

Cambridge Technicals

Health and Social Care

Unit 4: Anatomy and physiology for health and social care

Level 3 Cambridge Technical in Health and Social Care

05830 - 05833

Mark Scheme for June 2017

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

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

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

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

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

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

© OCR 2017

Question		Answer	Marks	Guidance
1	(a)	<p>The bronchi and bronchioles during an asthma attack:</p> <p>Muscles in tubes constricting Lumen of tubes narrowing Less air flow Inflammation of tubes Mucus produced Restricts air flow</p>	2	<p>One mark: A basic description that lacks clarity.</p> <p>Two marks: A full description that clearly shows understanding.</p> <p>Annotation: The number of ticks must match the number of marks awarded. For an incorrect answer use the cross.</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
1	b	<p>Avoiding possible triggers:</p> <p>Cigarette smoke –don't smoke, avoid socialising with smokers</p> <p>Pollen –keep windows closed and stay indoors if possible during peak pollen periods</p> <p>Household dust –clean house regularly using appropriate cleaners</p> <p>Air pollution –avoid going out if there are smog warnings in place, avoid areas of congested traffic</p> <p>Pet hairs –avoid pets or have varieties that do not shed coats readily</p>	6	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is explanation.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 2 – checklist</p> <ul style="list-style-type: none"> • detailed explanation • two or more triggers • logically structured • factually accurate • correct use of terminology • QWC - high 	<p>Level 2 [4-6 marks] Candidates will provide a developed explanation that includes accurate terminology and follows a logical sequence. Answers should include at least two different triggers and ways to avoid these. Sentences and paragraphs are relevant with accurate use of appropriate terminology. There may be occasional errors of grammar, punctuation and spelling.</p> <p>Sub-max 3 marks if only one trigger done well.</p>

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
	<p>Very cold air –avoid going out if very cold</p> <p>Intense physical activity – engage in appropriate gentle exercise</p> <p>Any other suitable example.</p>		<p>Level 1 – checklist</p> <ul style="list-style-type: none"> • limited / basic explanation • one trigger done well or two done at basic level • limited relevant information • limited use of terminology • list like / muddled • QWC – mid - low 	<p>Level 1 [1-3 marks] Candidates' will provide an explanation in a limited manner. Likely to be a description/identification only. 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. 0 marks – response not worthy of credit.</p>

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
1 c	<p>Asthma</p> <p>MONITORING:</p> <p>Peak flow meters –used to measure rate of exhalation, done over time and compared to norms, indicates dilation/constriction of airways</p> <p>Spirometry –can measure maximum forced expiration – again indicates functional ability of lungs.</p> <p>Regular check-ups at asthma clinic</p>	6	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is explanation.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 2 – checklist</p>	<p>Level 2 [4-6 marks] Candidates will provide a developed explanation that includes accurate terminology and follows a logical sequence. Answers include both monitoring and treatment. Sentences and paragraphs are relevant with accurate use of appropriate terminology. There may be occasional errors of grammar, punctuation and</p>

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
	<p>TREATMENT:</p> <p>Reliever inhaler (blue)</p> <ul style="list-style-type: none"> relaxes muscles of bronchii/bronchioles dilates airways more air passes through <p>Preventer inhaler (brown/red/orange)</p> <ul style="list-style-type: none"> Reduces inflammation Reduces sensitivity of airways <p>Steroids</p> <ul style="list-style-type: none"> Reduces inflammation 		<ul style="list-style-type: none"> detailed explanation monitoring and treatment logically structured factually accurate correct use of terminology QWC - high <p>Level 1 – checklist</p> <ul style="list-style-type: none"> limited / basic explanation monitoring or treatment done well or one at basic level limited relevant information limited use of terminology list like / muddled QWC – mid - low 	<p>spelling.</p> <p>Sub-max 3 marks if only monitoring or treatment done well.</p> <p>Level 1 [1-3 marks] Candidates' will provide a limited explanation. Answers may be a description / identification only. There may be minimal use of appropriate terminology. Sentences and paragraphs may not always be relevant, with material presented 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>0 marks – response not worthy of credit.</p>

Question		Answer	Marks	Guidance
2	(a)	<p>Functions:</p> <p>Salivary glands – lubricates food/salivary amylase starts chemical digestion/allows food to be tasted</p> <p>Epiglottis –closes over airway during swallowing, prevents food entering trachea</p> <p>Large intestine –absorbs water, houses gut bacteria/synthesises vitamins e.g. vitamin K, moves undigested food from small intestine to rectum</p> <p>Rectum –stores faeces before expulsion</p>	<p>4 (4X1)</p>	<p>One mark for each correctly identified function.</p> <p>Annotation: The number of ticks must match the number of marks awarded. For an incorrect answer use the cross.</p>
2	(b)	<p>Two functions of pancreatic juice:</p> <p>Contains alkaline salts to neutralise acidic food released from stomach</p> <p>Contains digestive enzymes to break down carbohydrates, proteins and fats in duodenum.</p>	<p>2 (2X1)</p>	<p>One mark for each correct function given.</p> <p>Annotation: The number of ticks must match the number of marks awarded. For an incorrect answer use the cross.</p>
2	(c)	(i) <p>Possible causes of gallstones: Imbalance of cholesterol and/or bilirubin –crystals form in bile ducts</p> <p>More likely if: female, over 40, obese, family history, suffer from liver disease, excess alcohol</p>	<p>2 (2X1)</p>	<p>One mark for each cause or contributing factor.</p> <p>Annotation: The number of ticks must match the number of marks awarded. For an incorrect answer use the cross.</p>

Question			Answer	Marks	Guidance
2	c	(ii)	<p>Possible effects of gallstones:</p> <ul style="list-style-type: none">• abdominal pain• jaundice• fever• nausea	<p>2 (2X1)</p>	<p>One mark for each effect stated.</p> <p>Annotation: The number of ticks must match the number of marks awarded. For an incorrect answer use the cross.</p>

Question		Answer/indicative content	Marks	Guidance	
				Content	Levels of response
2	(d)	<p>Impact of IBS on daily life:</p> <p>Abdominal pain and discomfort from bloating may restrict sleep leading to tiredness and emotional frustration</p> <p>Need to visit the toilet may restrict trips out and socialising</p> <p>Flatulence may be embarrassing and reduce confidence when socializing with others</p> <p>Can restrict diet and may make socialising with others difficult/embarrassing as may not be able to eat/drink the same as friends</p> <p>May need to avoid stressful situations –not always easy.</p> <p>Any other appropriate example.</p>	6	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is analysis.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 2 – checklist</p> <ul style="list-style-type: none"> • detailed analysis • two or more impacts • relevant to Pamela’s daily life • well-developed, clear and logically structured • factually accurate • QWC - high <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • limited / basic analysis • likely to identify several impacts of IBS with little or no analysis • information may not be relevant to Pamela’s daily life or to IBS • limited structure may be list like / muddled • QWC – mid - low 	<p>Level 2 [4-6 marks] Candidates will provide a developed analysis that includes accurate terminology and follows a logical sequence. Answers include two or more impacts. Sentences and paragraphs are relevant with accurate use of appropriate terminology. There may be occasional errors of grammar, punctuation and spelling.</p> <p>Level 1 [1-3] marks] Candidates’ will provide an analysis in a limited manner. Likely to be a description/identification only. Their use of appropriate terminology will be limited. Sentences and paragraphs are not always relevant, with the answers 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>0 marks – response not worthy of credit.</p>

Question			Answer	Marks	Guidance
3	(a)	(i)	<p>Type of joint:</p> <p>Hip – ball and socket</p> <p>Wrist –gliding/sliding/condyloid</p>	<p>2</p> <p>(2 X 1)</p>	<p>One mark for each correct identification.</p> <p>Annotation: The number of ticks must match the number of marks awarded. For an incorrect answer use the cross.</p>
3	(a)	(ii)	<p>Structures labelled 1-4:</p> <p>1. tendon</p> <p>2. ligament</p> <p>3. cartilage</p> <p>4. synovial fluid/synovial capsule</p>	<p>4</p> <p>(4 X 1)</p>	<p>One mark for each correct identification.</p> <p>Annotation: The number of ticks must match the number of marks awarded. For an incorrect answer use the cross.</p>

Question		Answer/indicative content	Marks	Guidance	
				Content	Levels of response
3	(b)	<p>Explain how the forearm (represented by the ulna and radius in the diagram above) is raised and lowered:</p> <ul style="list-style-type: none"> • Bicep muscle contracts • Pulls on tendons attached to radius • Raises forearm • Meanwhile triceps relaxes and extends • Biceps and triceps act as antagonistic pair • Triceps contracts • Biceps relaxes • Triceps pulls on tendon attached to ulna • Forearm lowered • Energy needed for muscle contraction • Energy in form of ATP formed from ADP during cellular respiration <p>ATP changed to ADP during contraction releasing energy for contraction.</p>	6	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is explanation.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 2 – checklist</p> <ul style="list-style-type: none"> • detailed explanation • logically structured • factually accurate • reference to energy and respiration • correct terminology • QWC - high <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • limited / basic explanation • identification with minimal explanation • information may not be relevant • limited use of terminology • list like / muddled • QWC – mid - low 	<p>Level 2 [4-6 marks] Candidates will provide a developed explanation that includes accurate terminology and follows a logical sequence. For full marks there needs to be some reference to energy and respiration. Sentences and paragraphs are relevant with accurate use of appropriate terminology. There may be occasional errors of grammar, punctuation and spelling.</p> <p>Level 1 [1-3 marks] Candidates' will provide a limited explanation. Answers may be a description/identification only. There may be minimal use of appropriate terminology. Sentences and paragraphs may not always be relevant, with material presented 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>0 marks – response not worthy of credit</p>

Question			Answer	Marks	Guidance
3	(c)	(i)	<p>Endocrine glands labelled 1-3 on the diagram:</p> <ol style="list-style-type: none"> 1. Thyroid 2. Adrenal 3. pituitary 	3 (3X1)	<p>One mark for each correct identification.</p> <p>Annotation: The number of ticks must match the number of marks awarded. For an incorrect answer use the cross.</p>
3	(c)	(ii)	<p>Hormone produced by each of the glands:</p> <p>Gland 1 – thyroxine, calcitonin</p> <p>Gland 2 – adrenalin</p> <p>Gland 3 – ADH, somatotropin, FSH, LH, oxytocin</p> <p>Accept any other correct hormone</p>	3 (3X1)	<p>One mark for each correct identification.</p> <p>'sex' hormones for pituitary (LH and FSH) not on this specification but allow mark as candidates may name one from another unit or course.</p> <p>Do not allow 'sex hormones' as answer for pituitary</p> <p>Annotation: The number of ticks must match the number of marks awarded. For an incorrect answer use the cross.</p>

Question		Answer/indicative content	Marks	Guidance	
				Content	Levels of response
3	(d)	<p>How the kidney helps regulate the water levels of the body:</p> <ul style="list-style-type: none"> • Blood water levels are sensed by the hypothalamus in the brain. • When water levels are too low, the hypothalamus gets the pituitary gland to release the hormone Anti-Diuretic Hormone (ADH) into the bloodstream • Cells in the collecting duct of the nephrons of the kidney have receptors for ADH • ADH makes the collecting duct becomes more permeable to water • Water is drawn out of the collecting duct and the Loop of Henlé, which re-absorbs the water by osmosis back into the blood • Water levels return to normal • When water levels are too high the pituitary releases less ADH • So less water/no water reabsorbed into blood –urine dilute and copious <p>If there is mention of water reabsorption in an answer that is centred towards the filtration function of the kidney allow ONE mark.</p>	8	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is explanation.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 – checklist</p> <ul style="list-style-type: none"> • fully developed explanation • logically structured • factually accurate • clarity and depth of understanding • correct terminology • QWC - high <p>Level 2 – checklist</p> <ul style="list-style-type: none"> • reasonably well developed explanation • mainly logical structure • minor inaccuracies • lacks clarity and depth of understanding in places • mainly correct terminology • QWC – mid range standard <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • limited / basic explanation • structure may be list like / 	<p>Level 3 [7-8 marks] Candidates will provide a fully developed explanation that includes accurate terminology and follows a logical sequence. Sentences and paragraphs are relevant with accurate use of appropriate terminology. There may be occasional errors of grammar, punctuation and spelling.</p> <p>Level 2 (4 - 6 marks) Candidates will provide an explanation that includes accurate terminology and follows a sequence which is mainly logical. Sentences and paragraphs are generally relevant but may have minor inaccuracies or lack clarity or depth of understanding. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1 [1 - 3 marks] Candidates' will provide a limited explanation. Answers may be a description/identification only. There may be minimal use of appropriate terminology. Sentences and paragraphs may not always be relevant, with material presented that does not always address the question. There may be noticeable errors of grammar, punctuation and</p>

Question			Answer/indicative content	Marks	Guidance	
					Content	Levels of response
					muddled <ul style="list-style-type: none"> • significant inaccuracies • some information may not be relevant, with lack of understanding • limited use of terminology • QWC – mid – low 	spelling and answers may be list like. 0 marks – response not worthy of credit.

Question		Answer	Marks	Guidance
4	(a)	<p>Function for structures found in the eye:</p> <p>The humours –supports eye/feeds eye/ distributes nutrients/helps refract light/protects eye, retina from shock</p> <p>The iris –regulates amount of light entering eye, controls light passing through pupil</p>	<p>2 (2X1)</p>	<p>One mark for each description given.</p> <p>Annotation: The number of ticks must match the number of marks awarded. For an incorrect answer use the cross.</p>
4	(b)	<p>Effect of cataracts on vision:</p> <ul style="list-style-type: none"> • Blurred, cloudy or misty vision. • May have small spots or patches where vision is less clear. • more difficult to see in dim or very bright light • the glare from bright lights may be dazzling or uncomfortable to look at • colours may look faded or less clear • everything may have a yellow or brown tinge • may have double vision • may see a halo around bright lights such as car headlights 	<p>2</p>	<p>One mark for each effect stated.</p> <p>Do not accept 'goes blind'</p> <p>Annotation: The number of ticks must match the number of marks awarded. For an incorrect answer use the cross.</p>

Question		Answer	Marks	Guidance
4	c	<p>Workplace measures to promote safety and independence for people with visual impairment:</p> <ul style="list-style-type: none"> • No trip hazards, e.g. trailing cables, torn floor covering • Good illumination • Magnifiers and phone adaptations available • Stair edges indicated in bright yellow (or similar) • Adapted computer screens • Information provided in large print or Braille • Alarms auditory • Important signs –well displayed, obvious, large • Guide dogs allowed on premises • Possible transfer to a more appropriate job role <p>Synoptic link with unit 3.</p>	<p>4 (4X1)</p>	<p>One mark for each statement given.</p> <p>Annotation: The number of ticks must match the number of marks awarded. For an incorrect answer use the cross.</p>

Question		Answer/indicative content	Marks	Guidance	
				Content	Levels of response
4	(d)	<p>How sound reaches the brain:</p> <ul style="list-style-type: none"> • External ear funnels sound waves from music source into ear • Sound waves cause ear drum to vibrate • Vibrations carried across middle ear by ossicles • Sound magnified • Vibrations cause oval window to vibrate • Vibrations cause rippling in membranes within organ of Corti • Nerve endings in organ of Corti send impulses to brain via auditory nerve 	6	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is explanation.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 2 – checklist</p> <ul style="list-style-type: none"> • detailed explanation • logically structured • factually accurate • correct terminology • QWC - high <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • limited/basic explanation • identification with minimal explanation • information may not be relevant • limited use of terminology • list like/muddled • QWC – mid - low 	<p>Level 2 [4-6 marks] Candidates will provide a detailed explanation that includes accurate terminology and follows a logical sequence. Sentences and paragraphs are relevant with accurate use of appropriate terminology. There may be occasional errors of grammar, punctuation and spelling.</p> <p>Level 1 [1-3 marks] Candidates' will provide a limited explanation. Answers may be a description/identification only. There may be minimal use of appropriate terminology. Sentences and paragraphs may not always be relevant, with material presented 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>0 mark – response not worthy of credit.</p>

Question		Answer	Marks	Guidance
5	(a)	<p>Systole –contraction phase of cardiac cycle/ heart contracts Muscles of ventricles contract Blood expelled/pumped into aorta and pulmonary arteries Blood sent to body and lungs</p> <p>Diastole-relaxation phase of cardiac cycle/heart relaxes Muscles of ventricles relax Ventricles expand Blood enters atria from body and lungs Atria fill and pass blood to ventricles</p>	4 (2X2)	<p>2 marks for each phase</p> <p>One mark: A basic description that lacks clarity</p> <p>Two marks: A full description that clearly shows understanding.</p> <p>Annotation: The number of ticks must match the number of marks awarded. For an incorrect answer use the cross.</p>
5	(b)	<p>1 Function of the Sino Atrial (SA) node of the heart:</p> <ul style="list-style-type: none"> • Receives information from ‘accelerator’ and ‘braking’ nerves – speeds up/slows down heart beat/cardiac cycle • Co-ordinates rhythm of heart • nsures both atria contract simultaneously • asses ‘impulse’ to AV node 	2 (2X1)	<p>One mark for each function identified.</p> <p>Annotation: The number of ticks must match the number of marks awarded. For an incorrect answer use the cross.</p>

Question		Answer/indicative content	Marks	Guidance	
				Content	Levels of response
5	(c)	<p>2 Measures:</p> <p>Reduce fat in diet –reduces risk of atheroma</p> <p>Reduce carbohydrates –reduces fat storage/blood sugar peaks that can damage arterial walls</p> <p>Reduce salt intake–link with high blood pressure and strokes</p> <p>Avoid sudden strenuous exercise –puts pressure on blood vessels –stroke</p> <p>Lose weight –reduces blood pressure</p> <p>Take up regular appropriate exercise–helps lose weight and lowers blood pressure</p> <p>Stop smoking – reduces pressure and prevents damage to arterial walls</p> <p>Reduce alcohol intake – lowers pressure, reduces weight</p> <p>Accept other appropriate examples/explanations.</p> <p>All suggestions backed up by example/reason for level 2.</p>	6	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is explanation.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 2 – checklist</p> <ul style="list-style-type: none"> • detailed explanation • two or more measures • logically structured • factually accurate • QWC - high <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • limited / basic explanation • likely to identify rather than describe measures • limited structure – may be list-like or muddled • information may not be relevant/address the question • QWC – mid - low 	<p>Level 2 (4 - 6 marks] Candidates will provide a detailed explanation that includes accurate terminology and follows a logical sequence. Sentences and paragraphs are relevant with accurate use of appropriate terminology. There may be occasional errors of grammar, punctuation and spelling.</p> <p>Level 1 [1 - 3 marks] Candidates' will provide a limited explanation. Answers may be a description/identification only. There may be minimal use of appropriate terminology. Sentences and paragraphs may not always be relevant, with material presented 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>0 mark– response not worthy of credit.</p>

Question		Answer/indicative content	Marks	Guidance	
				Content	Levels of response
5	(d)	<p>How the regulation of blood glucose levels is an example of homeostasis: Homeostasis – balancing the internal environment/ maintaining a steady state, deviations from norm must be detected, system that then can correct deviation and return values to norm</p> <p>Rise in glucose levels detected by pancreas. Islets of Langerhans release insulin. Promotes uptake of glucose from blood by liver and muscle cells Blood sugar level decreases.</p> <p>Drop in glucose levels detected by pancreas. Islets of Langerhans release glucagon. Promotes breakdown of glycogen in liver and muscles to form glucose. Blood sugar level increases</p>	6	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is explanation.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 2 – checklist</p> <ul style="list-style-type: none"> • detailed explanation • logically structured • factually accurate • for full marks there must be an explanation/definition of homeostasis • correct terminology • QWC - high <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • limited/basic explanation • identification with minimal explanation • information may not be relevant • limited use of terminology • list like/muddled • QWC – mid - low 	<p>Level 2 [4-6 marks] Candidates will provide a detailed explanation that includes accurate terminology and follows a logical sequence. For full marks there must be an explanation/definition of homeostasis. Sentences and paragraphs are relevant with accurate use of appropriate terminology. There may be occasional errors of grammar, punctuation and spelling.</p> <p>Level 1 [1-3 marks] Candidates' will provide a limited explanation. Answers may be a description/identification only. There may be minimal use of appropriate terminology. Sentences and paragraphs may not always be relevant, with material presented 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>0 mark – response not worthy of credit.</p>

Question		Answer	Marks	Guidance
5	(e)	<p>Examples of monitoring:</p> <p>Blood sugar –needs to maintain blood glucose levels at set target to avoid vascular damage</p> <p>Glycated haemoglobin – measures glucose carried in red blood cells and can indicate risk of nerve damage, kidney damage and strokes</p> <p>Urine composition –needs to monitor blood sugar levels escaping in urine –could be over managed resulting in hypoglycaemia</p> <p>Blood pressure –needs to keep below 130/80 to avoid complications of strokes</p> <p>Blood lipids/cholesterol levels – indicates risk of strokes, cardiovascular incidents.</p> <p>Eye test –needs to have eyes examined and photographed in order to avoid retinopathy</p> <p>Home blood pressure monitoring</p> <p>Regular foot check for neuropathy</p> <p>Accept any other appropriate monitoring.</p>	<p>4 (2x2)</p>	<p>For EACH example of monitoring:</p> <p>One mark: A basic description that lacks clarity.</p> <p>Two marks: A full description that clearly shows understanding with a reason.</p> <p>Annotation: The number of ticks must match the number of marks awarded. For an incorrect answer use the cross.</p>

Question		Answer/indicative content	Marks	Guidance	
				Content	Levels of response
5	(f)	<p>Assess the impact diabetes may have on Amrit's daily life:</p> <p>Requires regular monitoring Healthy diet needs to be followed –may involve change in attitudes Loss of weight –reduce alcohol if taken Increase exercise Stop smoking if applicable All lifestyle changes require commitment, will power and effort Keep required medical appointments and eye examinations All are time consuming. Informing friends/colleagues about situation and what to do if a hypoglycaemic episode occurs. Having emergency supply of sugar/biscuits if hypoglycaemic. Psychological impact/embarrassment/possible insulin injections/needles. If not monitored and dealt with dangerous effects of diabetes may develop with large degree of impact possible – loss of eyesight due to retinopathy –unable to drive Blood vessel damage resulting in limb amputations with potential effect on mobility and independent living Kidney damage and strokes resulting in hospitalisation and potentially life changing consequences –give up work, lose speech, faculties etc.</p>	8	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is assessment.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 – checklist</p> <ul style="list-style-type: none"> fully developed assessment two or more impacts relevant to Amrit's life clear and logically structured factually accurate depth of understanding evident QWC - high <p>Level 2 – checklist</p> <ul style="list-style-type: none"> sound detail/developed assessment two impacts - or one done well mainly relevant to Amrit's daily life & diabetes sound structure mostly factually accurate QWC – mid range to high <p>Level 1 – checklist</p> <ul style="list-style-type: none"> limited / basic assessment likely to identify several impacts 	<p>Level 3 [7-8 marks] Candidates will provide a fully developed assessment that includes accurate terminology and follows a logical sequence. Sentences and paragraphs are relevant with accurate use of appropriate terminology. There may be occasional errors of grammar, punctuation and spelling.</p> <p>Level 2 [4 - 6 marks] Candidates will provide an assessment that includes accurate terminology and follows a sequence which is mainly logical. Sentences and paragraphs are generally relevant but may have minor inaccuracies or lack clarity and depth of understanding. There may be some errors of grammar, punctuation and spelling. Sub-max 4 – if only one impact done well</p> <p>Level 1 [1 - 3 marks] Candidates' will provide a limited explanation. Answers may be a description/identification only. There may be minimal use of appropriate terminology. Sentences and paragraphs may not always be relevant, with material presented that does not always address the</p>

Question			Answer/indicative content	Marks	Guidance	
					Content	Levels of response
					<p>of diabetes with little or no assessment</p> <ul style="list-style-type: none"> • information may not be relevant to Amrit's daily life or diabetes • limited structure may be list like / muddled • QWC – mid - low 	<p>question. There may be noticeable errors of grammar, punctuation and spelling and answers may be list like.</p> <p>0 Marks – response not worthy of credit.</p>

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

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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

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

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

© OCR 2017

