



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

January 2022

Assessment code: TAHSC/SAE

Paper number: P001383

Mark Scheme

v4.1 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 front 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:

AO1	Recall of knowledge and understanding
AO2	Application of knowledge and understanding
AO3	Analysis to demonstrate understanding of concepts and theories

Qu	Mark scheme	Total marks
1(a)	<p>Nurseries and GP clinics are examples of health and social care services.</p> <p>Name three (3) other examples of health and social care services that Sarah may come into contact with.</p> <p>Award one mark for each example of health and social care services, up to a maximum of three marks:</p> <ul style="list-style-type: none"> • Physiotherapy clinic (1) • Children’s services team (1) • Hospital (1) • Community mental health team (1). <p>Allow reference to other appropriate examples.</p>	<p>3</p> <p>AO1=3</p>
1(b)	<p>Use the three health and social care services you named in question 1(a).</p> <p>Identify one (1) way that each of these services could support Sarah.</p> <p>Give a different answer for each service.</p> <p>Award one mark for each appropriate way these services could support Sarah. These can apply to any of the health and social care services but do not credit repeats of ways.</p> <p>Ways include:</p> <ul style="list-style-type: none"> • Talking to Sarah (1) • Listening to Sarah (1) • Giving Sarah advice (1) • Diagnosing Sarah (1) • Acting as an advocate for Sarah (1). <p>Accept other appropriate responses.</p>	<p>3</p> <p>AO2=3</p>

<p>1(c)</p>	<p>Sarah’s GP referred her to the community midwife after her positive pregnancy test.</p> <p>What kind of referral is this?</p> <p>a) Compulsory b) Professional c) Self d) Third party</p> <p>Award one mark for:</p> <p>b) Professional (1).</p>	<p>1</p> <p>AO1=1</p>
<p>1(d)</p>	<p>Oscar attends a local day nursery.</p> <p>What kind of service is the nursery?</p> <p>a) Charity b) Private c) Statutory d) Voluntary</p> <p>Award one mark for:</p> <p>c) Statutory (1).</p>	<p>1</p> <p>AO1=1</p>
<p>2(a)</p>	<p>Apart from the GP and midwife, identify one (1) other health and social care practitioner that Sarah could access for the care of Oscar.</p> <p>Award one mark for identifying a health and social care practitioner:</p> <ul style="list-style-type: none"> • Social worker (1) • Nurse (1) • Dietician (1). <p>Accept other appropriate responses.</p>	<p>1</p> <p>AO1=1</p>

2(b)	<p>Describe the service that the practitioner identified in 2(a) would provide for Oscar.</p> <p>Award up to two marks for a description of the service that the practitioner identified in 2(a) would provide for Oscar.</p> <p>For example:</p> <ul style="list-style-type: none">• (Social worker) could provide temporary foster care for Oscar (1) if she has no-one to look after him when she goes into labour (1)• (Nurse) could provide immunisations (1) as part of the NHS childhood immunisation programme (1)• (Dietician) could help with feeding (1) if Oscar finds it difficult to tolerate certain foods, e.g. allergies (1). <p>NB – they must be health and social care services. Description of the service must relate to the practitioner identified in 2a.</p> <p>Accept other appropriate responses.</p>	2 AO2=2
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3	Explain the potential impact of pregnancy and single parenthood on Sarah’s holistic development.	6 AO2=3 AO3=3										
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<p>Indicative Content</p> <p>AO2</p> <p>The impact on holistic development includes:</p> <ul style="list-style-type: none"> • Friendship groups – less contact with friends who do not have children or who have partners • Friendship groups – builds up a support network of family and friends who may be in a similar position to her/able to help out with getting to appointments, preparing for baby • Developing new relationships with a significant other may be problematic as she has a child and is pregnant 												

	<ul style="list-style-type: none"> • General effects on development at work – opportunities are interrupted as she may work reduced hours/takes maternity leave • Financial impact of managing as a sole parent • Physical impact of looking after a child on her own/being pregnant, e.g. lack of sleep, fatigue • Emotional impact of looking after a child on her own/being pregnant e.g. no shared responsibility increases stress/anxiety. <p>AO3</p> <ul style="list-style-type: none"> • Links in terms of how different factors can link together • Examples focussing on how one aspect of development could affect other areas of development. For example, being on maternity leave may further reduce Sarah’s income meaning that she struggles to be able to provide Oscar with what he needs • Awareness of how the physical changes associated with pregnancy could put more pressure on Sarah as she tries to look after Oscar. <p>Accept other appropriate responses.</p>	
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<p>4</p>	<p>Identify two (2) pre-birth experiences and describe how each experience could affect Sarah’s baby.</p> <p>Award one mark for identification of each pre-birth experience and two marks for the description of how it could affect Sarah’s baby. For example:</p> <ul style="list-style-type: none"> • Sarah consuming alcohol during pregnancy (1) can result in low birth weight for the baby (1) and cause future developmental delay (1) • Sarah having a nutrient-rich diet during pregnancy (1) reduces the risk of the unborn baby having birth defects (1) for example, having iodine in her diet promoting the baby’s brain development (1) • Sarah smoking during pregnancy (1) increases the risk of her baby developing colic (1) which affects normal sleep patterns. (1) <p>Accept other appropriate responses.</p> <p>NB the focus for affect is on the baby. This may be in the womb or after delivery.</p>	<p>6</p> <p>AO1=2</p> <p>AO2=2</p> <p>AO3=2</p>
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<p>5 (a)</p>	<p>Outline what is meant by ‘separation anxiety’ and identify one (1) sign that may indicate a child is experiencing separation anxiety.</p> <p>Award one mark for reference to:</p> <ul style="list-style-type: none"> • excessive fear of being apart from the caregiver (1). <p>Award one mark for one of the following:</p> <ul style="list-style-type: none"> • Clinging to parents (1) • Extreme crying (1) • Emotional temper tantrums (1) • Refusal to go to school (1) • Poor school performance (1) • Physical illness, for example headaches or sickness (1). <p>Accept other appropriate responses.</p>	<p>2</p> <p>AO1=2</p>
<p>5 (b)</p>	<p>Describe two (2) ways in which individualised care planning supports an individual during or after pregnancy.</p> <p>Award up to three marks for each description of how individualised care planning supports an individual during or after pregnancy (2x3)</p> <p>For example:</p> <ul style="list-style-type: none"> • Meets individual needs (1) by providing additional emotional support (1) to expectant mothers who have experienced a miscarriage previously (1) • Action planning and goal setting (1) by helping an expectant mother stop smoking (1) as this will support the health of both mother and baby (1) • Continuity of care (1) the new mother may want to choose the setting she delivers her baby in (1) which improves the possibility of her knowing the team she will have supporting her on the day of labour (1) • Risk management (1) as if it is a high-risk pregnancy, e.g. an older mother (1) additional support can be put in place, e.g. hospital delivery as opposed to home birth (1). <p>Accept other appropriate responses.</p>	<p>6</p> <p>AO1=2</p> <p>AO2= 4</p>

<p>5(c)</p>	<p>Identify and explain two (2) benefits of accessing health and social care services during pregnancy.</p> <p>Award one mark for each benefit identified and up to two marks for the explanation of the benefit. (2x3).</p> <p>For example:</p> <ul style="list-style-type: none"> • Having the routine blood tests offered during pregnancy (1) will detect anything that is a cause for concern, e.g. low iron levels (1) and so they receive timely treatment for this (1) • Going to antenatal classes that are offered will support parents (1) by providing them with information on what to expect for the rest of the pregnancy/labour (1) and what plans can be put in place to help (1). <p>Accept other appropriate responses.</p>	<p>6</p> <p>AO2=2</p> <p>AO3=4</p>
<p>5(d)</p>	<p>Identify and describe two (2) barriers to accessing health and social care services during pregnancy.</p> <p>Award one mark for each barrier identified and one mark for a description of the barrier.</p> <p>For example:</p> <ul style="list-style-type: none"> • Location (1)- the expectant mother may live in a rural community with poor transport links to maternity services (1) • Lack of resources (1) – the expectant mother may not be able to get an antenatal appointment at a convenient time e.g. evening / weekend, so may not attend (1) • Cultural beliefs and values (1) - an expectant mother may not want to be seen by a male practitioner but there might not be an alternative available (1). <p>Accept other appropriate responses.</p>	<p>4</p> <p>AO1=2</p> <p>AO2=2</p>
<p>6(a)</p>	<p>Oscar is an infant. The next life stage he will move into is:</p> <p>Award one mark for:</p> <p>Childhood (1).</p>	<p>1</p> <p>AO1=1</p>

<p>6(b)</p>	<p>Give three (3) reasons why it is important for a health and social care practitioner to recognise and respond to concerns about an infant’s development.</p> <p>Award one mark for each reason, up to three marks:</p> <ul style="list-style-type: none"> • To promote the infant’s health and well-being (1) • To meet the infant’s individual needs (1) • To meet the needs of family/carers/friends (1) • To ensure safeguarding (1) • To act as an advocate/voice for an infant (1). <p>Accept other appropriate responses.</p>	<p>3</p> <p>AO1=3</p>
<p>6 (c)</p>	<p>Identify four (4) differences between a working relationship and a personal relationship.</p> <p>Award one mark for each difference identified, up to four marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • A working relationship has policies and procedures (1) • A personal relationship is informal (1) • There are boundaries to a professional relationship (1) • Personal relationships allow physical contact or the receiving/giving of gifts (1) • Personal relationships allow sharing personal problems and opinions (1) • A professional relationship is underpinned by health and social care values (1) • There are rules around confidentiality in a professional relationship (1). <p>Accept other appropriate responses.</p>	<p>4</p> <p>AO1=4</p>
<p>7</p>	<p>Identify and describe two (2) ways in which partnership working meets the needs of individuals.</p> <p>Award one mark for each way identified and one mark for a description of the way. (2x2)</p> <p>For example:</p> <ul style="list-style-type: none"> • Benefit from expertise (1) – so all practitioners are able to draw on the specific knowledge of other professions (1) • Referrals (1) are timelier and more appropriate as you are working together so know the care required (1) 	<p>4</p> <p>AO1=2</p> <p>AO2=2</p>

	<ul style="list-style-type: none"> • Safeguarding (1) – as practitioners can monitor the work of each other to ensure that the individual is not mistreated (1) • Consistent and continuous care (1) – as the practitioners can plan the journey of care for the individual to make it seamless (1). <p>Accept other appropriate responses.</p>	
8	<p>Give three (3) examples of barriers to partnership working.</p> <p>Award one mark for each example given</p> <p>For example:</p> <ul style="list-style-type: none"> • Ineffective communication (1) • Ineffective time management (1) • Limited resources (1). <p>Accept other appropriate responses.</p>	<p>3</p> <p>AO1=3</p>
9	<p>Identify three (3) strategies to overcome barriers to partnership working.</p> <p>Award one mark for each strategy given, up to three marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • Effective communication (1) • Co-operation (1) • Collaboration (1) • Understand viewpoints (1) • Problem-solving (1) • Resolution (1). <p>Accept other appropriate responses.</p>	<p>3</p> <p>AO1=3</p>
10	<p>Identify and explain two (2) reasons for health and social care practitioners adhering to their job descriptions.</p> <p>Award one mark for identifying the reason and two marks for explaining the reason (2x3)</p> <p>For example:</p> <ul style="list-style-type: none"> • Policies and procedures (1) which set out the conditions through which the practitioner should/should not work. (1) 	<p>6</p> <p>AO1=2</p> <p>AO3=4</p>

	<p>This will mean that practitioners provide effective care for all individuals (1)</p> <ul style="list-style-type: none"> Limits and boundaries (1) which means that they only do what they are qualified in their role to do (1). This reduces the risk of an individual receiving care getting hurt or injured (1). <p>Accept other appropriate responses.</p>	
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11	<p>Explain how health and social care values inform practice when providing care for Sarah.</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;">3-4</td> <td> <p>Application of knowledge of the values informing practice when providing care for Sarah is appropriate and accurate and shows clear understanding.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and effective, showing awareness of how health and social care values could help Sarah as practitioners provide care for her.</p> </td> </tr> <tr> <td style="text-align: center;">1-2</td> <td> <p>Application of knowledge of the values informing practice when providing care for Sarah is limited and may show a lack of understanding.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness. There is a lack of awareness of how health and social care values could help Sarah as practitioners provide care for her.</p> </td> </tr> <tr> <td style="text-align: center;">0</td> <td>No relevant material.</td> </tr> </tbody> </table> <p>Indicative Content</p> <p>AO2</p> <ul style="list-style-type: none"> Sarah’s care will be person-centred so will meet her needs Sarah will be treated with dignity and her support tailored to her as a single parent Sarah will be an equal partner in the decisions made about her pregnancy and subsequent health and social care support. <p>AO3</p> <ul style="list-style-type: none"> Sarah will have choices about the type of birth she has, e.g. home or hospital 	Marks	Description	3-4	<p>Application of knowledge of the values informing practice when providing care for Sarah is appropriate and accurate and shows clear understanding.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and effective, showing awareness of how health and social care values could help Sarah as practitioners provide care for her.</p>	1-2	<p>Application of knowledge of the values informing practice when providing care for Sarah is limited and may show a lack of understanding.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness. There is a lack of awareness of how health and social care values could help Sarah as practitioners provide care for her.</p>	0	No relevant material.	<p>4</p> <p>AO2=2</p> <p>AO3=2</p>
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	<ul style="list-style-type: none"> • Sarah's care being person-centred will mean that practitioners will take into account her family situation, and consider care arrangements for Oscar whilst his Mum has the baby • As Sarah feels respected, she will be more motivated to ask for help when she needs it. <p>Accept other appropriate responses.</p>	
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<p>12</p>	<p>Hospitals are inspected and given an overall grade.</p> <p>Identify one (1) regulatory body that inspects health and social care provision.</p> <p>Award one mark for identifying a relevant regulation and inspection body.</p> <p>For example:</p> <ul style="list-style-type: none"> • Care Quality Commission (1) • Ofsted (1). <p>Accept other appropriate responses.</p>	<p>1</p> <p>AO1=1</p>
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<p>13</p>	<p>Discuss how a health and social care practitioner could use a personal development plan.</p> <table border="1" data-bbox="293 1267 1227 1832"> <thead> <tr> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>5-6</td> <td>Analysis to demonstrate understanding of how a health and social care practitioner could use a personal development plan is highly effective, with a discussion that is detailed and relevant.</td> </tr> <tr> <td>3-4</td> <td>Analysis to demonstrate understanding of how a health and social care practitioner could use a personal development plan is effective, with a discussion that is mostly detailed and relevant.</td> </tr> <tr> <td>1-2</td> <td>Analysis to demonstrate understanding of how a health and social care practitioner could use a personal development plan is of limited effectiveness, with a discussion that lacks detail and is not always relevant.</td> </tr> <tr> <td>0</td> <td>No relevant material.</td> </tr> </tbody> </table> <p>Indicative Content</p> <ul style="list-style-type: none"> • Setting out clear career aspirations provides an overarching focus for the practitioner to work towards and reminds the 	Marks	Description	5-6	Analysis to demonstrate understanding of how a health and social care practitioner could use a personal development plan is highly effective, with a discussion that is detailed and relevant.	3-4	Analysis to demonstrate understanding of how a health and social care practitioner could use a personal development plan is effective, with a discussion that is mostly detailed and relevant.	1-2	Analysis to demonstrate understanding of how a health and social care practitioner could use a personal development plan is of limited effectiveness, with a discussion that lacks detail and is not always relevant.	0	No relevant material.	<p>6</p> <p>AO3=6</p>
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	<p>practitioner of how the smaller goals are part of an overall career aim (the bigger picture).</p> <ul style="list-style-type: none"> Identifying learning needs and resources, such as people who will provide support, increases the practitioner's success in achieving goals and supports progression Considering how to implement goals and plans, saves time, and supports the appropriateness of action to be take, which will achieve the desired outcome, instead of action that may not be or is only partially useful/appropriate Short, medium, and long-term goals, makes overall goal/aspirations more manageable and achievable A personal development plan supports a continuous cycle of reviewing successes and identifying areas requiring redevelopment and gaps in knowledge or skills. <p>Accept other appropriate responses.</p>	
<p>14(a)</p>	<p>Identify two (2) sources of information that can support career development in health and social care and explain how each source can support career development.</p> <p>Award one mark for each identification and one mark for each explanation.</p> <p>For example:</p> <ul style="list-style-type: none"> Training courses (1) can provide a practitioner with the required skills for the next post up in their profession (1) Professional journals (1) contain evidence-based research for the practitioner to share/lead with other colleagues (1). <p>Accept other appropriate responses.</p>	<p>4</p> <p>AO1=2</p> <p>AO3=2</p>
<p>14(b)</p>	<p>An occupational therapist is a practitioner that works in different care settings.</p> <p>Explain four (4) specialist care functions of an occupational therapist.</p> <p>Award one mark for each appropriate explanation, up to four marks.</p> <ul style="list-style-type: none"> Advising on how to approach tasks differently (1) Advising how to use augmented/assisted technology (1) providing adaptations to someone's home/work environment (1) Personalised strategies to meet an individual's goals (1) Supervising occupational therapy support worker (1) Focus on independence in tasks for the service user (1). 	<p>4</p> <p>AO3=4</p>

	Accept other appropriate responses.	
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Assessment Objectives Grid

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