
OCR GCSE IN HEALTH AND SOCIAL CARE (DOUBLE AWARD) (1493)

PORTFOLIO ADMINISTRATION PACK

This Administration Pack is designed to accompany the OCR GCSE in Health and Social Care (Double Award) specification for teaching from September 2002.

Guidance on the assessment of coursework will be found in Sections 2, 6 and 7 of the specification.

Current versions of forms within this pack will be sent out automatically by OCR to the Examinations Officer in the Centre upon receipt of provisional entries. These will also be available from the OCR website (www.ocr.org.uk). Centres need to check that the forms they are using are current.

Centres are permitted to copy materials from this booklet for their own internal use.

OCR will conduct all administration of these GCSEs through the Examinations Officer at the Centre. Teachers are strongly advised to liaise with their Examinations Officer to ensure that they are aware of key dates in the administrative cycle.

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Compulsory Recording Materials

- Unit Recording Sheet for Unit 1.
- Unit Recording Sheet for Unit 2.

Optional Recording Materials

- Portfolio Summary Form for Unit 1.
- Portfolio Summary Form for Unit 2.

All forms may be photocopied and used as required. Additional copies may be downloaded from the OCR website (www.ocr.org.uk).

COMPULSORY RECORDING MATERIALS

Unit Recording Sheets: One of these forms must be completed (for *each* portfolio unit) for *each* candidate and must be attached to the candidate's work.

SUPERVISION AND AUTHENTICATION OF PORTFOLIOS

OCR expects teachers to supervise and guide candidates who are producing portfolios. The degree of teacher guidance in candidates' work will vary according to the kind of work being undertaken. However, it should be remembered that candidates are required to reach their own judgements and conclusions.

When supervising candidates, teachers are expected to:

- offer candidates advice about how best to approach their tasks;
- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism;
- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

Work on portfolios may be undertaken outside the Centre and in the course of normal curriculum time. As with all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work. This does not prevent groups of candidates working together in the initial stages, but it is important to ensure that the individual work of a candidate is clearly identified separately from that of any group in which they work.

Throughout the course, the teacher should encourage the candidate to focus on achieving the criteria listed in the *Assessment Evidence Grids*. Teachers may set internal deadlines for candidates submitting work to them. Teachers may comment on a candidate's unit portfolio and return it for redrafting without limit until the deadline for the submission of marks to OCR. Internal Assessors must record details of any assistance given and this must be taken into account when assessing candidates' work. Once the mark for the unit portfolio has been submitted to OCR, no further work may take place.

INTERNAL STANDARDISATION

It is important that all internal assessors, working in the same subject area, work to common standards. Centres are required to ensure that internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for Centres' own standardisation. In subsequent years, this, or Centres' own archive material, may be used. Centres are advised to hold a preliminary meeting of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

SUBMISSION OF MARKS TO OCR

The involvement of OCR begins on receipt of entries for a portfolio unit from a Centre's Examinations Officer. Entries for units to be included in any assessment session must be made by the published entry date from OCR. Late entries attract a substantial penalty fee.

By an agreed internal deadline the teacher submits the marks for the unit to the Examinations Officer. Marks will need to be available by the portfolio mark submission dates published by OCR and internal deadlines will need to reflect this. OCR will supply Centres with *MS1 Internal Assessment Mark Sheets* to record the marks and instructions for completion. It is essential that Centres send the top copy of these completed forms to OCR, the second copy to the Moderator and keep the third copy for their own records.

MODERATION

Moderator address labels will be sent to Centres shortly before the portfolio mark submission date. The Centre should send marks to the Moderator by the mark submission deadline and keep the work secure. The Moderator, once (s)he has received the marks from the Centre, will contact the Centre to request a sample of work. Centres should respond promptly to any requests for work from the Moderator. A report on the outcome of the moderation will be sent to Centres at the time results are issued.

GENERAL PORTFOLIO REGULATIONS AND PROCEDURES

General portfolio regulations and procedures including those concerning lost or incomplete portfolios are given in the OCR Handbook for Centres.

Candidates must observe the following when producing portfolios:

- Any copied material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.
- Work submitted for moderation must be marked with the:
 - Centre number;
 - Centre name;
 - candidate number;
 - candidate name;
 - specification code and title;
 - unit code.
- All work submitted for moderation should be removed from cardboard files, ring binders and plastic wallets. Work must be held together by using treasury tags or an appropriate alternative (not paper clips).
- Centres must complete the appropriate Unit Recording Sheet in full and attach it to each piece of work sent for moderation.

OPTIONAL RECORDING MATERIALS

Portfolio Summary Forms: For *each* unit, these record the marks for each of the strands of criteria and total marks for each candidate entered by the Centre. It is not necessary to put the candidates into rank or alphabetical order. When the Centre is notified of the address of the Moderator, this form should be forwarded. Centres should keep a copy of the completed form.

PORTFOLIO ENQUIRIES

In the Autumn and Spring terms OCR will hold training meetings on portfolio assessment led by senior GCSE Moderators. Details of these are in the OCR INSET booklets which are sent to Centres in the Summer term or they may be obtained from the Training and Customer Support Division on 01223 552950. They are also published on the OCR website (www.ocr.org.uk).

OCR also operates a network of Portfolio Consultants. Centres can obtain advice on assessment of portfolios from an OCR Portfolio Consultant. These are both subject specialists and Senior Moderators. Details of these may be obtained from the OCR Subject Officer.

GCSE IN HEALTH AND SOCIAL CARE (DOUBLE AWARD)

Unit Recording Sheet for Unit 1: Health, Social Care and Early Years Provision



Please read the instructions printed below. **One** of these sheets, suitably completed, should be attached to the assessed work of **each** candidate.

| | | | | | | | | | | | |
|---------------------------|-------------|------------------|-------------|--|----------------|-------------------------|-------------|----------|----------|----------|--|
| Specification Code | 1493 | Unit Code | 4869 | | Session | Jan / June | Year | 2 | 0 | 0 | |
| Centre Name | | | | | | Centre Number | | | | | |
| Candidate Name | | | | | | Candidate Number | | | | | |

Evidence: a profile based on the study of two different health and/or social care and/or early years services.

Please note: This form may be updated on an annual basis. The current version of this form will be sent out automatically by OCR to the Examinations Officer in the Centre upon receipt of provisional entries. You may also refer to OCR website (www.ocr.org.uk) for current version.

Authentication by the Teacher

I declare that to the best of my knowledge, the work submitted is that of the candidate concerned. I have attached details of any assistance given beyond that which is acceptable under the scheme of assessment.

Signature: _____ Date: _____

Guidance on Completion of this Form

- 1 **One** sheet should be used for each candidate.
- 2 Please ensure that the appropriate boxes at the top of the form are completed.
- 3 Circle the mark awarded for each strand of the marking criteria in the appropriate box and also enter the circled mark in the final column.
- 4 Add the marks for the strands together to give a total out of 50. Enter this total in the relevant box.
- 5 Sign and date the Authentication statement.

Please see over

| Criteria | | | Teacher Comment | Location | Mark |
|---|--|--|-----------------|----------|------|
| <p>a1 Identify how each service fits into the national framework, how they are funded and the care sector to which they belong.</p> <p style="text-align: right;">0 1 2 3</p> | <p>a2 Use some of the information collected to define in detail how each service is funded at national and local level.</p> <p style="text-align: right;">4 5</p> | <p>a3 Interpret information and draw logical conclusions to show how funding at national and local levels affects service provision.</p> <p style="text-align: right;">6 7</p> | | | |
| <p>b1 Describe the roles of two direct care workers (one in each service), correctly describing the day-to-day tasks they would do.</p> <p style="text-align: right;">0 1 2 3 4</p> | <p>b2 Make informed suggestions about the qualifications, qualities and skills that would be required by each care worker chosen.</p> <p style="text-align: right;">5 6 7</p> | <p>b3 Review and assess possible alternative routes to obtaining qualifications and skills required for the job roles chosen.</p> <p style="text-align: right;">8 9</p> | | | |
| <p>c1 List the features of the care value base. Describe how each care worker would apply the care value base in their day-to-day tasks.</p> <p style="text-align: right;">0 1 2 3</p> | <p>c2 Explain different ways that a range of features of the care value base is used to guide the care workers in their day-to-day tasks.</p> <p style="text-align: right;">4 5 6</p> | <p>c3 Compare ways that the care value base would be applied by each care worker, explaining the effects on the client if the care value base was not applied.</p> <p style="text-align: right;">7 8</p> | | | |
| <p>d1 With help, carry out and record the different types of client groups that would use the services. Describe the main needs of each client group.</p> <p style="text-align: right;">0 1 2 3 4 5</p> | <p>d2 Carry out and record in detail the different needs of client groups using each service, explaining how the service provides for their needs.</p> <p style="text-align: right;">6 7 8</p> | <p>d3 Analyse how well each service meets the different needs of clients. Draw logical conclusions about the effects this may have on client groups.</p> <p style="text-align: right;">9 10 11</p> | | | |
| <p>e1 Produce a basic description of barriers that could prevent clients from using the services.</p> <p style="text-align: right;">0 1 2 3 4 5 6 7</p> | <p>e2 Produce a detailed explanation of the barriers that could prevent clients from accessing services. Describe the effects on clients.</p> <p style="text-align: right;">8 9 10 11</p> | <p>e3 Produce a comprehensive account to show how barriers to services could be overcome. Draw conclusions about how this would help to empower clients.</p> <p style="text-align: right;">12 13 14 15</p> | | | |
| Total/50 | | | | | |

GCSE IN HEALTH AND SOCIAL CARE (DOUBLE AWARD)

Unit Recording Sheet for Unit 2: Promoting Health and Well-being



Please read the instructions printed below. **One** of these sheets, suitably completed, should be attached to the assessed work of **each** candidate.

| | | | | | | | | | | | |
|---------------------------|-------------|------------------|-------------|--|----------------|-------------------------|-------------|----------|----------|----------|--|
| Specification Code | 1493 | Unit Code | 4870 | | Session | Jan / June | Year | 2 | 0 | 0 | |
| Centre Name | | | | | | Centre Number | | | | | |
| Candidate Name | | | | | | Candidate Number | | | | | |

Evidence: a health plan for improving or maintaining the physical health and well-being of an individual.

Please note: This form may be updated on an annual basis. The current version of this form will be sent out automatically by OCR to the Examinations Officer in the Centre upon receipt of provisional entries. You may also refer to OCR website (www.ocr.org.uk) for current version.

Authentication by the Teacher

I declare that to the best of my knowledge, the work submitted is that of the candidate concerned. I have attached details of any assistance given beyond that which is acceptable under the scheme of assessment.

Signature: _____ Date: _____

Guidance on Completion of this Form

- 1 **One** sheet should be used for each candidate.
- 2 Please ensure that the appropriate boxes at the top of the form are completed.
- 3 Circle the mark awarded for each strand of the marking criteria in the appropriate box and also enter the circled mark in the final column.
- 4 Add the marks for the strands together to give a total out of 50. Enter this total in the relevant box.
- 5 Sign and date the Authentication statement.

Please see over

| Criteria | | | Teacher Comment | Location | Mark |
|---|---|---|-----------------|----------|------|
| <p>a1 Identify how the individual describes their own state of physical, intellectual, emotional and social state of health and well-being.</p> <p style="text-align: right;">0 1 2 3</p> | <p>a2 Use some of the information collected to define the health and well-being of the individual.</p> <p style="text-align: right;">4 5</p> | <p>a3 Interpret the information collected to define clearly the health and well-being of the individual.</p> <p style="text-align: right;">6 7</p> | | | |
| <p>b1 Describe factors that have positively affected the health and well-being of the individual.</p> <p style="text-align: right;">0 1 2 3</p> | <p>b2 Make informed suggestions about ways in which factors have worked together positively to affect the health and well-being of the individual.</p> <p style="text-align: right;">4 5 6</p> | <p>b3 Draw logical conclusions showing how a range of factors have worked together positively to affect the health and well-being of the individual.</p> <p style="text-align: right;">7 8 9</p> | | | |
| <p>c1 List possible risks to the individual's health and well-being. Describe how the risks may damage the health of the individual.</p> <p style="text-align: right;">0 1 2 3 4</p> | <p>c2 Using the information collected, explain possible risks to health and well-being in the short term.</p> <p style="text-align: right;">5 6</p> | <p>c3 Review and assess possible risks to health and well-being of the individual in the long term.</p> <p style="text-align: right;">7 8</p> | | | |
| <p>d1 With help, carry out and record the correct use of one measure of health. Identify the individual's state of physical health.</p> <p style="text-align: right;">0 1 2 3 4 5</p> | <p>d2 Carry out and record the use of two measures of physical health. Assess the individual's state of physical health.</p> <p style="text-align: right;">6 7 8 9</p> | <p>d3 Analyse and interpret the results of the two measures of health. Evaluate the individual's physical state of health.</p> <p style="text-align: right;">10 11</p> | | | |
| <p>e1 Produce a basic plan for the individual based on your findings. Describe the targets to be set and show how the individual can be supported to maintain and/or improve their health. Draw simple conclusions with help about the effects the plan may have on the individual. 0 1 2 3 4 5 6 7</p> | <p>e2 Produce a detailed plan showing a variety of ways in which the individual can be motivated and supported to maintain and/or improve their health. Evaluate the effects the plan may have on the individual. 8 9 10 11</p> | <p>e3 Produce a comprehensive plan comparing alternative ways in which the individual can be motivated and supported to maintain or improve their health. Draw logical conclusions about the effects the plan may have on the individual. 12 13 14 15</p> | | | |
| Total/50 | | | | | |

Guidance on Completion of this Form

Marking and Internal Standardisation

- 1 Teachers must be thoroughly familiar with the appropriate sections of the specification and with the general portfolio regulations.
- 2 This form should only be used for recording portfolio marks for Unit 1 of 1493. A print out from a suitable software package is an acceptable alternative to this form if the same information is given.
- 3 Complete the information at the head of the form.
- 4 The candidate number and the teaching group/set should be shown.
- 5 Carry out internal standardisation to ensure that the total marks awarded to the candidates reflect a single valid and reliable order of merit for the unit.
- 6 Enter the marks for each of the strands in the appropriate spaces, together with the total mark out of 50.
- 7 Ensure that all mark transcriptions and additions are independently checked.
- 8 You are advised to keep a copy of this form for reference.

Guidance on Completion of this Form

Marking and Internal Standardisation

- 1 Teachers must be thoroughly familiar with the appropriate sections of the specification and with the general portfolio regulations.
- 2 This form should only be used for recording portfolio marks for Unit 2 of 1493. A print out from a suitable software package is an acceptable alternative to this form if the same information is given.
- 3 Complete the information at the head of the form.
- 4 The candidate number and the teaching group/set should be shown.
- 5 Carry out internal standardisation to ensure that the total marks awarded to the candidates reflect a single valid and reliable order of merit for the unit.
- 6 Enter the marks for each of the strands in the appropriate spaces, together with the total mark out of 50.
- 7 Ensure that all mark transcriptions and additions are independently checked.
- 8 You are advised to keep a copy of this form for reference.