



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

February 2024

Assessment code: TAHSC/SAE

Paper number: Past paper

## **Mark Scheme**

v1.1 Post-standardisation

Past Paper

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 reverse 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:

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|------------|--|
| <b>A01</b> | Recall of knowledge and understanding                          |
| <b>A02</b> | Application of knowledge and understanding                     |
| <b>A03</b> | Analysis to demonstrate understanding of concepts and theories |

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

Past Paper

| Qu | Mark scheme  | Total marks   |
|----|--|---|
| 1  | <p><b>Jacob is currently in the adolescence life stage.</b></p> <p><b>Name two (2) previous life stages that Jacob has been through.</b></p> <p>Award <b>one (1)</b> mark for each previous life stage, up to a maximum of <b>two (2)</b> marks:</p> <ul style="list-style-type: none"> <li>• childhood (1)</li> <li>• infancy (1).</li> </ul>   | <p><b>2</b></p> <p><b>AO1=2</b></p>                     |
| 2  | <p><b>Harry’s daughter has applied for Harry to attend the day care centre.</b></p> <p><b>Which referral did Harry’s daughter make?</b></p> <p><b>A) Compulsory</b><br/> <b>B) Professional</b><br/> <b>C) Self</b><br/> <b>D) Third party</b></p> <p>Award <b>one (1)</b> mark for correct answer:</p> <p>D) Third party (1).</p>   | <p><b>1</b></p> <p><b>AO1=1</b></p>                     |
| 3  | <p><b>Identify and describe one (1) private health and social care service Harry could access in his current life stage.</b></p> <p>Award <b>one (1)</b> mark for correct identification of a private service and up to <b>two (2)</b> marks for accurate description of the service specific to Harry:</p> <ul style="list-style-type: none"> <li>• private care home (1) where he can stay long-term and get 24-hour care (1) but will pay for this service (1)</li> <li>• private hospital (1) where he will pay for his treatment (1) and will not have to wait long for appointments or treatment (1)</li> <li>• private dentist (1) where he will be able to get dental treatment quickly (1) but will have to pay for this service (1)</li> <li>• private optician (1) where he will be able to get his eyes tested and get prescription glasses (1) but will have to pay for his prescription and glasses (1).</li> </ul> <p>Only award a second description mark if there is a link to the service being private.</p> <p>Accept other suitable responses.</p> | <p><b>3</b></p> <p><b>AO1=1</b></p> <p><b>AO2=2</b></p> |
| 4  | <p><b>Harry visits the local day care centre and is introduced to the staff who will be caring for him, including the activities co-ordinator.</b></p>   | <p><b>4</b></p> <p><b>AO1=2</b></p>                     |

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|                    | <p><b>Identify two (2) roles of the activities co-ordinator at the centre and briefly describe each role.</b></p> <p>Award <b>one (1)</b> mark for each correct identification up to <b>two (2)</b> marks and <b>one (1)</b> mark for each brief description:</p> <ul style="list-style-type: none"> <li>• talking to service users (1) - about activities they would like to do (1)</li> <li>• planning and organising activities (1) – to meet individual needs (1)</li> <li>• preparing resources for activities (1) – to ensure everyone can participate (1)</li> <li>• organising trips out (1) – and consider transport arrangements (1)</li> <li>• undertaking risk assessments (1) – to ensure service users are kept safe during activities (1)</li> <li>• assisting services users (1) – to ensure they can participate (1)</li> <li>• keep physically active (1) - to maintain / improve mobility (1)</li> <li>• keep mind active / mentally stimulated (1) – to support memory / mental health (1).</li> </ul> <p>Accept other suitable responses.</p> | <p><b>AO2=2</b></p>                 |
| <p><b>5(a)</b></p> | <p><b>Jacob is an informal carer to his grandfather Harry as he supports him at the weekends.</b></p> <p><b>Apart from family members, identify two (2) other types of informal carers.</b></p> <p>Award <b>one (1)</b> mark for each type of informal care identified, up to a maximum of <b>two (2)</b> marks:</p> <ul style="list-style-type: none"> <li>• friends (1)</li> <li>• neighbours (1)</li> <li>• community group (1)</li> <li>• volunteers (1).</li> </ul> <p><b>NB:</b> Do not accept family.</p>   | <p><b>2</b></p> <p><b>AO1=2</b></p> |
| <p><b>5(b)</b></p> | <p><b>Explain ways that informal carers can help Harry.</b></p> <p>Award up to <b>three (3)</b> marks:</p> <ul style="list-style-type: none"> <li>• supports the service user with tasks (1) such as shopping, cooking meals, gardening, cleaning, taking them out to appointments (1) to meet their needs (1)</li> <li>• support with recovery and illness (1) collecting medication (1), support to live independently (1)</li> <li>• spend time talking to them (1), take on outings (1) and participate in hobbies (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>6(a)</b> | <p><b>Identify</b> one (1) <b>barrier Harry may face in accessing the day care centre.</b></p> <p>Award <b>one (1)</b> mark for any of the following:</p> <ul style="list-style-type: none"> <li>• communication (1)</li> <li>• cultural values (1)</li> <li>• cost (1)</li> <li>• location (1)</li> <li>• physical access (1).</li> </ul> <p>Do not award physical barrier.<br/>Accept other suitable responses.</p> | <p><b>1</b><br/><b>AO1=1</b></p> |
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| <b>6(b)</b> | <p><b>Describe how the barrier you identified in question 6(a) can be overcome.</b></p> <p>Award up to <b>two (2)</b> marks for:</p> <ul style="list-style-type: none"> <li>• communication – he could be provided with written information in large print (1) to enable him to understand what the day centre offers (1)</li> <li>• cultural values – staff could find out cultural needs such as dietary requirements (1) to ensure his religious beliefs are respected (1)</li> <li>• cost (1) – he could access charity support or benefits (1) to enable him to afford transport to the day care centre (1)</li> <li>• location – transport could be provided (1) to enable him to attend the day care centre (1)</li> <li>• physical access – setting could provide ramps and handrails for his mobility (1) to enable him to access the day care centre safely (1).</li> </ul> <p>Accept other suitable responses.</p> | <p><b>2</b><br/><b>AO2=2</b></p> |
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| <b>7</b> | <p><b>Explain how the staff at the day care centre ensure care values are applied in their day-to-day work.</b></p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5-6</td> <td> <p>Application of knowledge is appropriate and accurate and shows clear understanding of how the staff ensure the care values are applied in their day-to-day work.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective showing awareness of the importance of how the staff ensure the care values are applied in their day-to-day work. Clear links are made.</p> </td> </tr> </tbody> </table> | Marks | Description | 5-6 | <p>Application of knowledge is appropriate and accurate and shows clear understanding of how the staff ensure the care values are applied in their day-to-day work.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective showing awareness of the importance of how the staff ensure the care values are applied in their day-to-day work. Clear links are made.</p> | <p><b>6</b><br/><b>AO2=3</b><br/><b>AO3=3</b></p> |
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| Marks    | Description   |       |             |     |  |   |
| 5-6      | <p>Application of knowledge is appropriate and accurate and shows clear understanding of how the staff ensure the care values are applied in their day-to-day work.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective showing awareness of the importance of how the staff ensure the care values are applied in their day-to-day work. Clear links are made.</p>  |       |             |     |  |   |

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| 3-4 | <p>Application of knowledge is mostly appropriate showing some understanding of how the staff ensure the care values are applied in their day-to-day work. There may be a few errors.</p> <p>Analysis to demonstrate understanding of concepts and theories is effective. Awareness of the importance of how the staff ensure the care values are applied in their day-to-day work 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 how the staff ensure the care values are applied in their day-to-day work. 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 importance of how the staff ensure the care values are applied in their day-to-day work. Links may be made but are often inappropriate.</p> |
| 0   | No relevant material.   |

### Indicative Content

#### AO2:

- safeguarding – staff should ensure the service users are kept safe by ensuring risk assessments are carried out in the setting
- person-centred care – staff should ensure they offer the service users an informed choice such as what activities to participate in
- independence – staff should ensure they support service users to do things for themselves such as personal care or feeding. Staff could provide mobility aids to support independence to meet their needs
- confidentiality – information should be shared on a need-to-know basis and stored securely.

#### AO3:

- any signs of abuse should be reported in line with the policy and procedures to protect the service user from harm or abuse
- providing person-centred care will enable the service user to feel empowered and give them ownership over their day-to-day care
- by allowing service users to be independent in their care ensures they are valued and increases their self-esteem and confidence
- staff must not gossip about the service users in their care as this breaks confidentiality and trust resulting in poor relationships.

Accept other suitable responses.

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| <b>8</b> | <p><b>At the day care centre Jacob may have access to information on his grandfather and must maintain confidentiality.</b></p> <p><b>Briefly describe two (2) ways Jacob can maintain confidentiality.</b></p> <p>Award <b>two (2)</b> marks for each brief description:</p> <ul style="list-style-type: none"> <li>• <del>not share confidential information with his family / friends (1)</del></li> <li>• keep information locked away / password protected (1)</li> <li>• only share information on a need-to-know basis (1)</li> <li>• not talking where others can overhear (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>9</b> | <p><b>Communication is an important skill Jacob needs whilst volunteering at the day care centre.</b></p> <p><b>Identify two (2) examples of effective communication skills and briefly describe how each example will support the service users.</b></p> <p>Award up to <b>one (1)</b> mark for each correct identification and <b>one (1)</b> mark for each brief description up to <b>two (2)</b> marks:</p> <p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>• clarity in verbal skills (1)</li> <li>• positive use of body language (1)</li> <li>• eye contact (1)</li> <li>• no jargon used (1)</li> <li>• meet communication needs (1)</li> <li>• active listening (1).</li> </ul> <p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>• service user will be understood (1)</li> <li>• will support what is said verbally so message is clear (1)</li> <li>• shows the service user they are listening and interested (1)</li> <li>• avoids confusion and distress (1)</li> <li>• shows interest and instils trust (1).</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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| <b>10</b> | <p><b>The staff at the day care centre must work in partnership with several different agencies.</b></p> <p><b>Explain how working in partnership will meet the needs of the service user.</b></p> <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="width: 15%;">Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"> </td> <td> </td> </tr> </tbody> </table> | Marks | Description |  |  | <p><b>6</b></p> <p><b>AO3=6</b></p> |
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| Marks     | Description   |       |             |  |  |                                     |
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|  | 5-6  | Analysis to demonstrate an understanding of how working in partnership will meet the needs of the service user is detailed and highly effective, with clearly reasoned conclusions. |  |
|  | 3-4  | Analysis to demonstrate an understanding of how working in partnership will meet the needs of the service user is effective and mostly relevant, with simplistic conclusions.       |  |
|  | 1-2  | Analysis to demonstrate an understanding of how working in partnership will meet the needs of the service user lacks detail and may have limited effectiveness and relevance.       |  |
|  | 0  | No relevant material.   |  |
|  | <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Multi-agency working will ensure needs of service users are met.</li> <li>• Partnership working will provide holistic care to the service user to ensure they meet all needs efficiently.</li> <li>• Gaps in the services will be identified and therefore reduced.</li> <li>• Needs can be identified improving the service user's health, well-being, and recovery.</li> <li>• Partnership working can lead to a better and more effective treatment plan.</li> <li>• Professionals can share ideas and expertise making use of effective resources.</li> <li>• Workloads can be shared for more efficient care for the service user.</li> <li>• All professionals will be working towards a common goal to provide effective care.</li> <li>• Develops a system of trust and builds relationships with service users.</li> <li>• Resources can be shared to be more cost effective in the care planning and delivery.</li> <li>• Partnership working will develop high quality care.</li> </ul> <p>Accept other suitable responses.</p> |   |  |

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| 11 | <p><b>Education establishments such as schools and universities must be regulated.</b></p> <p><b>Identify the body which is responsible for regulating and inspecting Jacob's school and explain two (2) roles of this body.</b></p> <p>Award <b>one (1)</b> mark for correct identification:</p> <ul style="list-style-type: none"> <li>• Ofsted (1).</li> </ul> <p>Award up to <b>two (2)</b> marks per explanation, up to a total of <b>four (4)</b> marks:</p> | <p><b>5</b></p> <p><b>AO1=1</b></p> <p><b>AO3=4</b></p> |
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|  | <ul style="list-style-type: none"> <li>to monitor <del>and inspect</del> education (1) to ensure high quality of education is provided (1)</li> <li>they carry out unannounced and announced visits (1) grade schools and publish their findings on the service (1)</li> <li>to undertake observations and discussions with pupils and staff and obtain parent views (1) to assess the strengths and weaknesses of the service (1).</li> </ul> <p>Do not accept reference to inspecting the service in isolation.<br/>Accept other suitable responses.</p> |  |
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| <p><b>12</b></p> | <p><b>Jacob works hard at school.</b></p> <p><b>Explain three (3) ways education will positively influence Jacob's development.</b></p> <p>Responses must focus on positive aspects.</p> <p>Award up to <b>two (2)</b> marks per explanation, up to a total of <b>six (6)</b> marks:</p> <ul style="list-style-type: none"> <li>higher education grades would allow a greater range of jobs (1) which in the future will lead to greater financial security (1)</li> <li>the opportunity to attend university and study at a higher level (1) will support cognitive development (1)</li> <li>friendship groups will develop (1). Friendships with similar interests will support emotional and social development (1)</li> <li>working hard to achieve high grades will increase self-esteem (1). A high self-esteem will develop confidence in own abilities, feelings of security and feeling worthwhile leading to positive relationships (1)</li> <li>physical health will improve in PE lessons (1). Physical exercise will lead to a more active lifestyle and interests (1)</li> <li>develop problem-solving skills (1) which will enhance cognitive ability and independence (1).</li> </ul> <p>Award reference to PIES only with<br/>Accept other suitable responses.</p> | <p><b>6</b></p> <p><b>AO2=3</b></p> <p><b>AO3=3</b></p> |
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| <p><b>13</b></p> | <p><b>Going to university is a significant life event.</b></p> <p><b>Describe how the transition may impact Jacob's emotions and / or independence.</b></p> <p>Award up to <b>four (4)</b> marks for a description of how the transition may impact Jacob's emotions and / or independence:</p> <p>Emotions:</p> | <p><b>4</b></p> <p><b>AO2=4</b></p> |
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|    | <ul style="list-style-type: none"> <li>• feel proud of achievements (1) raising self-esteem (1)</li> <li>• may feel stressed or anxious (1) at educational demands (1)</li> <li>• may feel lonely (1) moving away from home (1).</li> </ul> <p>Independence:</p> <ul style="list-style-type: none"> <li>• will need to meet deadlines (1) to pass his course (1)</li> <li>• will have to cook for himself (1) and plan his own meals (1)</li> <li>• will have to budget finances (1) so he does not get in debt (1).</li> </ul> <p>Accept other suitable responses.</p>                   |                                     |
| 14 | <p><b>Jacob’s volunteering is gaining him work experience in preparation for his future career.</b></p> <p><b>Identify two (2) other sources of information Jacob can use to research job roles in the health and social care sector.</b></p> <p>Award <b>one (1)</b> mark for each correct response up to <b>two (2)</b> marks:</p> <ul style="list-style-type: none"> <li>• internet (1)</li> <li>• library (1)</li> <li>• careers advisor (1)</li> <li>• media (1)</li> <li>• organisations / services for example, Connexions (1).</li> </ul> <p>Accept other suitable responses.</p> | <p><b>2</b></p> <p><b>AO1=2</b></p> |
| 15 | <p><b>Staff at the day care centre must update their Continuing Professional Development (CPD).</b></p> <p><b>Give two (2) reasons why CPD is integral to the role of health and social care practitioners.</b></p> <p>Award <b>one (1)</b> mark for each reason:</p> <ul style="list-style-type: none"> <li>• identifies training needs (1)</li> <li>• improves practice (1).</li> </ul> <p>Accept other suitable responses.</p>   | <p><b>2</b></p> <p><b>AO1=2</b></p> |
| 16 | <p><b>Identify three (3) roles of the keyworker in supporting service users in social care settings.</b></p> <p>Award <b>one (1)</b> mark for each correct identification up to <b>three (3)</b> marks:</p> <ul style="list-style-type: none"> <li>• acts as a contact for the service user and their family, friends and other health and social care practitioners (1)</li> <li>• assesses service users' needs and identifies preferences (1)</li> </ul>   | <p><b>3</b></p> <p><b>AO1=3</b></p> |

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|  | <ul style="list-style-type: none"> <li>• supports in the development of and implementation of individualised care plans (1)</li> <li>• contributes to reviewing care plans and attends review meetings (1)</li> <li>• administers prescribed medication and maintains records (1)</li> <li>• provides day-to-day personal care and support (1)</li> <li>• follows all health and safety policies and procedures (1)</li> <li>• maintains effective communication with other professionals (1).</li> </ul> <p>Accept other suitable responses.</p> |  |
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| <p><b>17</b></p> | <p><b>Name three (3) policies and procedures health and social care practitioners must follow.</b></p> <p>Award <b>one (1)</b> mark for each correct answer up to <b>three (3)</b> marks:</p> <ul style="list-style-type: none"> <li>• safeguarding (1)</li> <li>• health and safety (1)</li> <li>• infection control (1)</li> <li>• anti-discrimination (1)</li> <li>• whistleblowing (1)</li> <li>• complaints (1)</li> <li>• <del>data / confidentiality (1)</del></li> <li>• data (1)</li> <li>• confidentiality (1).</li> </ul> <p>Accept content of policies and procedures.<br/>Accept other suitable responses.</p> | <p><b>3</b></p> <p><b>AO1=3</b></p> |
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| <p><b>18</b></p> | <p><b>Explain ways the managers at the day care centre can ensure staff meet the National Occupational Standards.</b></p> <p>Award up to <b>three (3)</b> marks for accurate explanation of how the managers can ensure the staff meet the National Occupational Standards:</p> <ul style="list-style-type: none"> <li>• staff can be put on relevant training courses to ensure that they meet the standards relevant to their job role (1)</li> <li>• staff can be provided with opportunities to update CPD where gaps in their knowledge or training needs are identified (1)</li> <li>• managers can identify skills required for inexperienced staff they appoint through the interviewing process (1)</li> <li>• managers can use appraisals and performance management meetings / reviews to ascertain training needs (1)</li> <li>• reviewing practices can ensure policies and procedures are followed (1).</li> </ul> <p>Accept other suitable responses.</p> | <p><b>3</b></p> <p><b>AO3=3</b></p> |
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| <p><b>19</b></p> | <p><b>Person-centred care is one aspect of the care plan cycle.</b></p> <p><b>Identify the other five (5) components of the care planning cycle.</b></p> <p>Award <b>one (1)</b> mark for each correct identified component up to <b>five (5)</b> marks:</p> <ul style="list-style-type: none"> <li>• assess / identify needs (1)</li> <li>• implement (1)</li> <li>• monitor (1)</li> <li>• review (1)</li> <li>• revise (1).</li> </ul> <p>Accept alternative wording. <del>other suitable responses.</del></p>   | <p><b>5</b></p> <p><b>AO1=5</b></p> |
| <p><b>20</b></p> | <p><b>Identify three (3) purposes of individualised care planning.</b></p> <p>Award up to <b>three (3)</b> marks for correct identification:</p> <ul style="list-style-type: none"> <li>• meets individual needs (1)</li> <li>• ensures the service user is supported (1)</li> <li>• enables goals and action plans to be set and needs met (1)</li> <li>• ensures a consistency of care (1)</li> <li>• ensures a continuity of care (1)</li> <li>• provides risks to be managed (1).</li> </ul> <p>Accept other suitable responses.</p>  | <p><b>3</b></p> <p><b>AO1=3</b></p> |
| <p><b>21</b></p> | <p><b>Jacob is in the adolescence life stage and is going through puberty when major physical changes occur.</b></p> <p><b>Explain the physical changes of puberty.</b></p> <p>Award up to <b>three (3)</b> marks for an effective explanation of physical changes:</p> <ul style="list-style-type: none"> <li>• testicles will produce the hormone called testosterone (1)</li> <li>• pubic hair will appear around the base of the penis, arm pits and chest (1)</li> <li>• increased sweat production and may develop acne (1)</li> <li>• will become more muscular and grow taller (1)</li> <li>• develop facial hair (1)</li> <li>• voice will deepen (1)</li> <li>• sperm is produced (1)</li> <li>• secretions released from the prostate gland (1).</li> </ul> <p>Accept male or female changes and other suitable responses.</p> | <p><b>3</b></p> <p><b>AO3=3</b></p> |

|           |  |                                     |
|-----------|--|-------------------------------------|
| <b>22</b> | <p><b>Identify four (4) health and social care services Jacob may access in his current life stage.</b></p> <p>Award <b>one (1)</b> mark for each health and social care services identified up to <b>four (4)</b> marks:</p> <ul style="list-style-type: none"> <li>• youth service (1)</li> <li>• GP surgery (1)</li> <li>• hospital (1)</li> <li>• sexual health clinic (1)</li> <li>• counselling services (1).</li> </ul> <p>Accept other suitable responses.</p> | <p><b>4</b></p> <p><b>AO1=4</b></p> |
|-----------|--|-------------------------------------|

|           |   |                                     |
|-----------|---|-------------------------------------|
| <b>23</b> | <p><b>Which one (1) of the following acts has a principle of a person-centred approach?</b></p> <p><b>A Care Act 2014</b><br/> <b>B Equality Act 2010</b><br/> <b>C Health and Social Care Act 2012</b><br/> <b>D Human Rights Act 1998</b></p> <p>Award <b>one (1)</b> mark for correct answer:</p> <p><b>A Care Act 2014 (1).</b></p> | <p><b>1</b></p> <p><b>AO1=1</b></p> |
|-----------|---|-------------------------------------|

| <b>24</b> | <p><b>Explain how the practitioner can safeguard service users at the day care centre.</b></p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3-4</td> <td> <p>Application of knowledge is mostly appropriate showing some understanding of how the practitioner can safeguard service users. There may be a few errors.</p> <p>Analysis to demonstrate understanding of concepts and theories is effective. Awareness of the importance of how the practitioner can safeguard service users is mostly relevant. Some clear links are made.</p> </td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1-2</td> <td> <p>Application of knowledge is limited and may show a lack of understanding of how the practitioner can safeguard service users. 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 importance of how the practitioner can safeguard service users. Links may be made but are often inappropriate.</p> </td> </tr> </tbody> </table> | Level   | Marks | Description | 2 | 3-4 | <p>Application of knowledge is mostly appropriate showing some understanding of how the practitioner can safeguard service users. There may be a few errors.</p> <p>Analysis to demonstrate understanding of concepts and theories is effective. Awareness of the importance of how the practitioner can safeguard service users is mostly relevant. Some clear links are made.</p> | 1 | 1-2 | <p>Application of knowledge is limited and may show a lack of understanding of how the practitioner can safeguard service users. 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 importance of how the practitioner can safeguard service users. Links may be made but are often inappropriate.</p> | <p><b>4</b></p> <p><b>AO2=2</b></p> <p><b>AO3=2</b></p> |
|-----------|---|---|-------|-------------|---|-----|---|---|-----|---|---|
| Level     | Marks   | Description   |       |             |   |     |   |   |     |   |   |
| 2         | 3-4   | <p>Application of knowledge is mostly appropriate showing some understanding of how the practitioner can safeguard service users. There may be a few errors.</p> <p>Analysis to demonstrate understanding of concepts and theories is effective. Awareness of the importance of how the practitioner can safeguard service users is mostly relevant. Some clear links are made.</p>   |       |             |   |     |   |   |     |   |   |
| 1         | 1-2   | <p>Application of knowledge is limited and may show a lack of understanding of how the practitioner can safeguard service users. 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 importance of how the practitioner can safeguard service users. Links may be made but are often inappropriate.</p> |       |             |   |     |   |   |     |   |   |

|   |          |                       |  |
|---|----------|-----------------------|--|
|   | <b>0</b> | No relevant evidence. |  |
| <p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>• staff can follow the safeguarding policies and procedures</li> <li>• staff can undertake and update training such as first aid</li> <li>• recognise and understand the value of partnership work</li> <li>• ensure that risk assessments are carried out for example on new equipment</li> <li>• staff ensure they undertake fire drills and emergency evacuation</li> <li>• management to maintain correct staff: to service user ratio.</li> </ul> <p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>• report any signs of abuse to designated safeguarding lead to protect from further harm whilst maintaining confidentiality / need to know basis</li> <li>• training can ensure practitioner is competent in role to protect from harm</li> <li>• establish and sustain effective partnerships both internally and externally when making referrals to safeguard service users</li> <li>• risk assessments will enable practitioner to put in place measures to prevent potential hazards</li> <li>• evacuations and fire drills ensure service users and staff know what to do in the event of an emergency</li> <li>• correct ratios ensure service users are protected from harm or any accidents.</li> </ul> <p>Accept other suitable responses.</p> |          |                       |  |

**Assessment Objective Grid**

| Question     | AO1       | AO2       | AO3       | Total     |
|--------------|-----------|-----------|-----------|-----------|
| 1            | 2         |           |           | 2         |
| 2            | 1         |           |           | 1         |
| 3            | 1         | 2         |           | 3         |
| 4            | 2         | 2         |           | 4         |
| 5a           | 2         |           |           | 2         |
| 5b           |           |           | 3         | 3         |
| 6a           | 1         |           |           | 1         |
| 6b           |           | 2         |           | 2         |
| 7            |           | 3         | 3         | 6         |
| 8            |           | 2         |           | 2         |
| 9            | 2         | 2         |           | 4         |
| 10           |           |           | 6         | 6         |
| 11           | 1         |           | 4         | 5         |
| 12           |           | 3         | 3         | 6         |
| 13           |           | 4         |           | 4         |
| 14           | 2         |           |           | 2         |
| 15           | 2         |           |           | 2         |
| 16           | 3         |           |           | 3         |
| 17           | 3         |           |           | 3         |
| 18           |           |           | 3         | 3         |
| 19           | 5         |           |           | 5         |
| 20           | 3         |           |           | 3         |
| 21           |           |           | 3         | 3         |
| 22           | 4         |           |           | 4         |
| 23           | 1         |           |           | 1         |
| 24           |           | 2         | 2         | 4         |
| <b>Total</b> | <b>35</b> | <b>22</b> | <b>27</b> | <b>84</b> |