



NCFE CACHE Level 2 Technical Award in Health and Social Care (603/3294/3)

February 2023

Assessment code: TAHSC/SAE
Past paper

Mark Scheme

V2.0 Post-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:

AO1	Recall knowledge and show understanding.
AO2	Apply knowledge and understanding.
AO3	Analysis to demonstrate understanding of concepts and theories.

The weightings of each assessment objective can be found in the qualification specification.

Qu	Mark scheme	Total marks								
1 (a)	<p>Identify two (2) unplanned life events Li has experienced.</p> <p>Award one (1) mark for each unplanned life event Li has experienced, up to two (2) marks:</p> <ul style="list-style-type: none"> • moving to / living in the UK / leaving China (1) • leaving behind friends and family (1) • being a carer for her father / her father having a stroke (1). <p>NB: Do not credit transitions such as starting school as this is planned.</p> <p>Accept other appropriate responses.</p>	<p>2</p> <p>AO1=2</p>								
1 (b)	<p>Discuss ways the unplanned life events experienced by Li may affect her emotional development.</p> <table border="1" data-bbox="293 958 1244 2074"> <thead> <tr> <th data-bbox="293 958 411 1010">Marks</th> <th data-bbox="411 958 1244 1010">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="293 1010 411 1352">5–6</td> <td data-bbox="411 1010 1244 1352"> <p>Application of knowledge is appropriate and accurate and shows clear understanding of the ways that the unplanned life events experienced by Li may affect her emotional development.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective showing awareness of the ways unplanned life events may affect emotional development. Clear links are made.</p> </td> </tr> <tr> <td data-bbox="293 1352 411 1695">3–4</td> <td data-bbox="411 1352 1244 1695"> <p>Application of knowledge is mostly appropriate showing some understanding of the ways that the unplanned life events experienced by Li may affect her emotional development. There may be a few errors.</p> <p>Analysis to demonstrate understanding of concepts and theories is effective. Awareness of the ways unplanned life events may affect emotional development is mostly relevant. Some clear links are made.</p> </td> </tr> <tr> <td data-bbox="293 1695 411 2074">1–2</td> <td data-bbox="411 1695 1244 2074"> <p>Application of knowledge is limited and may show a lack of understanding of the ways that the unplanned life events experienced by Li may affect her emotional development. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness. There is a lack of awareness of the ways unplanned life events may affect emotional development. Links may be made but are often inappropriate.</p> </td> </tr> </tbody> </table>	Marks	Description	5–6	<p>Application of knowledge is appropriate and accurate and shows clear understanding of the ways that the unplanned life events experienced by Li may affect her emotional development.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective showing awareness of the ways unplanned life events may affect emotional development. Clear links are made.</p>	3–4	<p>Application of knowledge is mostly appropriate showing some understanding of the ways that the unplanned life events experienced by Li may affect her emotional development. There may be a few errors.</p> <p>Analysis to demonstrate understanding of concepts and theories is effective. Awareness of the ways unplanned life events may affect emotional development is mostly relevant. Some clear links are made.</p>	1–2	<p>Application of knowledge is limited and may show a lack of understanding of the ways that the unplanned life events experienced by Li may affect her emotional development. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness. There is a lack of awareness of the ways unplanned life events may affect emotional development. Links may be made but are often inappropriate.</p>	<p>6</p> <p>AO2=3</p> <p>AO3=3</p>
Marks	Description									
5–6	<p>Application of knowledge is appropriate and accurate and shows clear understanding of the ways that the unplanned life events experienced by Li may affect her emotional development.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective showing awareness of the ways unplanned life events may affect emotional development. Clear links are made.</p>									
3–4	<p>Application of knowledge is mostly appropriate showing some understanding of the ways that the unplanned life events experienced by Li may affect her emotional development. There may be a few errors.</p> <p>Analysis to demonstrate understanding of concepts and theories is effective. Awareness of the ways unplanned life events may affect emotional development is mostly relevant. Some clear links are made.</p>									
1–2	<p>Application of knowledge is limited and may show a lack of understanding of the ways that the unplanned life events experienced by Li may affect her emotional development. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness. There is a lack of awareness of the ways unplanned life events may affect emotional development. Links may be made but are often inappropriate.</p>									

0	No relevant material.	
<p>Indicative content</p>		
<p>AO2</p>		
<ul style="list-style-type: none"> • Moving to / living in the UK could have a positive / negative effect on Li’s emotional development. • Leaving China may have a positive / negative effect on Li’s emotional development. • Coping with unplanned life events may make Li feel emotionally strong to face other situations in her life. • Missing friends and family may have a negative effect on Li’s emotional development. Making new friends may make Li feel confident and increase her self-esteem. • Being a carer for her father may be an emotionally draining experience or a rewarding experience. 		
<p>AO3</p>		
<ul style="list-style-type: none"> • Living in a new country Li may feel excited, as she is experiencing new things, which may reduce her levels of stress from moving or she could feel nervous / unsure about the future in a new country. • Li is emotionally resilient, as she knows she can deal with other situations she may face in life. • Being a carer, Li may worry about her father’s health and feel responsible for his well-being or being a carer may increase her self-esteem and development of a positive self-concept, as she may have a sense of purpose in helping her father. 		
<p>Accept other appropriate responses.</p>		

2 (a)	<p>Li is experiencing anxiety. Her doctor has made an appointment for her to see a counsellor.</p> <p>Name the type of referral the doctor has made.</p> <p>Award one (1) mark for the correct answer:</p> <p>Professional referral (1).</p>	<p>1</p> <p>AO1=1</p>
--------------	---	-------------------------------------

2 (b)	<p>Which two (2) tasks are part of a counsellor’s job role?</p> <p>Award one (1) mark for each correct answer:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="width: 80%;"></th> <th style="width: 20%; text-align: center;">Tick (✓)</th> </tr> </thead> <tbody> <tr> <td>Give advice on what an individual should do</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Make referrals to other services</td> <td style="text-align: center;">1 (✓)</td> </tr> <tr> <td>Assess an individual’s mental and physical health</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Provide an individual with medication</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Support an individual to deal with their problems</td> <td style="text-align: center;">1 (✓)</td> </tr> </tbody> </table>		Tick (✓)	Give advice on what an individual should do	<input type="checkbox"/>	Make referrals to other services	1 (✓)	Assess an individual’s mental and physical health	<input type="checkbox"/>	Provide an individual with medication	<input type="checkbox"/>	Support an individual to deal with their problems	1 (✓)	<p>2</p> <p>AO1=2</p>
	Tick (✓)													
Give advice on what an individual should do	<input type="checkbox"/>													
Make referrals to other services	1 (✓)													
Assess an individual’s mental and physical health	<input type="checkbox"/>													
Provide an individual with medication	<input type="checkbox"/>													
Support an individual to deal with their problems	1 (✓)													

<p>2 (c)</p>	<p>Identify two (2) skills or attributes a counsellor should have and explain the importance of each skill or attribute to the counsellor’s role.</p> <p>Award one (1) mark for each skill or attribute a counsellor should have and up to two (2) marks for an explanation of the importance of each skill or attribute:</p> <ul style="list-style-type: none"> • showing empathy (AO1 1) as the counsellor needs to be able to put themselves in the position of the client (AO3 1) to understand the client’s feelings and perspective (AO3 1) • being trustworthy (AO1 1) for example the client’s data needs to be kept confidential to ensure no breaches occur and no harm is caused to the client (AO3 1), this is needed to support honest and open interactions between counsellor and client (AO3 1) • being patient (AO1 1) by letting the client talk in their own time (AO3 1), this helps the client to feel at ease (AO3 1) • showing commitment (AO1 1), for example, ensuring the client is the primary concern (AO3 1) this will help develop a positive relationship (AO3 1) • using effective communication / Interpersonal skills (AO1 1) this will help the client gain their own insight into their problems (AO3 1) so they can gain insight into ways they can help themselves and feel empowerment (AO3 1) • being a reflective practitioner (AO1 1) this helps the counsellor consider the best ways to support the client (AO3 1) for example, to make a referral (AO3 1). <p>Accept other appropriate responses.</p>	<p>6</p> <p>AO1=2</p> <p>AO3=4</p>
<p>3 (a)</p>	<p>Li’s mother has found it difficult to access services as she does not speak a lot of English.</p> <p>State one (1) way practitioners in a service can overcome a communication barrier.</p> <p>Award one (1) mark for a way practitioners can overcome a barrier to communication:</p> <ul style="list-style-type: none"> • provide a translator / interpreter to translate spoken language (1) • provide written information in the family’s language (1). <p>NB: Accept responses that refer to other types of communication barriers, such as sensory impairments and the ways these can be overcome.</p>	<p>1</p> <p>AO1=1</p>

3 (b)	<p>Which legislation protects Li’s family from discrimination?</p> <p>A Care Act 2014 B Equality Act 2010 C Health and Social Care Act 2012 D Human Rights Act 1998</p> <p>Award one (1) mark for the correct answer:</p> <p>B Equality Act 2010 (1).</p>	<p>1</p> <p>AO1=1</p>
4	<p>Li’s family use voluntary services.</p> <p>State one (1) way a voluntary service is funded.</p> <p>Award one (1) mark for a source of funding for a voluntary service:</p> <ul style="list-style-type: none">• voluntary donations (1). <p>Accept other appropriate responses.</p>	<p>1</p> <p>AO1=1</p>

<p>5 (a)</p>	<p>Using an example, briefly describe one (1) way the outreach worker can support Li’s family.</p> <p>Award one (1) mark for a way the outreach worker can support Li’s family and one (1) mark for an example of that support:</p> <ul style="list-style-type: none"> • provide emotional support to the family (1) for example, listening to their problems (1) • provide the family with information on resources they can access (1) for example, food banks, benefits, support groups (1) • working with other agencies to support the family (1) for example, social services (1) • provide the family with practical advice and support (1) for example, benefits / finances / health / housing / legal issues / ESOL / employment (1). <p>Accept other appropriate responses.</p>	<p>2</p> <p>AO2=2</p>
---------------------	--	-------------------------------------

<p>5 (b)</p>	<p>Identify two (2) barriers an outreach worker may face when working in partnership with other practitioners and explain how each barrier can be overcome.</p> <p>Award one (1) mark for each barrier an outreach worker may face when working in partnership and award up to two (2) marks for how each barrier can be overcome:</p> <ul style="list-style-type: none"> • Barrier: having different goals (AO1 1) • Overcome: having different goals can be overcome by the outreach worker understanding the different points of view of other practitioners (AO2 1) working co-operatively / working collaboratively (AO2 1) by setting / agreeing shared goals (AO2 1). • Barrier: poor time management (AO1 1) • Overcome: poor time management can be overcome by the outreach worker improving how time is allocated (AO2 1) by better organisation and planning / ensuring the roles of other practitioners are clear and understood (AO2 1). • Barrier: lack of resources (AO1 1) • Overcome: lack of resources can be overcome by the outreach worker using problem-solving skills (AO2 1) such as negotiation / reallocation or sharing of resources and roles (AO2 1). <p>Accept other appropriate responses.</p>	<p>6</p> <p>AO1=2</p> <p>AO2=4</p>
---------------------	--	---

<p>6 (a)</p>	<p>Describe two (2) ways the outreach worker can keep Li's family's personal data confidential.</p> <p>Award one (1) mark for each way the outreach worker can maintain confidentiality, up to two (2) marks:</p> <ul style="list-style-type: none"> • ensure personal data is not left unattended (1) • store paper-based personal data securely by locking files (1) • store electronic personal data securely by using a password (1) • give access to personal data only with the family's consent (1) • give access to personal data only to those who need to know (1). <p>Accept other appropriate responses.</p>	<p>2</p> <p>AO1=2</p>
<p>6 (b)</p>	<p>Explain how the outreach worker is valuing Li's family by keeping their personal data confidential.</p> <p>Award up to two (2) marks for an explanation of how keeping data confidential shows the family they are valued:</p> <ul style="list-style-type: none"> • confidentiality shows Li's family that the outreach worker appreciates that their personal data is important and should be respected (1) so by respecting the family's personal data they are valuing the family and their privacy (1). <p>Accept other appropriate responses.</p>	<p>2</p> <p>AO2=2</p>
<p>7 (a)</p>	<p>There are many factors that humans experience which may influence their development.</p> <p>State two (2) factors Li experiences and explain how each factor may positively influence Li's development.</p> <p>Award one (1) mark for each factor and up to two (2) marks for each explanation of how that factor may positively influence Li's development (2x3).</p> <ul style="list-style-type: none"> • Factor: relationships with parents (AO2 1) <ul style="list-style-type: none"> – may increase Li's cognitive development (AO3 1) – as Li's parents may encourage Li to achieve her aspirations / work hard at school (AO3 1) • Factor: relationship with friends (AO2 1) <ul style="list-style-type: none"> – may increase Li's emotional well-being (AO3 1) – as Li's friends may provide Li with emotional support (AO3 1) – as friends increase self-esteem / make Li feel good about herself (AO3 1) 	<p>6</p> <p>AO2=2</p> <p>AO3=4</p>

	<ul style="list-style-type: none"> • Factor: culture (AO2 1) <ul style="list-style-type: none"> – may increase Li’s emotional development (AO3 1) – as Li is proud of her culture / increasing her self-esteem / positive self-concept (AO3 1). <p>Accept other appropriate responses.</p>	
--	--	--

<p>7 (b)</p>	<p>State two (2) different factors Li experiences and explain how each factor may negatively influence Li’s development.</p> <p>Award one (1) mark for each factor and up to two (2) marks for each explanation of how each factor may negatively influence Li’s development (2x3).</p> <ul style="list-style-type: none"> • Factor: being bullied at school (AO2 1) <ul style="list-style-type: none"> – may reduce Li’s emotional development (AO3 1) – as she may experience anxiety / depression (AO3 1) – may reduce Li’s physical development (AO3 1) – as she may experience injury / pain if bullying is physical (AO3 1) – as she may experience stress from bullying which may result in not eating properly, not sleeping, feeling fatigued (AO3 1) – may reduce Li’s cognitive development (AO3 1) – as she may not want to go to school / engage in lessons (AO3 1). • Factor: Li lives in a ground-floor flat near a main road (AO2 1) <ul style="list-style-type: none"> – may reduce Li’s physical development (AO3 1) – as she may experience noise pollution causing disrupted sleep (AO3 1) – as she may experience air pollution causing chest infections and trigger asthma attacks (AO3 1) – may reduce Li’s cognitive development (AO3 1) – as she may find it difficult to concentrate on schoolwork (AO3 1). • Factor: living in a city centre (AO2 1) <ul style="list-style-type: none"> – may reduce Li’s physical development (AO3 1) – as this may reduce access to open space to exercise / keep fit / control weight (AO3 1) – as pollution may cause breathing difficulties / noise may cause sleep problems / stress levels (AO3 1). • Factor: being a carer for her father / her father’s stroke (AO2 1) <ul style="list-style-type: none"> – may reduce Li’s emotional development (AO3 1) – as she may worry as she has responsibility for her father’s health / well-being (AO3 1) 	<p>6</p> <p>AO2=2</p> <p>AO3=4</p>
---------------------	---	---

	<ul style="list-style-type: none"> – may reduce Li’s physical development (AO3 1) – as caring may make her tired / fatigued (AO3 1) – may reduce Li’s cognitive development (AO3 1) – as she may have less time / too tired to do her schoolwork / takes time off school to care for her father (AO3 1). <p>Accept other appropriate responses.</p>	
8 (a)	<p>Li’s mother is in the ‘middle adulthood’ life stage.</p> <p>Identify one (1) change in a woman's physical development that typically occurs during the 'middle adulthood' life stage.</p> <p>Award one (1) mark for a change in physical development during the ‘middle adulthood’ life stage for women:</p> <ul style="list-style-type: none"> • menopause (1) • weight gain / loss (1) • hair loss / gain (1) <p>Accept other appropriate responses.</p>	<p>1</p> <p>AO1=1</p>
8 (b)	<p>Li is in the ‘adolescent’ life stage.</p> <p>Briefly describe two (2) characteristics of social development during the ‘adolescent’ life stage.</p> <p>Award one (1) mark for each characteristic of social development during the ‘adolescent’ life stage, up to two (2) marks:</p> <ul style="list-style-type: none"> • increased social circle / peer group (1) • making new relationship / friendships (1) • longer lasting / enduring relationships with friends (1) • reduced dependence on parents / carers / increased independence (1) • less time spent with family and more time with peers (1) • influenced more by friends / peers (1) • friends provide increased support to each other (1) • first romantic relationships – boyfriend / girlfriend / partner (1). <p>Accept other appropriate responses.</p>	<p>2</p> <p>AO1=2</p>
8 (c)	<p>Explain two (2) ways Li’s physical development during adolescence may affect her emotional development.</p> <p>Award up to two (2) marks for each physical development during adolescence which affects Li’s emotional development:</p>	<p>4</p> <p>AO2=2</p>

	<ul style="list-style-type: none"> • as Li goes through puberty, she will experience physical changes as her body develops (AO2 1). This may affect Li's self-concept, as she will start to see herself becoming an adult (AO3 1) • Li may feel self-conscious about the changes in her body / physical appearance, for example, weight gain (AO2 1). This may affect her level of confidence and self-esteem (AO3 1) • hormone changes during puberty may affect Li's moods (AO2 1) for example, she may experience mood swings – frustration, low mood (AO3 1). <p>Accept other appropriate responses.</p>	<p>AO3=2</p>
<p>9 (a)</p>	<p>Li's father receives support with his personal care.</p> <p>State one (1) personal care task that Li's father may receive support with.</p> <p>Award one (1) mark for a personal care task that Li's father may receive support with:</p> <ul style="list-style-type: none"> • dressing (1) • feeding (1). 	<p>1</p> <p>AO2=1</p>
<p>9 (b)</p>	<p>Li's father receives formal care and informal care.</p> <p>Describe two (2) features of informal care that Li's father receives.</p> <p>Award one (1) mark for each feature of informal care, up to two (2) marks:</p> <ul style="list-style-type: none"> • care is provided by family members / Li and her mother (1) • Li and her mother are not paid / not employed (1) • care is provided by Li and her mother who are not professionals / practitioners (1). 	<p>2</p> <p>AO1=2</p>

10 (a)	<p>Li would like to become a nurse.</p> <p>Describe two (2) ways Li can find out about the role of a nurse.</p> <p>Award one (1) mark for each way Li can find out about the role of a nurse, up to two (2) marks:</p> <ul style="list-style-type: none">• visit a careers adviser to gain information on the role of a nurse (1)• research the role of a nurse on the internet (1)• undertake work experience / placement in a health care setting (1). <p>Accept other appropriate responses.</p>	<p>2</p> <p>AO1=2</p>
---------------	---	-------------------------------------

10 (b)	<p>Li knows that nurses need to undertake continuing professional development (CPD).</p> <p>Explain what continuing professional development (CPD) is and describe one (1) benefit of a health and social care practitioner engaging in CPD.</p> <p>Award up to two (2) marks for the explanation of continuing professional development:</p> <ul style="list-style-type: none"> the continuous tracking and documenting of a practitioner’s skills, knowledge and experience they have gained (AO1 1) whilst in their role / beyond any initial training (AO1 1) examples of CPD activities such as training courses, observations, reading (AO1 1). <p>Award one (1) mark for a benefit of a practitioner undertaking continuing professional development:</p> <ul style="list-style-type: none"> supports promotion and achieving career goals (AO2 1) maintains / increases up-to-date knowledge and skills (AO2 1) builds confidence (AO2 1) improves outcomes / quality of care given (AO2 1) become more efficient within their role (AO2 1) meets regulatory requirements (AO2 1). <p>Accept other appropriate responses.</p>	<p>3</p> <p>AO1=2</p> <p>AO2=1</p>
---------------	---	---

11 (a)	<p>Li’s father’s treatment for his stroke involves rehabilitation.</p> <p>Assess how rehabilitation will benefit Li’s father.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5–6</td> <td>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective showing awareness of how rehabilitation will benefit Li’s father. Clear links are made.</td> </tr> <tr> <td style="text-align: center;">3–4</td> <td>Analysis to demonstrate understanding of concepts and theories is effective, showing some awareness of how rehabilitation will benefit Li’s father is mostly relevant. Some clear links are made.</td> </tr> <tr> <td style="text-align: center;">1–2</td> <td>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness. There is a lack of awareness of how rehabilitation will benefit Li’s father. Links may be made but are often inappropriate.</td> </tr> <tr> <td style="text-align: center;">0</td> <td>No relevant material.</td> </tr> </tbody> </table>	Marks	Description	5–6	Analysis to demonstrate understanding of concepts and theories is detailed and highly effective showing awareness of how rehabilitation will benefit Li’s father. Clear links are made.	3–4	Analysis to demonstrate understanding of concepts and theories is effective, showing some awareness of how rehabilitation will benefit Li’s father is mostly relevant. Some clear links are made.	1–2	Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness. There is a lack of awareness of how rehabilitation will benefit Li’s father. Links may be made but are often inappropriate.	0	No relevant material.	<p>6</p> <p>AO3=6</p>
Marks	Description											
5–6	Analysis to demonstrate understanding of concepts and theories is detailed and highly effective showing awareness of how rehabilitation will benefit Li’s father. Clear links are made.											
3–4	Analysis to demonstrate understanding of concepts and theories is effective, showing some awareness of how rehabilitation will benefit Li’s father is mostly relevant. Some clear links are made.											
1–2	Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness. There is a lack of awareness of how rehabilitation will benefit Li’s father. Links may be made but are often inappropriate.											
0	No relevant material.											

	<p>Indicative content</p> <p>AO3</p> <ul style="list-style-type: none"> • Rehabilitation will help Li's father relearn skills and abilities lost due to the stroke. • Re-learning skills and abilities such as self-care, feeding, dressing and bathing. • Re-learning language and communication skills, which will increase Li's father's ability to express his wishes and express decisions about his care. • Regaining mobility – movement / walking. • Rehabilitation will help Li's father regain more independence. This will be beneficial, as it will improve the quality of his life, self-esteem / self-worth, self-concept. • Rehabilitation will improve Li's father's emotional well-being. This may reduce depression and anxiety, which can result from feelings of dependence / frustration. <p>Accept other appropriate responses.</p>	
--	--	--

<p>11 (b)</p>	<p>Give the meaning of 'respite care' and state one (1) way respite care can support Li and her mother.</p> <p>Award up to two (2) marks for the meaning of respite care:</p> <ul style="list-style-type: none"> • a short break in the care given by a carer to an individual (AO1 1) • outside the family home/usually in the form of residential care for the individual being cared for (AO1 1). <p>Award one (1) mark for a way that respite care can support Li and her mother:</p> <ul style="list-style-type: none"> • the break in the care can reduce Li and her mother's stress / exhaustion / relieve feelings of frustration (AO2 1) • allows Li and her mother time to socialise with family and friends (AO2 1). <p>Accept other appropriate responses.</p>	<p>3</p> <p>AO1=2</p> <p>AO2=1</p>
----------------------	---	---

<p>12</p>	<p>Give the meaning of ‘person-centred practice’ and state one (1) way person-centred practice supports Li’s father’s rights.</p> <p>Award two (2) marks for the meaning of person-centred practice:</p> <ul style="list-style-type: none"> • putting the individual at the centre of their own care (AO1 1) • recognising every individual is unique (AO1 1) • respecting an individual’s needs and preferences (AO1 1). <p>Award one (1) mark for a way person-centred practice supports Li’s father’s rights:</p> <ul style="list-style-type: none"> • by enabling him to express his needs and wishes (AO2 1) • by enabling him to make informed decisions about his care (AO2 1). <p>Accept other appropriate responses.</p>	<p>3</p> <p>AO1=2</p> <p>AO2=1</p>
<p>13 (a)</p>	<p>Give the meaning of a ‘reflective practitioner’ and explain two (2) reasons why health and social care practitioners should use reflective practice.</p> <p>Award up to two (2) marks for the meaning of a reflective practitioner:</p> <ul style="list-style-type: none"> • a reflective practitioner is a practitioner who regularly looks back at their work / how they delivered care (AO1 1) and considers how they can improve / overcome problems / do things differently (AO1 1). <p>Award up to two (2) marks for each reason (total of four marks) why health and social care practitioners should use reflective practice:</p> <ul style="list-style-type: none"> • practitioners can reflect on problems a service user may be experiencing (AO3 1) so practitioners can then find ways to address the service user’s problems (AO3 1) • practitioners can reflect on ways to improve the quality of the care they give (AO3 1) by improving their practice / service this will benefit the service users (AO3 1) • the public are assured that health and social care practitioners are continuously seeking to improve (AO3 1) this can increase trust in practitioners and the service they provide (AO3 1). <p>Accept other appropriate responses.</p>	<p>6</p> <p>AO1=2</p> <p>AO3=4</p>

<p>13 (b)</p>	<p>Jack is a practitioner in the nursing home and supports mealtimes as part of his role.</p> <p>Describe what is meant by ‘duty of care’ and state one (1) way Jack can show duty of care during mealtimes.</p> <p>Award up to two (2) marks for the meaning of duty of care:</p> <ul style="list-style-type: none"> • duty of care is a legal requirement (AO1 1) to act in a way that reduces harm to others (AO1 1). <p>Award one (1) mark for a way duty of care can be shown by Jack during mealtimes:</p> <ul style="list-style-type: none"> • ensuring drinks are not too hot (AO2 1) • ensuring the food is fully cooked (AO2 1) • ensuring the food is cut up / liquidised as required (AO2 1) • supervising mealtimes (AO2 1) • ensuring tableware is clean (AO2 1). <p>Accept other appropriate responses.</p>	<p>3</p> <p>AO1=2</p> <p>AO2=1</p>
<p>13 (c)</p>	<p>Briefly describe one (1) way Jack can promote Li’s father’s dignity during routine care.</p> <p>Award one (1) mark for a way Jack can promote Li’s father’s dignity:</p> <ul style="list-style-type: none"> • let him choose his clothes (1) • involve him in decisions (1) • address him by his name (1) • respect his personal space (1) • respect his possessions (1) • undertake personal care sensitively (1). <p>Accept other appropriate responses.</p>	<p>1</p> <p>AO1=1</p>

<p>14 (a)</p>	<p>Which organisation would inspect the nursing home?</p> <p>A The Care Quality Commission (CQC) B The General Medical Council (GMC) C The Nursing and Midwifery Council (NMC) D The Office for Standards in Education, Children's Services and Skills (Ofsted)</p> <p>Award one (1) mark for the correct answer:</p> <p>A The Care Quality Commission (CQC) (1).</p>	<p>1</p> <p>AO1=1</p>
<p>14 (b)</p>	<p>State two (2) ways the organisation inspecting the nursing home can gain information on the quality of the care provided.</p> <p>Award one (1) mark for each way the organisation can gain information on the quality of the care provided, up to two (2) marks:</p> <ul style="list-style-type: none"> • speaking to service users / their families (1) • information from complaints (1) • speaking to staff / managers (1) • observing care being delivered (1) • looking at individual care plans / pathways (1) • reviewing records/data (1) • looking at documents, policies and procedures (1). <p>Accept other appropriate responses.</p>	<p>2</p> <p>AO1=2</p>

Assessment Objective Grid

Question	AO1	AO2	AO3	Total
1a	2			2
1b		3	3	6
2a	1			1
2b	2			2
2c	2		4	6
3a	1			1
3b	1			1
4	1			1
5a		2		2
5b	2	4		6
6a	2			2
6b		2		2
7a		2	4	6
7b		2	4	6
8a	1			1
8b	2			2
8c		2	2	4
9a		1		1
9b	2			2
10a	2			2
10b	2	1		3
11a			6	6
11b	2	1		3
12	2	1		3
13a	2		4	6
13b	2	1		3
13c	1			1
14a	1			1
14b	2			2
Total	35	22	27	84