/pads to avoid embarrassment. 	4x1	<p>Responses must outline the coping strategies – one-word answers do not describe.</p> <p>Accept</p> <ul style="list-style-type: none"> • exercise <p>if clarified.</p> <p><i>Sub-max of 2 marks for identification only.</i></p>

Question	Answer	Marks	Guidance
(c)	<p>One mark for each professional care worker, additional mark for each explanation, THREE required from:</p> <ul style="list-style-type: none"> • GP – prescribe medication to relieve symptoms of the disorder/refer to consultants at the hospital for further investigations/treatment • community nurse – monitor health and well-being to ensure treatment is provided if the condition gets worse • health visitor – advise about diet to ensure they eat the right foods to prevent their disorder getting any worse • occupational therapist – assess home for aids/adaptations to promote continence such as raised toilet seats, commode, • home care assistant – provide personal care to support daily living tasks according to their individual needs, help with bathing/showering to maintain personal hygiene • physiotherapist – provide exercise programme to improve control of the bowels/pelvic floor muscles • dietician/nutritionist – provide advise and guidance about changes to his diet to avoid foods that aggravate the condition • complementary therapist – provide treatment through alternative methods such as acupuncture, massage, homeopathy etc (accept examples) • continence nurse/adviser – assess the needs of the older person and provide treatment, advise about exercises to improve continence, refer for further investigations/treatment. 	3x1 3x1	Explanation must link to supporting an older person with a disorder of the digestive system.

Question			Answer	Marks	Guidance
2	(a)	(i)	<p>One from:</p> <ul style="list-style-type: none"> • heart attack • heart disease • heart dysfunction • sclerosis • strokes. 	1x1	
		(ii)	<p>One mark for each effect, THREE required from: One mark for explanation, THREE required from:</p> <ul style="list-style-type: none"> • poor mobility/paralysis – causing increased risk of accidents/poor safety • pain in the chest/down left arm – causing lack of energy/concentration/loss of appetite • decreased energy levels – making it difficult for him to carry out daily living tasks (accept examples) • breathlessness – making it difficult for him to go out/work • cold/blue lips/fingers/toes – causing loss of sensation/increased risks to safety • slurred speech – communication difficulties • poor circulation • weakened heart muscles – making it hard to complete tasks which require exertion of high energy levels • increased risk of further heart problems – making them feel dependent on others/lack confidence to do things alone • feeling light headed/dizzy – causing increased risk of blacking out/dangerous to cook meals/go out alone 	3x1 3x1	<p>Explanations may be interchangeable but mark can only be awarded once.</p> <p>Explanations must state why the effects make it difficult for Joseph to cope.</p> <p>If effect is linked to the named disorder mark will be awarded.</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • nausea/vomiting – making them feel vulnerable/weak • high/low blood pressure – could lead to blackouts/increased risk of further heart conditions • increased health needs – making it more difficult to complete personal care needs • increased care needs – making him feel embarrassed/dependent on others/learned helplessness • emotional effects – lowering self esteem/confidence making him lose interest in himself • social effects – have to rely on others to go out so would feel socially isolated. 		

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	<p>Lifestyle changes:</p> <ul style="list-style-type: none"> • work patterns • changes to his diet • exercise regime • leisure activities • stopping smoking/drinking • treatment regime • coping strategies. <p>Positive effects:</p> <ul style="list-style-type: none"> • meet new people with the same condition – by joining a support group or when attending appointments • meet different practitioners – because of attending appointments/increased care needs • see more of family – because he is at home more • make new friends – with people who have similar views/health needs • feel more valued/proud – he is able to provide support to family/friends/others • feel more needed/wanted – because he is able to do the things he has always wanted to • raised self-esteem/self-worth – because he has more freedom to choose what he does/feels valued • raised confidence – because he has been able to make new friends 	8	<p>Candidates cannot gain marks for repetition of the positive and negative emphasis of each response.</p> <p>Lifestyle changes and impacts may be interchangeable.</p>	<p>Level 3 (7–8 marks) Candidates will clearly evaluate the effects of at least two lifestyle changes on Joseph both socially and emotionally. Balance of both positive and negative responses. A conclusion will be drawn for full marks. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the answer. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (4–6 marks) Candidates will evaluate the impact of at least two lifestyle changes on Joseph socially and emotionally. Positive and negative responses. Answers will be factually accurate. There will be evidence of coherence within the answers. There may be some errors of grammar, punctuation and spelling. <i>Sub-max of 4 marks for only positive/negative or social /emotional or one lifestyle change explained in detail.</i></p> <p>Level 1 (0–3 marks) Candidates will identify/describe at least one role change and</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> • improved motivation – because is learning new skills to carry out his new roles • feel happy – because he is enjoying his new roles • reduce stress – because no longer working/more free time. <p>Negative effects:</p> <ul style="list-style-type: none"> • increased isolation – because he cannot go out as much as he used to • see less of family – because he is spending more time in hospital/at appointments • no longer see work colleagues – because he has to give up work/retire early • unable to participate in high energy sports/activities – because of increased risk of further complications • loss of friends – because he can no longer socialise as much as he used to • feel bored – no longer working/less active • worried/concerned – because he does not like the changes that are happening to him • stressed/depressed – due to being dependent on others/because he is no longer relied on to provide for his family 			<p>may attempt to evaluate the impact of this on Joseph socially or emotionally. Candidates may give minimal description and show limited understanding. Answers are likely to be lit-like and muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> • feel less valued/proud – he is unable to provide support to family/friends/others • feel less needed/wanted – because he is unable to do the things he used to • lowered self-esteem/self-worth – because he no longer feels he is valued/contributes to his family/community • lowered confidence – because he is unable to make new friends/lost friends at work • lowered motivation – because is no longer using skills • feel unhappy – because he is not enjoying his new roles. 			

Question		Answer	Marks	Guidance
3	(a)	<p>One mark for each, THREE required from: One mark for explanation, THREE required from:</p> <ul style="list-style-type: none"> • poor mobility – therefore more prone to falling/increased risk of accidents • weak joints in hands – so likely to drop hot things when cooking/find chopping food difficult • pain in joints may distract them – so could have increased risks of accidents when cooking/cleaning/washing • difficulty getting in and out of the bath – could slip easily and break bones/bones brittle • ability to grip may be affected – so jars/bottles are difficult to open and could be dropped • joints stiffen/swollen – so may find it difficult to get up out of chairs/cars and could fall • slower at crossing the road – so may get knocked down by a car when out shopping • personal hygiene needs increased– because she cannot reach to wash properly • unable to dress herself – because she cannot do buttons/zips up/reach her feet to put on shoes • writing can be painful – so need help filling out forms/writing letters • shopping could be difficult – as she cannot reach things on the shelves/cannot hold shopping basket/push trolley • socialising with friends/family is hard – because she cannot drive/transport difficulties/cannot do activities. 	<p>3x1 3x1</p>	Accept any relevant answers with a suitable explanation.

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	<ul style="list-style-type: none"> • need to have physiotherapy/hydrotherapy – to improve her mobility/joint flexibility • need to take increasing levels of medication – to cope with the pain, swelling, lack of bone density • have to attend more appointments – so rely on family/friends to take her to appointments/give emotional support • increased instability – have to use Shopmobility to borrow wheelchair/mobility scooter so she can go shopping/get around • need to have assessment by Occupational therapist – to ensure potential dangers are reduced/aids or adaptations installed/she is taught how to cope with her disorder and maintain her personal safety • weaker joints – so need to rely on aids/adaptations (accept examples) • rely on GP more heavily – to monitor her condition/prescribe medication • rely on community nurse – as she requires close monitoring to check side effects of medications taken • increased likelihood of potential dangers – she is not stable on her feet/lacks mobility to get around so could fall 	7	Explanation must be linked directly to the ways identified	<p>Level 3 (6–7 marks) Candidates will clearly explain at least two ways Martha’s health care needs could change as her disorder deteriorates. Judgements will be sound and link directly to the impact on Martha. A conclusion will be drawn for full marks. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the work. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (4–5 marks) Candidates will make a limited explanation of at least two ways Martha’s health care needs could change as her disorder deteriorates. Answers will be factually accurate. There will be evidence of coherence within the answers. There may be some errors of grammar, punctuation and spelling. <i>Sub-max 4 marks for one way explained in detail.</i></p> <p>Level 1 (0–3 marks) Candidates may identify ways Martha’s health care needs could change as her disorder deteriorates. Understanding will be</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> • operation – hip replacement. 			superficial. 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.
	(c)	<p>Positive effects:</p> <ul style="list-style-type: none"> • increased safety/security with aids/adaptations in place • staff there to support in emergency • support available 24/7 • make new friends with other residents • increased social life • can join in activities arranged for residents • raised confidence • raised self-esteem • excursions/trips arranged • less stressful. <p>Negative Effects:</p> <ul style="list-style-type: none"> • feel upset to leave old home • feel inadequate • dependent on others • lose old friends • loss of self esteem • depression • feel she is losing control of her life • lack of confidence • low self-esteem. 	7	Responses in levels 2 and 3 must link to moving into a residential home explicitly.	<p>Level 3 (6–7 marks) Candidates will clearly evaluate the impact on Martha of moving into a residential home. Balance of positive and negative effects. Judgements will be sound and link directly to the impact on Martha. A conclusion will be drawn for full marks. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the work. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (4–5 marks) Candidates will make a limited evaluation of the impact on Martha of moving into a residential home. Positive and negative effects will be considered. Answers will be factually accurate. There will be evidence of coherence within the answers. There may be some errors of grammar, punctuation and spelling. <i>Sub-max of 4 if only positive or negative.</i></p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
						<p>Level 1 (0–3 marks) Candidates may identify effects of moving into a residential home on Martha. Evaluation will be lacking. Understanding will be superficial. 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>

Question		Answer	Marks	Guidance
4	(a)	<p>One mark for each, TWO required from: One mark for explanation, TWO required from:</p> <ul style="list-style-type: none"> • afraid to go out – because he may have increased risk of bumping into things/not see/hear cars coming when crossing the road • lack of visitors – as people do not know how to react around them • lose friends – as cannot participate in same activities as before • like to stay in on own – because feel safe in own surroundings • lack of confidence/self-esteem – so not want to mix with others/embarrassed • not able to take part in hobbies/activities – so avoid going to places where they will be shown up • dependent on others for care/supervision – so have to make arrangements for this before they can go out 	<p>2x1 2x1</p>	

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none">• increased risk of accidents – because they cannot see what they are doing/hear potential hazards so stay in• cannot communicate – hearing/sight difficulties.		

Question		Answer		Marks	Guidance												
					Content	Levels of response											
	(b)	<table border="1"> <tr> <td>Community-care and support services</td> <td>Explanation of role</td> </tr> <tr> <td>health-care services eg GP, Community Nurse, optician,</td> <td>Prescribe medication, monitor health, give advice/guidance, provide treatment</td> </tr> <tr> <td>social-care services eg social worker, care manager, occupational therapist, councillor</td> <td>Assess needs, provide specialist aids/adaptations, ensure needs are met.</td> </tr> <tr> <td>day care services eg day centre, respite care</td> <td>Provide social support, encourage them to go out, provide activities.</td> </tr> <tr> <td>domiciliary services eg home care assistant</td> <td>Support with daily living tasks, support with personal hygiene.</td> </tr> <tr> <td>private services eg equipment suppliers,</td> <td>Provide specialist hearing/vision aids or adaptation.</td> </tr> </table>	Community-care and support services	Explanation of role	health-care services eg GP, Community Nurse, optician,	Prescribe medication, monitor health, give advice/guidance, provide treatment	social-care services eg social worker, care manager, occupational therapist, councillor	Assess needs, provide specialist aids/adaptations, ensure needs are met.	day care services eg day centre, respite care	Provide social support, encourage them to go out, provide activities.	domiciliary services eg home care assistant	Support with daily living tasks, support with personal hygiene.	private services eg equipment suppliers,	Provide specialist hearing/vision aids or adaptation.	9	Responses must link to providing support for an older person with hearing and sight degeneration to live in their own home.	<p>Level 3 (8–9 marks) Candidates will thoroughly discuss the roles of at least two different community care and support services that could provide support for Hamish to live in his own home. Choices made will be realistic demonstrating a high level of understanding of their role with accurate application of underpinning knowledge to Hamish’s hearing and vision care needs. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the work. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (5–7 marks) Candidates will attempt to discuss the roles of at least two different community care and support services could provide support for Hamish. Choices made will be realistic demonstrating sound understanding of their role with clear application of underpinning knowledge. Answers will be factually accurate. There will be evidence of coherence within the answers. There may be some errors of grammar, punctuation and spelling. <i>Sub-max 5 marks for one community care and support service co well.</i></p>
Community-care and support services	Explanation of role																
health-care services eg GP, Community Nurse, optician,	Prescribe medication, monitor health, give advice/guidance, provide treatment																
social-care services eg social worker, care manager, occupational therapist, councillor	Assess needs, provide specialist aids/adaptations, ensure needs are met.																
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			<table border="1"> <tr> <td>voluntary services eg support groups, transport, meals on wheels</td> <td>Give advice/guidance, meet others in similar situation, share experiences, take them to hospital appointments/shopping</td> </tr> </table>	voluntary services eg support groups, transport, meals on wheels	Give advice/guidance, meet others in similar situation, share experiences, take them to hospital appointments/shopping			<p>Level 1 (0–4 marks) Candidates may identify community care and support services that could provide support for Hamish with little if any description of their role. Understanding will be superficial. 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>
voluntary services eg support groups, transport, meals on wheels	Give advice/guidance, meet others in similar situation, share experiences, take them to hospital appointments/shopping							

Question		Answer	Marks	Content	Guidance
					Levels of response
	(c)	<ul style="list-style-type: none"> • the right to have needs assessed • right to have services provided in accordance with published criteria • gives the right to complain if the service is not provided • care plan will be written to make sure needs are met • multi-disciplinary team will care for individual needs • professionals work together to provide care • information given about services available • allow them to have maximum independence • consistent approach will be given by all carers • fully involved in the assessment of needs • choices will be offered • health and social services working together in partnership • services delivered in a seamless manner • high standards of care provided. 	7	Responses in Levels 2 and 3 must link to meeting Hamish's particular needs.	<p>Level 3 (6–7 marks) Candidates will clearly describe at least two ways the NHS and Community Care Act would ensure Hamish's needs are met. There will be evidence of synthesis within the answers. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (4–5 marks) Candidates will basically describe at least two different ways the NHS and Community Care Act would ensure Hamish's needs are met. There will be evidence of coherence within the answers. Answers will be factually accurate. There may be some errors of grammar, punctuation and spelling. <i>Sub-max 4 marks for one way analysed very well.</i></p> <p>Level 1 (0–3 marks) Candidates will identify one or two ways the NHS and Community Care Act would ensure Hamish's needs are met. 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>

Question		Answer	Marks	Guidance
5	(a)	<p>One from:</p> <ul style="list-style-type: none"> • senile dementia/Alzheimer's • Parkinson's • multiple sclerosis. 	1x1	

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	<p>Maintain confidentiality:</p> <ul style="list-style-type: none"> • respect older person's wishes for information to be kept private – as they may not understand what they are saying due to effects of dementia • do not talk about older person's care to those who do not need to know – because they have dementia this does not affect their rights • do not leave notes lying around for others to read – it is not acceptable for others to read notes when they are not involved in the older person's care • explain who will have access to his information – even though the person has dementia they should still be told/or tell their family • do not give information over the telephone unless identity of caller can be proven – it is difficult to know who is asking for the information and could put the older person at risk 	7	Listing ways of maintaining confidentiality will only achieve level 1 marks.	<p>Level 3 (6–7 marks) Candidates will thoroughly explain at least two ways care practitioners should maintain confidentiality with references to caring for an older person with a disorder of the nervous system. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the answers. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (4–5 marks) Candidates will attempt explain of at least two ways care practitioners should maintain confidentiality with superficial references to caring for an older person with a disorder of the nervous system. Answers will be factually accurate. There will be evidence of coherence within the answers. There may be some errors of grammar, punctuation and spelling. <i>Sub-max 4 marks for one way done very well.</i></p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> • having password to access computer records – to prevent unauthorised access to the information • not talking about older person by name in public so that they can be identified – someone could overhear who knows the person and it could be embarrassing • not leaving personal notes on the computer screen – because others passing by can read them and find out personal information • sharing information on a ‘need to know’ basis only – this is a basic right of all people who use services and must be maintained at all times • store personal records in a locked filing cabinet/secure storage room – to prevent unauthorised access and meet data protection legislation. 			<p>Level 1 (0–3 marks) Candidates will identify/describe ways care practitioners should maintain confidentiality. There will be little if any reference to caring for an older person with a disorder of the nervous system. Candidates may give minimal description and show limited understanding. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(c)	<p>Negative effects:</p> <ul style="list-style-type: none"> lost his lifetime partner angry that she has gone lonely/isolated/withdrawn stress/depression may feel confused no one to share experiences with feel guilty it was not him that died feel bereaved/sad/unhappy his health could get worse could pine for her/give up will to live/become suicidal low self-esteem/feel worthless lack of confidence his own health could get worse may not bother to cook for himself become dependent on others poor social life/isolation. <p>Positive effects:</p> <ul style="list-style-type: none"> able to focus his attention on himself feel reassured they had a good partnership feel happy that he provided care for her for so long improve his social life meet new people make new friends have good memories of the times they spent together feel relieved that she is no longer suffering 	7		<p>Level 3 (6–7 marks) Candidates will thoroughly evaluate the effects on Gerald of the death of his partner. A balance of positive and negative factors relating to Gerald will be demonstrated. A conclusion will be drawn for full marks. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the answers. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (4–5 marks) Candidates will evaluate the effects on Gerald of the death of his partner. A limited understanding of both positive and negative factors will be demonstrated. Answers will be factually accurate. There will be evidence of coherence within the work. There may be some errors of grammar, punctuation and spelling. <i>Sub-max of 4 marks for only positive/negative responses.</i></p> <p>Level 1 (0–3 marks) Candidates will identify one or two effects on Gerald of the death of his partner. The focus will be on Gerald. Answers are likely to be muddled, demonstrating little knowledge or understanding.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> • less worry/stress/pressure • feel reassured he did everything he could to help her • take up new hobbies/interests • spend more time with friends • able to visit his family more • able to go on holiday • more freedom/can enjoy doing the things he wants to. 			Errors of grammar, punctuation and spelling may be noticeable and intrusive.

Question		Answer	Marks	Guidance	
				Content	Levels of response
6	(a)	<p>Roles:</p> <ul style="list-style-type: none"> voluntary worker/part time/retirement – unable to work as a volunteer in a charity shop/had to give up work role within family – more dependent on family members for support role within marriage/with partner – partner becomes his carer role in the community – unable to participate in community events. <p>Ways:</p> <ul style="list-style-type: none"> becomes very breathless/lungs less efficient loss of friends poor social life/lack of contact with work mates dependent on others for support/at risk when he goes anywhere lack of confidence/decreased motivation increased danger to himself/needs others to care for him because he can no longer do so for himself role reversal/can no longer care for himself increased health care needs/needs professional support from practitioners 	5	Responses are interchangeable	<p>Level 3 (5 marks) Candidates will clearly describe at least two ways Finlay's respiratory disorder could affect at least two roles. Accurate links will be made between the respiratory disorder and impact on his roles. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the answers. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (3–4 marks) Candidates will basically describe at least two ways Finlay's respiratory disorder could affect at least two roles. Accurate links will be made between the respiratory disorder and his roles. Answers will be factually accurate using appropriate terminology. There will be evidence of coherence within the answers. There may be some errors of grammar, punctuation and spelling. <i>Sub-max 3 for one way/one role covered in detail.</i></p> <p>Level 1 (0–2 marks) Candidates will basically describe/identify ways and/or roles. Superficial links may be made between the ways and roles.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> • low self-esteem/get frustrated with himself/anger • stress/depression/self-fulfilling prophecy • pain/discomfort associated with the condition. 			<p>Answers will be factually accurate, using appropriate terminology. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	<p>Positive Impact:</p> <ul style="list-style-type: none"> • improved safety/security • improved confidence • raised self-esteem • improved independence/able to manage home environment • able to go out/socialise more • increased participation in hobbies/interests • develop new skills to use them • improved ability to access services • improved energy levels • motivated • not depressed. <p>Negative Impact:</p> <ul style="list-style-type: none"> • feel dependent on aids/adaptations • decreased motivation • low self-esteem • lack of confidence • angry/agitated • learned helplessness • upset/distressed/depressed • draw attention to their disorder/embarrassed • frustration with themselves for needing them • not able to socialise. 	10		<p>Level 3 (8–10 marks) Candidates will thoroughly evaluate the impact of using aids and adaptations for an older person with a disorder of the respiratory system. Balance of positive and negative aspects. A conclusion will be drawn for full marks. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the answers. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (5–7 marks) Candidates will evaluate the impact of using aids and adaptations for an older person with a disorder of the respiratory system. Understanding of both positive and negative aspects may be shown. Answers will be factually accurate. There will be evidence of coherence within the answers. There may be some errors of grammar, punctuation and spelling. <i>Sub-max of 4 for either positive or negative effects.</i></p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
						<p>Level 1 (0–4 marks) Candidates will identify ways using aids and adaptations could impact on an older person with a disorder of the respiratory system. Limited understanding will be shown. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

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