



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

Summer 2023

Assessment code: TAHSC/SAE

Paper number: P001684

## **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. 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>AO1</b>	Recall of knowledge and understanding
<b>AO2</b>	Application of knowledge and understanding
<b>AO3</b>	Analysis to demonstrate understanding of concepts and theories

Qu	Mark scheme	Total marks
1 (a)	<p><b>Jacob is in middle adulthood.</b></p> <p><b>Which life stage will he be in next?</b></p> <p><b>A Adolescence</b></p> <p><b>B Childhood</b></p> <p><b>C Late adulthood</b></p> <p><b>D Infancy</b></p> <p>Award one (1) mark for the correct answer:</p> <p>C Late adulthood (1).</p>	<p><b>1</b></p> <p><b>AO1=1</b></p>
1 (b)	<p><b>Identify the type of health and social care service that Jessica works for.</b></p> <p>Award one (1) mark for the correct answer:</p> <ul style="list-style-type: none"> <li>• Voluntary (1).</li> </ul> <p><b>Note; Do not accept charity.</b></p>	<p><b>1</b></p> <p><b>AO1=1</b></p>
1 (c)	<p><b>Jacob uses a wheelchair.</b></p> <p><b>Identify one (1) piece of legislation that specifically prevents discrimination against wheelchair users.</b></p> <p>Award one (1) mark for the correct answer:</p> <ul style="list-style-type: none"> <li>• Equality Act 2010.</li> </ul>	<p><b>1</b></p> <p><b>AO1=1</b></p>

<p><b>1 (d)</b></p>	<p><b>The supported living accommodation is a health and social care service that meets the needs of individuals in the community.</b></p> <p><b>Identify and briefly explain three (3) other functions of health and social care services.</b></p> <p>Award one (1) mark for correct identification of a function and one (1) mark for a brief explanation of the function (3x3).</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Long/short term (1) - service users stay in accommodation for different lengths of time (1) Some service users may only be in accommodation for as little as a day or two (1) whilst some service users may stay in accommodation for a very long time (1).</li> <li>• Residential (1) - some service users may move to supported accommodation permanently (1) The accommodation will become their home (1) and they will live there for as long as it is suitable (1).</li> <li>• Respite (1) - occasionally service users struggle to live independently or with their families (1) they may need to have supported accommodation for a short time (1) and they will usually return to their previous accommodation after a few days/weeks (1).</li> <li>• Rehabilitation (1) - sometimes following a hospital admission, service users are not well enough to go home (1) They will stay in accommodation until their condition improves (1) They may stay there for a long or short term (1).</li> </ul>	<p><b>6</b></p> <p><b>AO1=3</b></p> <p><b>AO2=3</b></p>
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<p><b>2 (a)</b></p>	<p><b>Jessica is a health care assistant working in a multi-disciplinary team.</b></p> <p><b>Identify three (3) other health and social care practitioners that Jessica may work with.</b></p> <p>Award one (1) mark for each correct answer up to three (3) marks.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• social worker (1)</li> <li>• nurse (1)</li> <li>• doctor (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>• activities co-ordinator (1)</li> <li>• occupational therapist (1)</li> <li>• counsellor (1)</li> <li>• dietician (1).</li> </ul> <p>Accept other appropriate responses.</p>	
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<b>2 (b)</b>	<p><b>Explain how partnership working meets the needs of individuals.</b></p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 10%;">Level</th> <th style="width: 10%;">Marks</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>5–6</b></td> <td> <p>Application of knowledge is appropriate and accurate and shows clear understanding of how partnership working meets the needs of individuals.</p> <p>Analysis to demonstrate understanding of how partnership working meets the needs of individuals 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>3–4</b></td> <td> <p>Application of knowledge is mostly appropriate, showing some clear understanding of how partnership working meets the needs of individuals. There may be a few errors.</p> <p>Analysis to demonstrate understanding of how partnership working meets the needs of individuals is effective and mostly relevant. Some clear links are made.</p> </td> </tr> <tr> <td style="text-align: center;"><b>1</b></td> <td style="text-align: center;"><b>1–2</b></td> <td> <p>Application of knowledge is limited and may show a lack of understanding of how partnership working meets the needs of individuals. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of how partnership working meets the needs of individuals lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate.</p> </td> </tr> <tr> <td></td> <td style="text-align: center;"><b>0</b></td> <td>No creditworthy material</td> </tr> </tbody> </table> <p><b>Indicative content</b></p> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Practitioners can benefit from the expertise of others in meeting the needs of individuals.</li> </ul>	Level	Marks	Description	<b>3</b>	<b>5–6</b>	<p>Application of knowledge is appropriate and accurate and shows clear understanding of how partnership working meets the needs of individuals.</p> <p>Analysis to demonstrate understanding of how partnership working meets the needs of individuals is detailed and highly effective. Clear links are made.</p>	<b>2</b>	<b>3–4</b>	<p>Application of knowledge is mostly appropriate, showing some clear understanding of how partnership working meets the needs of individuals. There may be a few errors.</p> <p>Analysis to demonstrate understanding of how partnership working meets the needs of individuals is effective and mostly relevant. Some clear links are made.</p>	<b>1</b>	<b>1–2</b>	<p>Application of knowledge is limited and may show a lack of understanding of how partnership working meets the needs of individuals. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of how partnership working meets the needs of individuals lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate.</p>		<b>0</b>	No creditworthy 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>Practitioners will be working together towards shared goals when meeting needs of individuals.</li> <li>Practitioners may have defined roles and responsibilities within the partnership to prevent duplication.</li> <li>A variety of carers can be involved in care planning for individuals.</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>A multitude of different interventions can be offered to the service user to meet their needs.</li> <li>Referrals can be made in a more timely manner due to better relations between professionals.</li> <li>Consistent and continuous care can be offered to service users to meet their needs.</li> <li>All practitioners will share responsibilities for safeguarding the individual.</li> </ul> <p>Accept other suitable responses.</p>	
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<p><b>3 (a)</b></p>	<p><b>Jessica is involved in care planning. Assess and revise are two stages of the care-planning-cycle.</b></p> <p><b>Identify two (2) other stages of the care-planning cycle and describe one (1) of the stages identified.</b></p> <p>Award one (1) mark for each correct identification up to two (2) marks and up to a further two (2) marks for an accurate description.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Implement (1) – this is where actions are stated (1) and it is explained how they will be carried out (1) and who will carry them out (1).</li> <li>Monitor (1) – this is where actions are observed (1) and a record kept of how they are performed (1) and who by (1).</li> <li>Review (1) – this is where the effectiveness of actions is recorded (1) and changes to the condition of the service user (1) whether that be positive or negative (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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<p><b>3 (b)</b></p>	<p><b>Consistency of care and continuity of care are two purposes of individualised care planning.</b></p> <p><b>Identify and explain two (2) other purposes of individualised care planning.</b></p> <p>Award one (1) mark for each correct identification and up to two (2) marks for each accurate explanation.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Individual needs (1) – each service user’s needs are individual to them (1) Therefore the care plan must reflect these needs (1) each person’s care plan will be different (1).</li> <li>• Support needs (1) – service users require support (1) support needs to be planned (1) so the service users support needs are met (1).</li> <li>• Action planning and goal setting (1) – Successful outcomes need to be recognised (1) and planned for (1) Practitioners need to know when care plans have been successful (1).</li> <li>• Risk management (1) – risks need to be identified (1) in order to keep both the service users (1) and the practitioners safe (1).</li> </ul> <p>Accept other suitable responses.</p>	<p><b>6</b></p> <p><b>AO1=2</b></p> <p><b>AO3=4</b></p>
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<p><b>4</b></p>	<p><b>Jacob’s Multiple Sclerosis (MS) has resulted in him using a wheelchair.</b></p> <p><b>Explain two (2) impacts that this significant life event may have had on him.</b></p> <p>Award up to two (2) marks for each explanation of an effect of the significant life event (2x2).</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Jacob could have been affected emotionally (1) He could have experienced low mood (1) or even depression (1) Jacob may later become positive regarding his wheelchair as he adjusts to the transition (1).</li> <li>• This life event could have affected Jacob’s relationships (1) he may have not wanted to see friends (1) or felt that he was not worthy of potential partners (1) Jacob may make new friends later as a result of new activities (1).</li> </ul>	<p><b>4</b></p> <p><b>AO2=2</b></p> <p><b>AO3=2</b></p>
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	<ul style="list-style-type: none"> <li>• Jacob could have lost his independence (1) as initially he may require assistance mobilising (1) or carrying out daily activities in his life (1).</li> <li>• Jacob's health could have suffered (1) he may not be able to exercise as much as he did (1) and his diet could have changed (1) Jacob may later take up different sports which would improve his health (1).</li> <li>• Jacob could however develop resilience (1) he may have increased in his emotional strength (1) and become skilled at overcoming difficulties (1).</li> </ul> <p>Accept other suitable responses.</p>	
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<p><b>5</b></p>	<p><b>As a wheelchair user Jacob may experience physical barriers to accessing services.</b></p> <p><b>Describe two (2) physical barriers and explain two (2) ways that these physical barriers could be overcome.</b></p> <p>Award up to two (2) marks for each description of a barrier:</p> <ul style="list-style-type: none"> <li>• there may be steps up to a building (1)</li> <li>• there may be stairs between floors (1)</li> <li>• there may be heavy doors into the building (1)</li> <li>• there may be transport not adapted for wheelchairs (1).</li> </ul> <p>Award up to two (2) marks for each explanation of a way to overcome the physical barriers (2x2)</p> <ul style="list-style-type: none"> <li>• Steps - having a wheelchair ramp at the entrance (1) as Jacob would not be able to climb stairs (1).</li> <li>• Stairs - if there are a lot of stairs an elevator (lift) may be required (1) as a ramp would be too steep to push a wheelchair up (1).</li> <li>• Doors - having automatic doors (1) as it is difficult to open a door when in a wheelchair.</li> </ul> <p>Accept other suitable responses.</p>	<p><b>4</b></p> <p><b>AO2=2</b></p> <p><b>AO3=2</b></p>
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<b>6</b>	<p><b>Jessica must follow General Data Protection Regulation (GDPR).</b></p> <p><b>Identify three (3) principles of the General Data Protection Regulation (GDPR).</b></p> <p>Award one (1) mark for each correct identification up to three (3) marks.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Lawfulness, fairness and transparency (1)</li> <li>• Purpose limitation (1)</li> <li>• Data minimisation (1)</li> <li>• Accuracy (1)</li> <li>• Storage limitation (1)</li> <li>• Integrity/safe/secure/protected (1)</li> <li>• Confidentiality/privacy (1)</li> <li>• Accountability (1).</li> </ul> <p>Accept alternative wording.</p>	<p><b>3</b></p> <p><b>AO1=3</b></p>
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<b>7 (a)</b>	<p><b>Which one (1) of the following is an informal carer?</b></p> <p><b>A Counsellor</b></p> <p><b>B Dietician</b></p> <p><b>C Nurse</b></p> <p><b>D Volunteer</b></p> <p>Award one (1) mark for the correct answer:</p> <p>D Volunteer (1)</p>	<p><b>1</b></p> <p><b>AO1=1</b></p>
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<b>7 (b)</b>	<p><b>Explain the differences between a working relationship and a personal relationship.</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;">Marks</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>Analysis to demonstrate understanding of the differences between a working relationship and a personal relationship is detailed and highly effective. Clear links are made.</td> </tr> </tbody> </table>	Level	Marks	Description	3	5–6	Analysis to demonstrate understanding of the differences between a working relationship and a personal relationship is detailed and highly effective. Clear links are made.	<p><b>6</b></p> <p><b>AO3=6</b></p>
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3	5–6	Analysis to demonstrate understanding of the differences between a working relationship and a personal relationship is detailed and highly effective. Clear links are made.						

	<b>2</b>	<b>3–4</b>	Analysis to demonstrate understanding of the differences between a working relationship and a personal relationship is effective and mostly relevant. Some clear links are made.
	<b>1</b>	<b>1–2</b>	Analysis to demonstrate understanding of the differences between a working relationship and a personal relationship lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate.
		<b>0</b>	No creditworthy material

**Indicative content**

- Relationships between family and friends are personal relationships.
- Relationships between colleagues or with service users are working relationships.
- In personal relationships, the people within those relationships set boundaries as to how the relationship will progress.
- In working relationships, these boundaries are set by policies and procedures.
- These policies and procedures limit behaviours and define the boundaries of professional relationships.
- In personal relationships, values are determined by the culture of the society or group.
- Working relationships are underpinned by health and social care values.
- Both personal and working relationships have elements of confidentiality, but in working relationships this may be determined by legislation.

Accept other suitable responses.

<b>8</b>	<p><b>Duty of care, person-centred practice, independence, and partnership are health and social care values.</b></p> <p><b>Identify four (4) other health and social care values and describe one (1) of the values identified.</b></p>	<p><b>6</b></p> <p><b>AO1=4</b></p> <p><b>AO2=2</b></p>
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	<p>Award one (1) mark for each correct identification up to four (4) marks and up to two (2) marks for an accurate description.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Safeguarding (1) – practitioners must keep service users safe (1). This is a legal requirement as well as a value (1).</li> <li>• Dignity (1) – all service users must have their dignity protected (1) this includes using privacy measures (1) as well as referring to them using appropriate language (1).</li> <li>• Respect (1) – service users must be treated with respect (1) you should call them by their preferred name (1) and communicate in a professional manner (1).</li> <li>• Rights (1) – all service users have rights (1). These are protected by law/s (1) and must always be respected (1)</li> <li>• Confidentiality (1) – information must not be shared with others unless necessary (1). Written information should be securely stored (1) and electronic information password protected (1).</li> </ul>	
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<p><b>9 (a)</b></p>	<p><b>Standards are important in health and social care practice. One way of maintaining standards is by following codes of practice.</b></p> <p><b>Explain what a code of practice is.</b></p> <p>Award up to two (2) marks for a correct explanation.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• provide specific guidelines on workplace practice (1)</li> <li>• they can advise on appropriate behaviour for practitioners (1)</li> <li>• they usually reflect professional values (1)</li> <li>• they reflect current good practice (1).</li> </ul> <p>Accept other suitable responses.</p>	<p><b>2</b></p> <p><b>AO3=2</b></p>
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<p><b>9 (b)</b></p>	<p><b>The 6Cs are another set of standards.</b></p> <p><b>Identify four (4) of the 6Cs and explain one (1) of the 6Cs identified.</b></p>	<p><b>6</b></p> <p><b>AO1=4</b></p> <p><b>AO3=2</b></p>
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	<p>Award one (1) mark for each correct identification up to four (4) marks and up to two (2) marks for an accurate explanation.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Care (1) – care helps improve the health of individuals (1) must be right for that individual (1). It also improves the health of the community (1).</li> <li>• Compassion (1) – this is how care is given with empathy (1) through effective relationships (1) and has been described as intelligent kindness (1).</li> <li>• Courage (1) – This is about doing the right thing (1) and speaking up if we have concerns regarding service users or care (1) it is about accepting challenges (1).</li> <li>• Communication (1) – To have an effective relationship, communication is essential (1) This includes listening as well as speaking (1) It also improves the workplace (1).</li> <li>• Commitment (1) – practitioners need to be committed to improving care (1) This may include facing challenges (1) but practitioner must be committed to this (1).</li> <li>• Competence (1) – practitioners must understand individuals (1) and have the skills and expertise to carry out roles (1) and to deliver effective care (1).</li> </ul> <p>Accept other suitable responses.</p>	
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<b>10</b>	<p><b>Explain why health and social care practitioners should keep to the requirements of their job description.</b></p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 10%;">Level</th> <th style="width: 10%;">Marks</th> <th style="width: 80%;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>2</b></td> <td style="text-align: center;"><b>3-4</b></td> <td> <p>Application of knowledge of the reasons for health and social care practitioners adhering to their job description is effective and clear.</p> <p>Analysis to demonstrate understanding of relevant concepts, theory or framework is effective</p> </td> </tr> <tr> <td style="text-align: center;"><b>1</b></td> <td style="text-align: center;"><b>1-2</b></td> <td> <p>Application of knowledge of the reasons for health and social care practitioners adhering to their job description is mainly effective but may lack clarity.</p> <p>Analyse to demonstrate understanding of relevant concepts, theory or framework, if present, has limited effectiveness.</p> </td> </tr> <tr> <td></td> <td style="text-align: center;"><b>0</b></td> <td>No relevant evidence</td> </tr> </tbody> </table>	Level	Marks	Description	<b>2</b>	<b>3-4</b>	<p>Application of knowledge of the reasons for health and social care practitioners adhering to their job description is effective and clear.</p> <p>Analysis to demonstrate understanding of relevant concepts, theory or framework is effective</p>	<b>1</b>	<b>1-2</b>	<p>Application of knowledge of the reasons for health and social care practitioners adhering to their job description is mainly effective but may lack clarity.</p> <p>Analyse to demonstrate understanding of relevant concepts, theory or framework, if present, has limited effectiveness.</p>		<b>0</b>	No relevant evidence	<p><b>4</b></p> <p><b>AO2=2</b></p> <p><b>AO3=2</b></p>
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	<p><b>Indicative content</b></p> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Practitioners must follow policies and procedures.</li> <li>• Practitioners must show professionalism at all times.</li> <li>• Practitioners must show commitment to their role and the requirements of it.</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• Practitioners should be aware of the limits and boundaries of their role.</li> <li>• Failure to adhere could result in disciplinary action.</li> <li>• Failure to adhere could result in legal proceedings.</li> </ul>	
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<p><b>11 (a)</b></p>	<p><b>"To take action" is one reason for recognising and responding to concerns regarding an individual's development.</b></p> <p><b>Identify and briefly describe one (1) other reason for recognising and responding to concerns regarding an individual's development.</b></p> <p>Award one (1) mark for a correct identification and one (1) mark for a brief description.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• promote health and well-being (1) if changes to development are not recognised the person may become unhealthy (1) or other factors may start to affect them (1)</li> <li>• meet individual needs (1) individual needs must be recognised to be met (1) and responses should be based upon the individual as each person is different (1)</li> <li>• meet the needs of family/carers/friends (1) the needs of others should also be recognised (1) and balanced against the needs of the individual (1)</li> <li>• to safeguard the individual (1) to prevent harm or abuse (1).</li> </ul> <p>Accept other suitable responses.</p>	<p><b>2</b></p> <p><b>AO1=1</b></p> <p><b>AO2=1</b></p>
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<p><b>11 (b)</b></p>	<p><b>Identify two (2) environmental factors that could affect human behaviour or development and explain one (1) of the factors identified.</b></p> <p>Award one (1) mark for each correct factor up to two (2) marks and up to two (2) marks for an accurate explanation.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Social/emotional environment - (1) this includes an individual's family (1) and friends (1) as well as their upbringing (1) culture (1) social media (1) school (1)</li> <li>• Economic environment (1) – having sufficient wealth to maintain health (1) and social emotional needs (1).</li> <li>• Physical environment (1) – including housing (1) pollution (1) the area an individual lives in that can contribute to, exposure to alcohol and drugs (1) crime (1) green space (1).</li> </ul> <p>Accept other suitable responses.</p>	<p><b>4</b></p> <p><b>AO1=2</b></p> <p><b>AO3=2</b></p>
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<p><b>12 (a)</b></p>	<p><b>Jacob wishes to find employment.</b></p> <p><b>Identify two (2) opportunities for career development and describe one (1) of these opportunities.</b></p> <p>Award one (1) mark for each correct opportunity and up to two (2) marks for an accurate description.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Volunteering (1) – Jacob could volunteer in a workplace (1) this would help him gain experience (1) and decide whether he likes the role (1).</li> <li>• Education (1) – Jacob could go to college/FE/HE (1) and take a course/train for the job he would like to have (1) this would give him qualifications (1).</li> <li>• Employment (1) – Jacob could apply for jobs in the sector he would like to work in (1) having a job would boost his self-esteem (1) and help him to gain further employment (1).</li> <li>• Progression (1) – once Jacob has a job he could get promoted (1) and continue to enjoy challenging roles within an organisation (1).</li> <li>• Apprenticeships /training/work experience/shadowing (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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<p><b>12 (b)</b></p>	<p><b>Identify two (2) qualification or training opportunities relating to career development.</b></p> <p>Award one (1) mark for each correct identification up to two (2) marks.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• further education (1)</li> <li>• courses (accept examples of courses/qualifications) (1)</li> <li>• higher education/university (1)</li> <li>• apprenticeships/work experience/shadowing (1)</li> <li>• required for specific roles (1)</li> <li>• continuous professional development (1).</li> </ul>	<p><b>2</b></p> <p><b>AO1=2</b></p>
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<p><b>13 (a)</b></p>	<p><b>Jessica works in supported living accommodation.</b></p> <p><b>Identify the inspection and regulatory body that would inspect her workplace.</b></p> <p>Award one (1) mark for the correct answer:</p> <ul style="list-style-type: none"> <li>• Care Quality Commission (1) (Accept CQC) (1)</li> </ul>	<p><b>1</b></p> <p><b>AO1=1</b></p>
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<p><b>13 (b)</b></p>	<p><b>Identify two (2) benefits for individuals of person-centred practice.</b></p> <p>Award one (1) mark for each correct identification up to two (2) marks.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• meeting individual needs (1)</li> <li>• promote and uphold rights (1)</li> <li>• control/preferences/choices/decisions (1)</li> <li>• health and well-being (1)</li> <li>• safeguarding (1)</li> <li>• empowering/independence (1)</li> <li>• express feelings/wishes (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>14</b>	<p><b>Explain the role of the health and social care practitioner in supporting the needs of an individual during transitions.</b></p> <p>Award up to five (5) marks for an accurate explanation.</p> <p>For example:</p> <p><b>AO2:</b></p> <ul style="list-style-type: none"><li>• adhere to policies and procedures (1)</li><li>• key working (1)</li><li>• assessment of needs (1)</li><li>• positive relationships (1)</li><li>• partnership working (1)</li><li>• safeguarding (1).</li><li>• emotional support (1)</li></ul> <p><b>AO3:</b></p> <ul style="list-style-type: none"><li>• discuss, explore and reassure (1)</li><li>• access to services (1)</li><li>• understand implications for well-being if not effectively supported (1).</li></ul> <p>Accept other suitable responses.</p>	<b>5</b> <b>AO2=3</b> <b>AO3=2</b>
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### Assessment Objective Grid

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