

Cambridge Technicals

Health and Social Care

Unit 4: Anatomy and physiology for health and social care

Level 3 Cambridge Technical Certificate/Diploma in Health and Social Care
05830 - 05871

Mark Scheme for January 2018

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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.

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Annotations – These are the annotations to be used when marking Unit 4:

Annotation	Meaning
	Tick – correct answer
	Cross – incorrect answer
	Plus – use for positives
	Minus – use for negatives
	Level 1
	Level 2
	Level 3
	Benefit of doubt (This does count as a mark – so do not ‘tick’ as well)
	Omission mark
	Too vague
	Repeat
 or 	Noted but no credit given

Question		Answer	Marks	Guidance																				
1	(a)	<table border="1"> <thead> <tr> <th>Part of the ear</th> <th>Diagram label</th> </tr> </thead> <tbody> <tr> <td>Auditory nerve</td> <td>I</td> </tr> <tr> <td>Cochlea</td> <td>H</td> </tr> <tr> <td>Eardrum (tympanic membrane)</td> <td>B</td> </tr> <tr> <td>Eustachian tube</td> <td>G</td> </tr> <tr> <td>External Ear</td> <td>A</td> </tr> <tr> <td>Incus (anvil)</td> <td>D</td> </tr> <tr> <td>Malleus (hammer)</td> <td>C</td> </tr> <tr> <td>Semi-circular canals</td> <td>F (GIVEN)</td> </tr> <tr> <td>Stapes (stirrup)</td> <td>E</td> </tr> </tbody> </table>	Part of the ear	Diagram label	Auditory nerve	I	Cochlea	H	Eardrum (tympanic membrane)	B	Eustachian tube	G	External Ear	A	Incus (anvil)	D	Malleus (hammer)	C	Semi-circular canals	F (GIVEN)	Stapes (stirrup)	E	8 (8x1)	<p>One mark for each correct answer. No other answers are acceptable.</p> <p>Annotation: The number of ticks must match the number of marks awarded. For an incorrect answer use the cross.</p>
Part of the ear	Diagram label																							
Auditory nerve	I																							
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Stapes (stirrup)	E																							
1	(b)	<p>Sound is channelled through the <u>EXTERNAL EAR</u> where it causes a vibration in the <u>EARDRUM</u>, The vibrations are amplified as they pass along the three auditory ossicles or bones in the middle ear. The vibration then enters the coiled chamber called the <u>COCHLEA</u> in the inner ear. Hairs in the organ of Corti cause electrical signals to be transmitted along the <u>AUDITORY NERVE</u> to the brain.</p>	4 (4x1)	<p>One mark for each correct insertion</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
1	(c)		For balance, keeping upright, orientation, detecting changes of speed, acceleration/deceleration. Accept alternative wording.	1	1 mark for a correct answer Annotation: The number of ticks must match the number of marks awarded. For an incorrect answer use the cross .
2	(a)		Risk Factors or Causes: <ul style="list-style-type: none"> • Females (at higher risk) excess alcohol • Linked to low hormone levels (androgen or oestrogen) • Linked to post menopause • Linked to anorexia • Shortage of vitamin D • Shortage of calcium in diet • Family history • Smoking • Lack of exercise • Age (older) • Ethnicity Accept any other reasonable point	4 (4x1)	One mark for each correct point made. No other answers are acceptable. Annotation: The number of ticks must match the number of marks awarded. For an incorrect answer use the cross .
2	(b)	(i)	A transverse section of a bone	1	Annotation: The number of ticks must match the number of marks awarded. For an incorrect answer use the cross .

Question			Answer	Marks	Guidance
2	(b)	(ii)	Less dense / cells more spaced out /less well-structured/more porous/ more holes or words to that effect	1	Annotation: The number of ticks must match the number of marks awarded. For an incorrect answer use the cross .
2	(c)		Possible methods of monitoring or treatment: <ul style="list-style-type: none"> • bone density scan (DEXA) to monitor • blood tests • calcium and /or vitamin D supplements • Carry out load-bearing exercise • HRT for post-menopausal women • finding a fracture of an unusual bone such as the wrist / shoulder/ hip/ vertebrae • taking bisphosphonates (accept biphosphates) • medication for strengthening bones • physiotherapy <p><i>The points below (and others) relate to initial diagnosis but are acceptable answers</i></p> <ul style="list-style-type: none"> • finding a fracture following a minor incident e.g a sneeze • noticing slow healing after fracture • asking about pain after an initial fracture 	3 (3x1)	1 mark for each monitoring or treatment (3 required) Annotation: The number of ticks must match the number of marks awarded. For an incorrect answer use the cross .

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
2	(d)* Impact of osteoporosis on daily life: <ul style="list-style-type: none"> • tired – unable to sleep properly due to pain • poor mobility due to pain caused by moving • may develop stooped posture which causes discomfort • frightened to go out for fear of falling and breaking a bone • reducing tripping hazards • unable (unwilling to continue with strenuous exercise/ games etc. for fear) • may cause social isolation due to worry about falls • attending regular medical appointments <p>Accept other appropriate impacts</p> <p>Accept limitations to daily activities such as shopping/driving only if linked to Severity.</p>	5	<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 use of terminology • QWC – high <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • limited / basic explanation • limited relevant information • limited use of terminology • list like / muddled • QWC – mid – low 	<p>Level 2 [4–5 marks] Answers provide a developed explanation of impact on daily life using accurate terminology and following 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] Answers provide limited explanation. May be a description / identification only. Limited use of appropriate terminology. Sentences and paragraphs may not always be 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>0 marks – response not worthy of credit.</p> <p>SEEN for a zero mark response</p>

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
2	(e)* Possible causes and effects of stroke Causes <ul style="list-style-type: none"> • Bleeding / haemorrhagic stroke • Blood clot • Around or in the brain • Puts pressure on (various parts of) brain • Risk factors such as coronary heart disease, stress, high blood pressure, high fat diet, high sugar diet, excess alcohol, obesity Effects <ul style="list-style-type: none"> • Slurred speech • Face may droop at one side • Loss of motor control – inability to lift arms or hold things • Limited / loss of mobility • Side of body affected will be opposite to the side of brain affected • Effects depend on which part of brain affected <p>Accept any correct answer</p>	10	<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"> • detailed-description • logically structured • factually accurate • correct use of terminology • both causes and effects • QWC – high <p>Level 2 – checklist</p> <ul style="list-style-type: none"> • sound-explanation • logically structured • factually accurate • some correct terminology • QWC – medium <p>Submax 5 if only one of causes or effects is covered</p> <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • limited / basic description • limited relevant information • limited use of terminology • list like / muddled • QWC – mid – low 	<p>Level 3 [8 – 10 marks] Answers provide a developed description covering both causes and effects following a logical sequence. Sentences and paragraphs are relevant with accurate use of appropriate terminology. There will be few if any errors of grammar, punctuation and spelling.</p> <p>Level 2 [5 – 7 marks] Answers provide a clear explanation of causes and effects of stroke. Sentences and paragraphs are largely relevant with some appropriate terminology. There may be occasional errors of grammar, punctuation and spelling.</p> <p>Level 1 [1–4 marks] Answers provide limited description. May be a list of symptoms (FAST). Limited use of appropriate terminology. Sentences and paragraphs may not always be 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>0 marks – response not worthy of credit SEEN for a zero mark response.</p>

Question			Answer	Marks	Guidance										
3	(a)	(i)	Urea	1	No other answer is acceptable. Annotation: The number of ticks must match the number of marks awarded. For an incorrect answer use the cross .										
3	(a)	(ii)	Liver	1	No other answers are acceptable Annotation: The number of ticks must match the number of marks awarded. For an incorrect answer use the cross .										
3	(a)	(iii)	Deamination	1	No other answer is acceptable Annotation: The number of ticks must match the number of marks awarded. For an incorrect answer use the cross .										
3	(b)		<table border="1"> <thead> <tr> <th>FUNCTION</th> <th>PART OF KIDNEY NEPHRON</th> </tr> </thead> <tbody> <tr> <td>Carries out ultrafiltration of the blood</td> <td>Glomerulus</td> </tr> <tr> <td>Establishes a salt gradient to draw water out of the filtrate</td> <td>Loop of Henle</td> </tr> <tr> <td>Selective reabsorption occurs</td> <td>Convolut ed tubule</td> </tr> <tr> <td>Transfers urine to the renal pelvis</td> <td>Collecting duct</td> </tr> </tbody> </table>	FUNCTION	PART OF KIDNEY NEPHRON	Carries out ultrafiltration of the blood	Glomerulus	Establishes a salt gradient to draw water out of the filtrate	Loop of Henle	Selective reabsorption occurs	Convolut ed tubule	Transfers urine to the renal pelvis	Collecting duct	4 (4x1)	1 mark for each part correctly matched. Annotation: The number of ticks must match the number of marks awarded. For an incorrect answer use the cross .
FUNCTION	PART OF KIDNEY NEPHRON														
Carries out ultrafiltration of the blood	Glomerulus														
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Question		Answer/Indicative content	Marks	Guidance	
				Content	Levels of response
3	(c)*	<p>Possible treatments for nephrotic syndrome:</p> <ul style="list-style-type: none"> • Steroids – reduce immune response – reduce inflammation. • Diuretics – reduce water retention due to leakage of fluid tissue into body tissues (oedema). • ACE inhibitors – reduce high blood pressure caused by fluid imbalance. • Immunosuppressant drugs – reduce immune response • Kidney transplant – brief explanation of technique, matching, donor availability, use of anti-rejection drugs 	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 treatments – related to nephrotic syndrome • logically structured • factually accurate • correct use of terminology • QWC – high <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • limited / basic explanation • at least one treatment – related to nephrotic syndrome • information may not be relevant to respiratory health/CF • limited use of terminology • list like / muddled • QWC – mid – low 	<p>Level 2 [4–6 marks] Answers provide a detailed explanation of two or more treatments with accurate use of terminology and that 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] Answers provide a limited explanation of at least one treatment. May be a description / identification only. Use of appropriate terminology may 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>0 marks – response not worthy of credit.</p> <p>SEEN for a zero mark response</p>

Question	Answer/Indicative content	Marks	Guidance	
			Content	Levels of response
4	(a)*	6	<p>This is a levels of response question – marks are awarded on the quality of the response given.</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 description of digestion in the small intestine • well-developed, clear and logically structured • Some mention of specific enzyme type or substrate required • factually accurate • QWC – high <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • limited / basic description • may include correct facts in wrong order • limited structure may be list like / muddled • QWC – mid – low 	<p>Level 2 [4–6 marks] Answers provide a detailed description using accurate terminology and following 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] Answers provide a limited description 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.</p> <p>0 marks – response not worthy of credit.</p> <p>SEEN for a zero mark response</p>

Question	Answer/Indicative content	Marks	Guidance	
			Content	Levels of response
4	(b)*	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 evaluation.</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"> • At least two treatments • fully detailed evaluation • both positives and negatives • well-developed, clear and logically structured • factually accurate & relevant • correct use of terminology • QWC – high <p>Level 2 – checklist</p> <ul style="list-style-type: none"> • one or two treatments • some evaluation • at least one positive & negative • may lack clarity • mostly factually accurate • some relevant information • QWC – mid <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • basic • likely to identify treatments with little or no evaluation or description of treatments • information may not be relevant • limited structure – list like or muddled 	<p>Level 3 [7-8 marks] Answers provide a detailed evaluation of at least two treatments using accurate terminology and following a logical sequence. Both positives and negatives will be given. 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] Answers provide a sound evaluation of two treatments that includes some accurate terminology. At least one positive and one negative will be given. 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 of 4 – if only one treatment evaluated or if only positives or negatives given.</p> <p>Level 1 [1-3 marks] Answers provide a limited evaluation of treatments. Use of appropriate terminology will be limited. Sentences and paragraphs are not always relevant, with the</p>

Question		Answer/Indicative content	Marks	Guidance	
				Content	Levels of response
				<ul style="list-style-type: none"> QWC – low <p>Marking annotation:</p> <p>Use + for positive points</p> <p>Use - for negative points</p> <p>SEEN for a zero mark response</p>	<p>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>0 marks – response not worthy of credit.</p>
4	(c)*	<p>Examples of effects:</p> <ul style="list-style-type: none"> checking blood sugar levels – nuisance – problem if forget kit insulin injections – has to be stored at specific temperature – may be problem if out of house for long periods varying injection site – to prevent development of lumps under skin needing to be aware of early signs of hypoglycaemia exercise important – too heavy exercise may throw sugar levels out of balance retinopathy risk of infection/loss of sensitivity/amputations strokes kidney damage <p>Analysis of effects:</p> <ul style="list-style-type: none"> constraints on social activities daily routine needs to be planned around management of condition 	10	<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>Level 3 – checklist</p> <ul style="list-style-type: none"> At least two effects detailed analysis well-developed, clear and logically structured factually accurate & relevant correct use of terminology QWC – high <p>Level 2 – checklist</p> <ul style="list-style-type: none"> Sound analysis one or two effects logically structured factually accurate correct use of terminology QWC – high 	<p>Level 3 [8 - 10 marks]</p> <p>Answers provide a detailed analysis of at least two effects on daily activities 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 [5 - 7 marks]</p> <p>Answers provide a sound analysis of one or two effects on daily activities 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>Sub-max of 5 if only one effect</p>

Question	Answer/Indicative content	Marks	Guidance	
			Content	Levels of response
	<ul style="list-style-type: none"> • need to plan events e.g. day out, going on holiday carefully – being spontaneous/acting on impulse may not be possible • social barriers e.g. embarrassment, lack of understanding of others • emotional barriers e.g. anxiety about effects of condition, problems • withdrawal from social activities eg isolation, loss of friends • limitations on daily activities linked to severe consequences of diabetes <p>Accept any appropriate well-reasoned point.</p>		<p>Level 1 – checklist</p> <ul style="list-style-type: none"> • likely to identify effects with little or no explanation • limited relevant information • limited use of terminology • list like / muddled <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>SEEN for a zero mark response</p>	<p>analysed.</p> <p>Level 1 [1–4 marks] Answers provide a description / identification of effects with limited analysis. 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>0 marks – response not worthy of credit.</p>

Question			Answer	Marks	Guidance								
5	(a)	(i)	<p>Any two points</p> <ul style="list-style-type: none"> • shape (bi-concave disc/donut) – increases surface area for uptake of oxygen • no nucleus – leaves more room (for haemoglobin) so able to transport more oxygen • full of haemoglobin – combines with oxygen • small/flexible – can get into narrow capillaries so near to body tissues • round – pass easily and do not get caught up in thin vessels 	<p>4 (2 x 2)</p>	<p>2 marks for each explanation (two required):</p> <p>One mark: identification of structure Two marks: explanation of structure's effect</p> <p>Annotation: The number of ticks must match the number of marks awarded. For an incorrect answer use the cross.</p>								
5	(a)	(ii)	<table border="1"> <thead> <tr> <th>Function</th> <th>Component of blood</th> </tr> </thead> <tbody> <tr> <td>Brings about clotting after an injury</td> <td>Platelets</td> </tr> <tr> <td>Carries dissolved food molecules around the body</td> <td>Plasma</td> </tr> <tr> <td>Produces antibodies to fight infection</td> <td>Lymphocytes</td> </tr> </tbody> </table>	Function	Component of blood	Brings about clotting after an injury	Platelets	Carries dissolved food molecules around the body	Plasma	Produces antibodies to fight infection	Lymphocytes	<p>3 (3 x 1)</p>	<p>No other answers are acceptable</p> <p>Annotation: The number of ticks must match the number of marks awarded. For an incorrect answer use the cross.</p>
Function	Component of blood												
Brings about clotting after an injury	Platelets												
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Question		Answer	Marks	Guidance
5	(b)	<p>Any three points:</p> <p>Question could be interpreted in two ways: Marks can be awarded if the candidate refers to blood as a medium:</p> <ul style="list-style-type: none"> • the role of blood in removing heat from metabolising cells • to remove the risk of enzyme denaturation • distributing heat around the body • as a result of homeostasis • involving the hypothalamus. <p>Candidates may interpret 'blood' as meaning the role of the blood system in which the following points can be awarded.</p> <ul style="list-style-type: none"> • when hot blood vessels in the skin dilate (widen) • more blood near skin surface (looks red) • allows blood to be cooled (as sweat evaporates from surface) • when cold vessels near skin surface contract • less blood near skin surface (look pale) preventing heat loss 	<p>3 (3x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded. For an incorrect answer use the cross.</p>
5	(c)	<p>Two explanations required. Two marks for each explanation.</p> <ul style="list-style-type: none"> • Arteries have thicker / more muscular walls than veins – needed to withstand higher pressure. • Veins have valves while arteries do not – lower pressure in veins requires safety mechanism to prevent backflow. <p>Candidates may refer to differences in lumen size –arteries small/narrow, veins wide/large. Only award a mark for each as a structural point. Any linked reference to blood pressure is not an explanation of lumen size.</p>	<p>4 (2x2)</p>	<p>1 mark for a structural difference</p> <p>2 marks for an appropriate explanation</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	
					Content	Levels of response
5	(d)	*	<ul style="list-style-type: none"> Gas exchange occurs in the alveoli (air sacs) air entering the alveolus has relatively high oxygen concentration oxygen dissolves in thin moist layer diffuses quickly across wall of alveolus (thin) and into capillary (from pulmonary artery) movement due to diffusion gradient oxygen attaches to haemoglobin in RBC blood leaving lungs in the pulmonary vein has high oxygen and low carbon dioxide levels <p>No marks should be awarded for references to carbon dioxide movement as question did not ask for this. The question specifies oxygen uptake only.</p> <p>Details of the mechanism of breathing can be given some credit but are not sufficient to raise the answer to 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 description).</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 description Correct use of terminology factually accurate some relevant information QWC – sound <p>Level 1 – checklist</p> <ul style="list-style-type: none"> basic description information may not be relevant limited structure – list like or muddled QWC – low 	<p>Level 2 [4-6 marks] Answers provide a detailed description of how oxygen is added to blood in the lungs with accurate use of terminology. Sentences and paragraphs are largely relevant. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1 [1-3 marks] Candidates' will give a description of the oxygenation of blood in the lungs. 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>0 marks – response not worthy of credit.</p> <p>SEEN for a zero mark response</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
5	(e)	(i)	<p>Malfunction:</p> <ul style="list-style-type: none"> • Asthma • Emphysema • Cystic Fibrosis 	1	One mark for identification of malfunction	
5	(e)	*(ii)	<p>Asthma</p> <ul style="list-style-type: none"> • Preventative inhalers – used regularly – corticosteroids – reduce swelling and inflammation. • Identification of triggers – if caused by allergens may use de-sensitising injections. • Reliever inhalers – muscle relaxants for immediate relief of symptoms. • Both types of inhaler may be used with spacer device – gets drugs deeper. • Nebulisers may be required if constriction too great – gets drugs deeper into lungs. <p>Emphysema</p> <ul style="list-style-type: none"> • Inhalers and/or nebulisers as in asthma. • Stopping smoking. • Pulmonary rehabilitation (special programme of exercise and education). • Long term oxygen therapy. • Ambulatory oxygen therapy. 	5	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is description.</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 description • correct for dysfunction chosen • well-developed, clear and logically structured • factually accurate • correct use of terminology • QWC – high – medium <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • limited / basic description • information may not be relevant • limited structure may be list like / muddled • minimal or no terminology • QWC – low – medium 	<p>Level 2 [4–5 marks] Answers provide a detailed description of how the named disorder could be treated. Accurate terminology will be used and answers will follow 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] Answers provide a basic description. 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>0 marks – response not worthy of credit.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			Cystic Fibrosis <ul style="list-style-type: none"> • Steroid treatments to reduce symptoms. • Physiotherapy • Oxygen therapy • Lung transplant • Antibiotics to treat infections. • Regular monitoring – use of peak flow meter. • Diet – well balanced; – to promote maintenance of healthy weight. • Dietary supplements. • Avoidance of pollution. 			<div style="border: 1px solid red; padding: 2px; display: inline-block;">SEEN</div> for a zero mark response

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