Introduction to the factors affecting older people

Assessment marking guide

Y/506/0238

4230-136

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Assessor guidance

Assessment requirements

Candidates must successfully complete all parts of an assessment to a satisfactory and appropriate standard in order to gain a pass for that assessment. The assessments have been designed to assess the ability of candidates to cover a range of issues associated with a given unit. Consequently, it is not appropriate for parts of any assessment to be omitted, submitted incomplete or of an unsatisfactory standard.

All assessments must be completed and assessed within the candidate's period of registration. It is up to centres to decide how long they give candidates to complete their assessments, and this may vary from one unit to another.

Tutors/ assessors are reminded of their responsibility to provide written feedback to candidates regarding their assessments and of the fact that candidates should not be encouraged to submit work for final assessment until it is complete and to the appropriate standard for the task.

Bearing in mind the above responsibility which lies with centres, candidates will normally have two opportunities to submit each individual assessment. Candidates who fail any task should not resubmit work within one week of receiving their result. Centres must provide precise written feedback and where necessary, further learning opportunities to maximise the candidate's potential to succeed on their second attempt.

Candidates may choose to word process their answers. Assessors may guide candidates in the length of their responses. They should use the marking guidance as a rough indication of what should be covered, and use the space provided in the task box (where applicable) as a guide as to how much should be written.

Grading and marking

Assessments are marked by the centre and graded Pass/Fail only. The highest grade for any of the assessments in this qualification is a **pass.**

If a candidate does not display the required knowledge/competence to achieve a pass for a task, their second opportunity to meet the criteria should be by way of oral questioning. This questioning should take place between the assessor and candidate, and must be evidenced using the correct City & Guilds recording form, available here:

http://www.cityandguilds.com/~/media/Documents/ProvideTraining/Centre%20Document%20Library/Quality-Assurance-documents/Recording_Forms_for_centres_and_candidates.ashx

What the results mean

Pass: is achieved when all assessment tasks have been passed.
Fail: when, after the second attempt, there are still a significant number of tasks that have not been completed to the required standard.

Resubmission: normally candidates may resubmit their assessment work once, if tasks were failed on the first submission. However, should centres think that a further assessment opportunity would result in a positive outcome for the candidate, the centre should seek the approval of their Qualification Consultant.

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Marking guidance

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Task A:	Induction notes

i. Give examples of the changes that may happen to people as they age in each of the following ways.

Candidates must provide an outline of key changes that may occur for each of the following. Candidates should be encouraged to look at positive as well as negative examples where appropriate.

Examples include:
- **Physically:**
  reduction in mobility
  skin becomes drier and loses its elasticity
  chances of developing serious health conditions such as heart or kidney disease, stroke and some cancers increase with age
  disability or loss of function as a result of serious health conditions, such as stroke, dementia, Parkinson's disease, arthritis.
  vision and hearing impaired
  incontinence
  increased risk of falls resulting in fractures.

- **Emotionally:**
  loss or increase of confidence
  sense of purpose may be lost at retirement
  changes in body image
  changes in self-worth, eg identity may be closely linked to occupation
  contentment as relieved of responsibilities of work and family
  sense of achievement, eg life achievements
  effects of bereavement
  anxiety about future.

- **Socially:**
  may become socially isolated
  more leisure time allows some individuals to increase social circle
  disengagement from society as a result of ageism
  some older people continue strong sense of purpose through voluntary work or as carers of family members.

- **Intellectually:**
  decline in short-term memory
  chances of developing dementia increases with age
  may find it more difficult to learn new things
  inability to make decisions (dementia)
  may take opportunities for further learning eg study on a course or learn a language.

Any other acceptable answers.

ii. Outline the changes that might happen as people get older relating to their
- **environment**
- **financial situation**

Candidates must outline potential changes.
Examples include:

- **Environment:**
  moving to smaller accommodation, supported living or a care home
  moving to be nearer family or community support
  aids and adaptations to home
  difficulty in maintaining the environment, for example cleaning, repairs
  restrictions on accessing wider environment and community services, eg if no longer driving or walking distances.

- **Financial situation:**
  loss of income following retirement
  expenditure on care services, heating and transport to access community services
  some older people may not be restricted financially
  may have difficulty in managing finances eg people with dementia
  potential for more disposable income.

Any other acceptable answer.

iii. Suggest how these changes might impact on an older person's daily life.

Candidates must identify how the changes they have identified in ii. might impact on an individual's life.
Examples include:
- loss of independence resulting from disability or loss of function
- loss of privacy eg shared living, support workers coming to their home.
- loss of individuality
- frequent falls can result in injury and loss of confidence
- avoid going out due to incontinence or fear of falling
- loneliness eg following bereavement of friends and family
- social isolation as less able to get out and about
- depression (most common mental health problem in older people)
- self-neglect – not eating properly, heating only one room etc
- vulnerable to financial abuse especially if unable to manage finances
- increased leisure time.

Any other acceptable answer.

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Ideas for sources candidates could use include news stories from the internet, television or newspapers and characters from films, books or soaps. Candidates could also carry out interviews with an older person they know, their family and carers or care workers who support older people. This would need to be carefully monitored to ensure requirements of confidentiality, informed consent and work place involvements are met.

Task B:	Awareness raising campaign

Examples of how society discriminates against older people.

Examples include:
- age discrimination in employment
- 'blanket' maximum age restrictions eg assumptions that everyone over a certain age will have the same physical and mental health
- stigmatisation eg avoiding activities and places etc. that are seen as for older people
- terminology – using derogatory language to refer to older people eg 'little old lady'
- stereotyping eg all older people as being unable to hear, being confused and unable to think or do things for themselves
- being 'invisible' to others who do not acknowledge or notice people above a certain age
- focus on skills lost rather than existing abilities.

Any other acceptable answer.

Examples of how society's attitudes can impact on older people.

Examples include:
- restricted access to services and facilities
- social exclusion
- withdraw from society (disengagement)
- increase dependence on others
- feelings of low self-worth
- loss of skills.

Any other acceptable answer.

A description to show how negative attitudes towards older people can be challenged.

Candidates may have selected examples for this task, but they must provide a description for this question.
Examples include:
- older people who are positive role models
- awareness-raising campaigns
- work of voluntary organisations such as Age UK
- educating the public
- care workers and professionals who act as role models in their interactions with older people
- making complaints.

Any other acceptable answer.

Reasons why independence is important for older people.

Examples include:
- promote self-worth and sense of purpose
- maintain level of skills
- dignity
- privacy
- social inclusion
- access to services and facilities
- maintain physical and mental health
- empowerment.

Any other acceptable answer.

Examples of how older people are supported to maintain independence.

Examples include:
- focusing on each individual's strengths and abilities
- enablement - support of care workers and informal carers
- aids, adaptations and mobility equipment
- positive risk taking
- skills development/maintenance (OT, physiotherapy).

Any other acceptable answer.

Examples of how older people can be in control of the support provided.

Examples include:
- being involved in decision-making about their care
- providing information to individuals to enable them to make informed decisions
- representative groups such as Age UK
- personal budgets
- advocates.

Any other acceptable answer.

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