



**NCFE CACHE Level 3 Applied General Award  
in Health and Social Care (603/2913/0)**

**NCFE CACHE Level 3 Applied General Certificate  
in Health and Social Care (603/2914/2),**

**Summer 2023**

Assessment code: AGA/HSC

Paper number: P001700

**Mark Scheme**

v1.0 Pre-standardisation

This mark scheme has been written by the Assessment Writer and refined, alongside the relevant questions, by a panel of subject experts through the external assessment writing process and at standardisation meetings.

The purpose of this mark scheme is to give you:

- examples and criteria of the types of response expected from a learner
- information on how individual marks are to be awarded
- the allocated assessment objective(s) and total mark for each question.

## **Marking guidelines**

### *General guidelines*

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all learners, who must receive the same treatment. You must mark the first learner in exactly the same way as you mark the last.

- The mark scheme must be referred to throughout the marking period and applied consistently. Do not change your approach to marking once you have been standardised.
- Reward learners positively giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the learner's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- The marks awarded for each response should be clearly and legibly recorded in the grid on the back of the question paper.
- If you are in any doubt about the application of the mark scheme, you must consult with your Team Leader or the Chief Examiner.

### *Guidelines for using extended response marking grids*

Extended response marking grids have been designed to award a learner's response holistically and should follow a best-fit approach. The grids are broken down into levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

When determining a level, you should use a bottom up approach. If the response meets all the descriptors in the lowest level, you should move to the next one, and so on, until the response matches the level descriptor. Remember to look at the overall quality of the response and reward learners positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage, and use the available marks within the level to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. You must also consider the relative weightings of the assessment objectives, so as not to over/under credit a response. Standardisation materials, marked by the Chief Examiner, will help you with determining a mark. You will be able to use exemplar learner responses to compare to live responses, to decide if it is the same, better or worse.

You are reminded that the indicative content provided under the marking grid is there as a guide, and therefore you must credit any other suitable responses a learner may produce. It is not a requirement either, that learners must cover all of the indicative content to be awarded full marks.

### Assessment objectives

This unit requires learners to:

<b>A01</b>	Recall knowledge and understanding
<b>A02</b>	Apply of knowledge and understanding
<b>A03</b>	Analyse to demonstrate knowledge of concepts and / or theories

Qu	Mark scheme	Total marks
1 (a)	<p><b>State two (2) life stages Harry has already progressed through.</b></p> <p>Award up to two (2) marks for correct identification:</p> <ul style="list-style-type: none"> <li>• infancy (1)</li> <li>• childhood (1)</li> <li>• adolescence (1)</li> <li>• early adulthood (1)</li> <li>• middle adulthood (1).</li> </ul>	<p><b>2</b></p> <p><b>AO1=2</b></p>
1 (b)	<p><b>Identify two (2) pieces of legislation that protect individuals such as Harry.</b></p> <p>Award up to two (2) marks for correct identification:</p> <ul style="list-style-type: none"> <li>• Care Act 2014 (1)</li> <li>• Health and Social Care Act 2012 (1)</li> <li>• Mental Health Act 2007 (1)</li> <li>• Human Rights Act 1998 (1)</li> <li>• Mental Capacity Act 2005 (1).</li> </ul> <p>Accept other suitable responses.</p>	<p><b>2</b></p> <p><b>AO1=2</b></p>
1 (c)	<p><b>State two (2) drivers that impact on health and social care provision.</b></p> <p>Award one (1) mark for each correct identification, up to a maximum of two (2) marks:</p> <ul style="list-style-type: none"> <li>• demographics (1)</li> <li>• personalisation (1)</li> <li>• co-production (1)</li> <li>• integration (1)</li> <li>• community capacity (1)</li> <li>• whole-systems approach (1)</li> <li>• information management (1)</li> <li>• prevention, early intervention and reduction (1)</li> <li>• reablement (1)</li> <li>• rehabilitation (1)</li> <li>• well-being (1)</li> </ul>	<p><b>2</b></p> <p><b>AO1=2</b></p>

	<ul style="list-style-type: none"> <li>values based (1).</li> </ul> <p>Accept other suitable responses.</p>	
<b>2 (a)</b>	<p><b>State two (2) functions of health and social care provision.</b></p> <p>Award one (1) mark for each correct identification, up to a maximum of two (2) marks:</p> <ul style="list-style-type: none"> <li>promotes health and well-being (1)</li> <li>ensures appropriate provision is delivered (1)</li> <li>ensures high quality, cost-effective care, support and treatment (1)</li> <li>provides services to meet on-going needs (1)</li> <li>utilises health and social care practitioner’s expertise (1).</li> </ul> <p>Accept other suitable responses.</p>	<p><b>2</b></p> <p><b>AO1=2</b></p>
<b>2 (b)</b>	<p><b>The private care agency that Isaac works for has devised a range of policies and procedures to help employees like Isaac find out about their roles.</b></p> <p><b>Identify two (2) other ways Isaac can ensure he understands his role.</b></p> <p>Award one (1) mark for each correct identification, up to a maximum of two (2) marks:</p> <ul style="list-style-type: none"> <li>job description (1)</li> <li>person specification (1)</li> <li>code of practice (1)</li> <li>continuous professional development (1).</li> </ul> <p>Accept other suitable responses.</p>	<p><b>2</b></p> <p><b>AO1=2</b></p>
<b>3 (a)</b>	<p><b>Identify and describe one (1) care value that Isaac would promote when providing care to his clients.</b></p> <p>Award one (1) mark for correctly identifying a care value and award up to two (2) further marks for a description of the care value.</p> <ul style="list-style-type: none"> <li>Duty of care (1) protect and safeguard (1) client from danger (1).</li> </ul>	<p><b>3</b></p> <p><b>AO1=1</b></p> <p><b>AO2=2</b></p>

	<ul style="list-style-type: none"> <li>• Person-centred (1) follow the tailored care plan (1) which meets the unique needs of the client (1).</li> <li>• Partnership (1) work with the client and other professionals (1) to build a collaborative relationship and / or person-centred care (1).</li> <li>• Promote dignity (1) through valuing the client (1) and in doing so promote well-being (1).</li> <li>• Respect background (ensure equality, diversity and rights) (1) and in doing so ensure the client is not discriminated against (1).</li> <li>• Communication (1) using the clients preferred method of communication (1) to build an effective relationship (1).</li> <li>• Confidentiality (1) maintain client information (1) and only disclose with the client’s permission (1).</li> <li>• Independence (1) encouraging clients to do things for themselves (1) to promote self-esteem (1).</li> </ul> <p>Accept other suitable responses.</p>	
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<b>3 (b)</b>	<p><b>Before becoming a care worker, Isaac worked for 10 years as a hospital porter.</b></p> <p><b>Analyse how a practitioner’s own values, beliefs and experiences can influence the delivery of care.</b></p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 10%;">Level</th> <th style="width: 10%;">Mark</th> <th style="width: 80%;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>3</b></td> <td style="text-align: center;"><b>7–9</b></td> <td> <p>A wide range of relevant knowledge and understanding is shown, which is accurate and detailed.</p> <p>Application of knowledge is appropriate and accurate and shows clear understanding.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made.</p> </td> </tr> <tr> <td style="text-align: center;"><b>2</b></td> <td style="text-align: center;"><b>4–6</b></td> <td> <p>A range of relevant knowledge and understanding is shown, but may be lacking in sufficient detail, with a few errors.</p> <p>Application of knowledge is mostly appropriate, showing some clear understanding. There may be a few errors.</p> </td> </tr> </tbody> </table>	Level	Mark	Description	<b>3</b>	<b>7–9</b>	<p>A wide range of relevant knowledge and understanding is shown, which is accurate and detailed.</p> <p>Application of knowledge is appropriate and accurate and shows clear understanding.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made.</p>	<b>2</b>	<b>4–6</b>	<p>A range of relevant knowledge and understanding is shown, but may be lacking in sufficient detail, with a few errors.</p> <p>Application of knowledge is mostly appropriate, showing some clear understanding. There may be a few errors.</p>	<p><b>9</b></p> <p><b>AO1=3</b></p> <p><b>AO2=3</b></p> <p><b>AO3=3</b></p>
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		Analysis to demonstrate understanding of concepts and theories is effective and mostly relevant. Some clear links are made.
<b>1</b>	<b>1–3</b>	<p>A limited range of relevant knowledge and understanding is shown, but is often fragmented.</p> <p>Application of knowledge is limited and may show a lack of understanding. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate.</p>
	<b>0</b>	No relevant material.

**Indicative content**

**AO1**

- Promotes self-awareness within the individual.
- Allows the individual to acknowledge their own belief systems, attitudes and behaviours.
- Recognises how behaviour can be influenced by others, media, family and peer pressure.
- The individual may experience conflict between professional versus personal values.
- Promotes respect for the individual and values diversity.

**AO2**

- Promotes self-awareness within the individual and is aware of how past behaviour can influence their perceptions.
- Allows the individual to acknowledge their own belief systems, attitudes and behaviours and ensures that they act appropriately.
- Recognises how behaviour can be influenced by others, media, family and peer pressure, consequently the individual can address any negative influences ensuring that their practice does not affect the quality of delivery.
- The individual may experience conflict between professional versus personal values causing dilemma and inner conflict.
- Promotes respect for the individual and values diversity ensuring that the practitioner takes into account factors such as gender, ethnicity etc when delivering services.

	<p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• Promotes self-awareness within the individual and is aware of how past behaviour can influence their perceptions of service users. It allows the individual to acknowledge these, focus on them and through support/cpd address behaviours they are concerned about.</li> <li>• Allows the individual to acknowledge their own belief systems, attitudes and behaviours and ensures that they act appropriately. A self-reflective practitioner is one that acknowledges how personal beliefs can impact positively and negatively on delivery of care.</li> <li>• Recognises how behaviour can be influenced by others, media, family and peer pressure. Consequently, the individual can address any negative influences ensuring that their practice does not affect the quality of delivery. This will impact positively on the overall quality of care provided.</li> <li>• The individual may experience conflict between professional versus personal values causing dilemma and inner conflict and may cause anxiety for the professional concerned. Use of self-reflection and cpd can help to minimise conflict.</li> <li>• Promotes respect for the individual and values diversity ensuring that the practitioner takes into account factors such as gender, ethnicity etc when delivering services, ensuring the quality of services is not negatively impacted by personal views which may have developed as a result of past experience.</li> </ul> <p>Accept other suitable responses.</p>	
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<p><b>4 (a)</b></p>	<p><b>Identify and describe the role of one (1) regulatory body responsible for overseeing the quality of care for people in the early stages of dementia.</b></p> <p>Award one (1) mark for accurate identification of either:</p> <ul style="list-style-type: none"> <li>• Care Quality Commission (CQC) (1)</li> <li>• Health and Care Professions Council (HCPC) (1).</li> </ul> <p>Award up to two (2) marks for description of their role:</p> <ul style="list-style-type: none"> <li>• regulates the workforce (1) through registration to ensure fitness to practice (1)</li> </ul>	<p><b>3</b></p> <p><b>AO1=1</b></p> <p><b>AO2=2</b></p>
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	<ul style="list-style-type: none"> <li>• provides relevant continuous professional development (1) to keep professionals abreast of changes in practice (1)</li> <li>• set standards (1) through inspection ensuring high quality is being provided (1)</li> <li>• advises (1) on currency of legislation and required additional legislation (1).</li> </ul> <p>Accept other suitable responses.</p>	
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<p><b>4 (b)</b></p>	<p><b>Harry lives in a rural area where services are difficult to access.</b></p> <p><b>State two (2) other factors that may influence service delivery and explain one (1) of these factors.</b></p> <p>Award one (1) mark for each accurate identification, up to two (2) marks and up to a further two (2) marks for an accurate explanation.</p> <ul style="list-style-type: none"> <li>• availability of resources (1) <ul style="list-style-type: none"> <li>– post code lottery (1) influence the distribution of resources (1)</li> </ul> </li> <li>• needs-led versus service-led (1) <ul style="list-style-type: none"> <li>– meet diverse needs (1)</li> <li>– personalised care (1)</li> </ul> </li> <li>• referral protocol / eligibility criteria (1) <ul style="list-style-type: none"> <li>– may disadvantage some (1)</li> <li>– targets provision (1)</li> </ul> </li> <li>• demand for services (1) <ul style="list-style-type: none"> <li>– may lead to shortage of services (1)</li> <li>– resulting in having to travel further to access services (1)</li> </ul> </li> <li>• liaison with individuals, practitioners, colleagues, parents / carers (1) <ul style="list-style-type: none"> <li>– promotes partnership (1)</li> <li>– or creates conflict (1)</li> </ul> </li> <li>• partnerships between statutory, private, and voluntary organisations (1) <ul style="list-style-type: none"> <li>– can work to benefit client (1)</li> <li>– or create more bureaucracy (1)</li> </ul> </li> <li>• service autonomy (1) <ul style="list-style-type: none"> <li>– dependency on funding (1)</li> <li>– may impact on availability (1)</li> </ul> </li> <li>• formal versus informal care (1) <ul style="list-style-type: none"> <li>– burden on family carers (1)</li> <li>– accessibility of both formal and informal carers in rural areas (1).</li> </ul> </li> </ul> <p>Accept other suitable responses.</p>	<p><b>4</b></p> <p><b>AO1=2</b></p> <p><b>AO2=2</b></p>
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<p><b>4 (c)</b></p>	<p><b>Isaac works with other care practitioners and sometimes they do not agree on the best care approach for a client. Practitioners need to overcome barriers to partnership working.</b></p> <p><b>Identify two (2) strategies to overcome barriers to partnership working practitioners could use and briefly explain one (1) of these strategies.</b></p> <p>Award two (2) marks for a correct identification and two (2) further marks for an accurate explanation:</p> <ul style="list-style-type: none"> <li>• effective communication (1) <ul style="list-style-type: none"> <li>– regular meetings to discuss client progress (1)</li> <li>– allows for potential barriers to be identified and solutions actioned so that they do not impact on the quality of care (1)</li> </ul> </li> <li>• co-operation and collaboration (1) <ul style="list-style-type: none"> <li>– shared values and approach (1)</li> <li>– effective collaboration can support overcoming barriers (1)</li> </ul> </li> <li>• problem solving (1) <ul style="list-style-type: none"> <li>– solution focused approach (1)</li> <li>– proactive approach rather than reacting to situations and a blame culture developing (1)</li> </ul> </li> <li>• conflict resolution (1) <ul style="list-style-type: none"> <li>– roles and responsibilities are clearly identified and agreed at the beginning (1)</li> <li>– in doing so expectations are managed so that everyone knows what can and cannot be achieved (1)</li> </ul> </li> <li>• managing stress (1) <ul style="list-style-type: none"> <li>– workloads become intolerable (1)</li> <li>– important partners identify their own stress triggers and put in place strategies to deal with them (1)</li> </ul> </li> <li>• define and agree shared goals (1) <ul style="list-style-type: none"> <li>– agreed roles and responsibilities at the outset (1)</li> <li>– ensuring issues do not impact on the quality of care (1).</li> </ul> </li> </ul> <p>Accept other suitable responses.</p>	<p><b>4</b></p> <p><b>AO1=2</b></p> <p><b>AO2=2</b></p>
<p><b>5</b></p>	<p><b>Isaac must follow strict guidelines when he is providing support to Harry in his home.</b></p> <p><b>Evaluate how legislation informs health and social care practice.</b></p>	<p><b>12</b></p> <p><b>AO2=6</b></p> <p><b>AO3=6</b></p>

Level	Mark	Description
3	9–12	<p>Application of knowledge is appropriate and accurate and shows clear understanding and relevance to the context.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made and conclusions drawn are fully supported by judgements.</p>
2	5–8	<p>Application of knowledge is mostly appropriate, showing some clear understanding. There may be a few errors and a lack of clarity.</p> <p>Analysis to demonstrate understanding of concepts and theories is effective and mostly relevant. Some clear links are made and there are attempts to draw conclusions, which are supported by judgements, but it is likely that some will be irrelevant.</p>
1	1–4	<p>Application of knowledge is limited and may show a lack of understanding. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate and attempts to draw conclusions are seldom successful and likely to be irrelevant.</p>
	0	No relevant material.

### Indicative Content

#### AO2

- Ensures duty of care to individuals and others. Professionals are aware of their roles and responsibilities although this may not always be the case.
- Establishes clear protocols which meet legal requirements and guidance in relation to agreed standards. These will be translated into policy and procedure which will guide and influence practice.
- Identifies key aspects of service delivery that will then allow for inspection to ensure that minimum standards are being met.

	<ul style="list-style-type: none"> <li>• Ensures practice is currently in line with legislative changes as it will outline the duties and powers that they must fulfil as an organisation: however, sometimes these can be misunderstood or not fully implemented.</li> <li>• Enables consistency of practice and continuity of provision. This will promote equity and minimum standards across all services.</li> <li>• Ensures public confidence and provides a level of assurance for service users.</li> <li>• Defines accountability and monitoring requirements of activities that allows for bodies such as cqc to audit and inspect.</li> </ul> <p><b>A03</b></p> <ul style="list-style-type: none"> <li>• Ensures duty of care to individuals and others. Professionals are aware of their roles and responsibilities although this may not always be the case as serious case reviews in social care have highlighted failings within organisations.</li> <li>• Establishes clear protocols which meet legal requirements and guidance in relation to agreed standards. These will be translated into policy and procedure which will guide and influence practice. However, legislation, policy and procedure cannot guarantee that the professional will always act ethically and correctly, so the influence of legislation can be minimal.</li> <li>• Identifies key aspects of service delivery that will then allow for inspection to ensure that minimum standards are being met. This can be impacted by resource issues and may mean that while the legislation states what has to be provided, if the resources are limited then the service may not fulfil the expectation of the legislation.</li> <li>• Ensures practice is current in line with legislative changes as it will outline the duties and powers for that they must fulfil as an organisation. However, sometimes these can be misunderstood or not fully implemented which can lead to failure, under provision which does not meet the service user’s needs.</li> <li>• Enables consistency of practice and continuity of provision. This will promote equity and minimum standards across the United Kingdom. However, as history has shown there are regional differences which has led to inequality.</li> <li>• Ensures public confidence and provides a level of assurance for service users. Despite this, numerous serious case inquiries have shown the legislation to have had a limited impact and in some cases has led to legislative amendment or repeal.</li> <li>• Defines accountability and monitoring requirements of activities that allows for bodies such as CQC to audit and inspect. Serious case review has shown some legislation to</li> </ul>	
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	<p>be ineffective in developing core values such as accountability.</p> <p>Accept other suitable responses.</p>	
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<b>6 (a)</b>	<p><b>Harry has his own care plan.</b></p> <p><b>Describe the purpose of individualised care planning.</b></p> <p>Award up to two (2) marks for an accurate description:</p> <ul style="list-style-type: none"> <li>• individual needs and preferences are identified (1), respecting the dignity and worth of the person (1)</li> <li>• assessment will consider daily routines to promote independence (1)</li> <li>• informed choice is promoted so the focus is on the client (1)</li> <li>• active support provided through aids and adaptations to promote physical mobility (1)</li> <li>• health and safety / safeguarding is first and foremost to minimise risk and harm (1).</li> </ul> <p>Accept other suitable response.</p>	<p><b>2</b></p> <p><b>AO2=2</b></p>
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<b>6 (b)</b>	<p><b>The private care agency will monitor and review Harry’s care regularly.</b></p> <p><b>Describe the importance of monitoring and reviewing care plans when providing care.</b></p> <p>Award two (2) marks for a description of the importance of monitoring and reviewing care plans when providing care:</p> <ul style="list-style-type: none"> <li>• needs may change and become less or more intense (1)</li> <li>• important part of the consistency and continuity of care (1)</li> <li>• part of risk management (1)</li> <li>• ensures that the individual’s needs are still being met (1)</li> <li>• new goals or support measures can be identified (1).</li> </ul> <p>Accept other suitable responses.</p>	<p><b>2</b></p> <p><b>AO2=2</b></p>
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<b>6 (c)</b>	<p><b>Harry trusts Isaac and has started to rely on him more.</b></p> <p><b>Identify and describe one (1) factor that contributes to positive transitions.</b></p> <p>Award one (1) mark for a correct identification and up to two (2) further marks for an accurate description:</p>	<p><b>3</b></p> <p><b>AO1=1</b></p> <p><b>AO2=2</b></p>
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	<ul style="list-style-type: none"> <li>• extrinsic (1) increase level of support to aid transition (1) or availability of resources for example visiting four times a day (1)</li> <li>• extrinsic (1) approach of care agency (1) promotes positive relationships (1)</li> <li>• intrinsic (1) individual needs and preferences are promoted (1), perceptions respected (1)</li> <li>• intrinsic (1) aspirations considered (1) and coping strategies developed (1)</li> </ul> <p>Accept other suitable responses.</p>	
<p><b>7 (a)</b></p>	<p><b>Some individuals argue that genetic factors or inherited traits have the most significant influence on behaviour.</b></p> <p><b>Identify and describe the other perspective in this debate.</b></p> <p>Award one (1) mark for a correct identification and up to two (2) further marks for a description:</p> <ul style="list-style-type: none"> <li>• nurture (1) environmental factors (1) such as our upbringing or life experiences (1) help shape our human development or behaviour.</li> </ul> <p>Accept other suitable responses.</p>	<p><b>3</b></p> <p><b>AO1=1</b></p> <p><b>AO2=2</b></p>
<p><b>7 (b)</b></p>	<p><b>The brain’s cognitive functions are designed to help us to make sense of the world.</b></p> <p><b>Name two (2) other cognitive functions.</b></p> <p>Award up to one (1) mark for each correct identification, up to a maximum of two (2) marks:</p> <ul style="list-style-type: none"> <li>• language (1)</li> <li>• reasoning and thinking (1)</li> <li>• problem solving (1)</li> <li>• abstract or creative thinking (1).</li> </ul> <p>Accept other suitable responses.</p>	<p><b>2</b></p> <p><b>AO1=2</b></p>
<p><b>8 (a)</b></p>	<p><b>When Harry was working, he owned a very successful business and had a high income.</b></p> <p><b>Identify and describe how having a high income may have positively affected Harry’s lifestyle.</b></p>	<p><b>3</b></p> <p><b>AO1=1</b></p>

	<p>Award one (1) mark for a correct identification and up to two (2) further marks for an accurate description:</p> <ul style="list-style-type: none"> <li>• Harry has more disposable income (1) <ul style="list-style-type: none"> <li>• can live in a more affluent area with possibly less crime and noise (1)</li> <li>• can afford better quality material possessions (1)</li> </ul> </li> <li>• Harry has better overall health and well-being (1) <ul style="list-style-type: none"> <li>• he can buy goods and services to promote his health (1)</li> <li>• can afford private health care when required (1)</li> </ul> </li> <li>• It may impact on Harry's life expectancy (1) <ul style="list-style-type: none"> <li>• likely to live longer (1)</li> <li>• less stress and worry in later adulthood (1).</li> </ul> </li> </ul> <p>Accept other suitable responses.</p>	<p><b>AO2=2</b></p>
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<p><b>8 (b)</b></p>	<p><b>During his life, Harry travelled the world and enjoyed a wide range of experiences.</b></p> <p><b>Explain why the social model of health and well-being is a more relevant model than the medical model when planning care for Harry.</b></p> <p>Award up to two (2) marks for an accurate explanation:</p> <ul style="list-style-type: none"> <li>• the social model considers a broader range of factors (1) that influence health and well-being for example environmental, economic, social and cultural (1)</li> <li>• the social model places emphasis on Harry's past and present experiences (1) and how those are likely to shape and influence him and what he wants from the package of care (1)</li> <li>• the social model is focused on promoting equality (1) and the effects of inequality (1)</li> <li>• the social model empowers and promotes independence (1) giving Harry control over his life and happiness (1)</li> <li>• the social model is holistic in its approach to care (1) and therefore less likely to create inequalities (1)</li> <li>• the social model considers how levels of participation (1) can affect Harry's health (1).</li> </ul> <p>Accept other suitable responses.</p>	<p><b>2</b></p> <p><b>AO2 = 1</b></p> <p><b>AO3 = 1</b></p>
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<b>9 (a) (i)</b>	<p><b>Name two (2) components of self-esteem.</b></p> <p>Award up to two (2) marks for identification of correct components:</p> <ul style="list-style-type: none"> <li>• how highly the individual rates themselves (1)</li> <li>• how highly the individual rates their self-worth (1)</li> <li>• level of self-respect / self-confidence the individual has (1).</li> </ul> <p>Accept other suitable responses.</p>	<p><b>2</b></p> <p><b>AO1=2</b></p>
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<b>9 (a) (ii)</b>	<p><b>Explain the possible impacts of low self-esteem.</b></p> <p>Award up to three (3) marks for a correct explanation:</p> <p>The impact of low self-esteem may mean the individual experiences:</p> <ul style="list-style-type: none"> <li>• higher levels of anxiety leading to an inability to cope with everyday events (1)</li> <li>• higher levels of stress may impact on physical health, for example, lack of sleep (1)</li> <li>• may experience greater loneliness due to inability to create social links and friends (1)</li> <li>• increased likelihood of depression leading to inability to socialise and engage with others (1)</li> <li>• other consequences include difficulty in developing friendships / romantic relationships. Can impact on educational achievement and job performance (1).</li> </ul> <p>Accept other suitable responses.</p>	<p><b>3</b></p> <p><b>AO3=3</b></p>
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<b>9 (b)</b>	<p><b>Harry's wife died 8 years ago.</b></p> <p><b>Explain the impact of losing a life partner on an individual's emotional development.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Mark</th> <th style="text-align: left;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5–6</td> <td>Application of knowledge is appropriate and accurate and shows clear understanding.</td> </tr> </tbody> </table>	Level	Mark	Description	3	5–6	Application of knowledge is appropriate and accurate and shows clear understanding.	<p><b>6</b></p> <p><b>AO2=3</b></p> <p><b>AO3=3</b></p>
Level	Mark	Description						
3	5–6	Application of knowledge is appropriate and accurate and shows clear understanding.						



		Analysis to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made.
<b>2</b>	<b>3–4</b>	Application of knowledge is mostly appropriate, showing some clear understanding. There may be a few errors.  Analysis to demonstrate understanding of concepts and theories is effective and mostly relevant. Some clear links are made.
<b>1</b>	<b>1–2</b>	Application of knowledge is limited and may show a lack of understanding. There may be a number of errors.  Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate.
	<b>0</b>	No relevant material.

### Indicative content

#### AO2

- Individual may become disheartened / no joy in life anymore.
- The sense of loss may lead to a period of ‘searching’ for the loved one.
- Individual may develop depressive / suicidal thoughts and may self-harm.
- Individual may not be able to sleep and is generally exhausted.
- Panic and anxiety particularly if the individual was very close to the loved one.
- Inability to cope may lead the individual to adopt other behaviours.
- Anger and guilt may develop if it was an accident or sudden.

#### AO3

- Individual may be disheartened / no joy in life anymore leading to an inability to function normally.
- The sense of loss may lead to a period of ‘searching’ for the loved one and this may lead to anxiety and desperation.
- Individual may develop depressive thoughts particularly if they had been together for a long time.

	<ul style="list-style-type: none"> <li>• Individual may not be able to sleep, eat properly and general physical appearance may be affected.</li> <li>• Panic and anxiety - if there was a close bond particularly when attending public or social events.</li> <li>• Inability to cope may lead the individual to adopt other behaviours such as using harmful substances.</li> <li>• Anger and guilt may develop with the individual blaming the loss of the loved one on themselves particularly if it was an accident or sudden.</li> </ul> <p>Accept other suitable responses.</p>	
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<p><b>10 (a)</b></p>	<p><b>Name two (2) significant life events that Harry may have experienced during childhood.</b></p> <p>Award up to one (1) mark for each correct identification up to a maximum of two (2) marks:</p> <ul style="list-style-type: none"> <li>• going to school (1)</li> <li>• having siblings (1)</li> <li>• blended family (1)</li> <li>• illness (1)</li> <li>• moving home (1)</li> </ul> <p>Accept other suitable responses.</p>	<p><b>2</b></p> <p><b>AO1=2</b></p>
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<p><b>10 (b)</b></p>	<p><b>Maslow’s concept of ‘self-actualisation’ would explain Harry’s approach to life.</b></p> <p><b>Identify one (1) feature of ‘self-actualisation’ and apply how this feature explains Harry’s approach to life.</b></p> <p>Award one (1) mark for correct identification and then up to two (2) further marks for correct application:</p> <ul style="list-style-type: none"> <li>• Harry has achieved other essential needs (1) such as safety, self-esteem, social belonging (1) therefore he has developed inner resilience (1)</li> <li>• Harry has fulfilled his own potential (1), for example, owned his own business (1) and this has allowed him to develop self confidence in everything he does (1)</li> </ul>	<p><b>3</b></p> <p><b>AO1=1</b></p> <p><b>AO3=2</b></p>
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	<ul style="list-style-type: none"> <li>• Harry has a very practical approach to life (1), can make his own decisions (1) and therefore is self-reliant (1)</li> <li>• Harry possesses the ability for inner growth (1), he can think logically and justify his actions (1) and is capable of self-reflection (1)</li> <li>• Harry is self-aware (1) and understands what he is capable of doing (1). Harry can make his own decisions (1)</li> </ul> <p>Accept other suitable responses.</p>	
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<b>10 (c)</b>	<p><b>Harry sometimes gets frustrated when he cannot remember important events.</b></p> <p><b>Explain how an individual’s emotional security may be affected by a medical condition such as dementia.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Mark</th> <th style="text-align: left;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5–6</td> <td>Application of knowledge is appropriate and accurate and shows clear understanding.  Analysis to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3–4</td> <td>Application of knowledge is mostly appropriate, showing some clear understanding. There may be a few errors.  Analysis to demonstrate understanding of concepts and theories is effective and mostly relevant. Some clear links are made.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–2</td> <td>Application of knowledge is limited and may show a lack of understanding. There may be a number of errors.  Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate.</td> </tr> <tr> <td></td> <td style="text-align: center;"><b>0</b></td> <td>No relevant material.</td> </tr> </tbody> </table> <p><b>Indicative content</b></p> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• More risk adverse and will withdraw.</li> <li>• Greater levels of anxiety.</li> </ul>	Level	Mark	Description	3	5–6	Application of knowledge is appropriate and accurate and shows clear understanding.  Analysis to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made.	2	3–4	Application of knowledge is mostly appropriate, showing some clear understanding. There may be a few errors.  Analysis to demonstrate understanding of concepts and theories is effective and mostly relevant. Some clear links are made.	1	1–2	Application of knowledge is limited and may show a lack of understanding. There may be a number of errors.  Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate.		<b>0</b>	No relevant material.	<p><b>6</b></p> <p><b>AO2=3</b></p> <p><b>AO3=3</b></p>
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	<ul style="list-style-type: none"><li>• May be depressed and withdraw from society.</li><li>• Confabulate to compensate for their memory loss.</li><li>• Insecure and anxious.</li><li>• May be more aggressive.</li><li>• The individual may need greater levels of reassurance.</li><li>• Individual may dwell on things and become repetitive.</li><li>• Individual may be tearful.</li><li>• Mood swings.</li></ul> <p><b>AO3</b></p> <ul style="list-style-type: none"><li>• More risk adverse and will withdraw particularly from social or public events.</li><li>• Greater levels of anxiety particularly when doing things that once were normal and habitually undertaken such as shopping.</li><li>• Maybe depressed and withdraw from society and become quite a recluse, feeling safe within his or her own home.</li><li>• Confabulate to compensate for their memory loss. The individual will begin to talk more than normal and make stories up to create a sense of normality.</li><li>• Insecure and anxious particularly when it comes to big events and may become reliant on others.</li><li>• May be more aggressive as they cannot come to terms with the memory loss.</li><li>• The individual may need greater levels of reassurance when undertaking everyday tasks such as washing and dressing.</li><li>• Individual may dwell on things and become repetitive, constantly writing activities and events down and questioning those around for clarification.</li><li>• Individual may be tearful over little things particularly if they have forgotten key dates and events.</li><li>• Mood swings may become more frequent as the condition worsens particularly in younger individuals with dementia.</li></ul> <p>Accept other suitable responses.</p>	
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### Assessment Objective Grid

Question	AO1	AO2	AO3	Total
1 (a)	2			2
1 (b)	2			2
1 (c)	2			2
2 (a)	2			2
2 (b)	2			2
3 (a)	1	2		3
3 (b)	3	3	3	9
4 (a)	1	2		3
4 (b)	2	2		4
4 (c)	2	2		4
5		6	6	12
6 (a)		2		2
6 (b)		2		2
6 (c)	1	2		3
7 (a)	1	2		3
7 (b)	2			2
8 (a)	1	2		3
8 (b)		1	1	2
9 (a) (i)	2			2
9 (a) (ii)			3	3
9 (b)		3	3	6
10 (a)	2			2
10 (b)	1		2	3
10 (c)		3	3	6
<b>Total</b>	<b>29</b>	<b>34</b>	<b>21</b>	<b>84</b>