



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

May 2022

Assessment code: TAHSC/SAE

Paper number: P001384

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

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

## Assessment objectives

This unit requires learners to:

<b>A01</b>	Recall 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.

Qu	Mark scheme	Total marks
1 (a)	<p><b>The dietician works for the National Health Service (NHS).</b></p> <p><b>What type of healthcare service does the dietician provide?</b></p> <p>Award <b>one (1) mark</b> for the correct answer:</p> <p><b>C – Statutory (1).</b></p>	<p><b>1</b></p> <p><b>AO1=1</b></p>
1 (b)	<p><b>The dietician uses person-centred care.</b></p> <p><b>Describe ‘person-centred care’ and explain two (2) benefits to Chloe of the dietician using person-centred care.</b></p> <p>Award up to <b>two (2) marks</b> for a description of person-centred care:</p> <ul style="list-style-type: none"> <li>• An individual is an equal partner in the planning of their care (1) where the individual’s needs and wishes are central to the care provided (1).</li> </ul> <p>Award up to <b>two (2) marks</b> for each benefit to Chloe of the dietician using person-centred care:</p> <ul style="list-style-type: none"> <li>• The diet plan will be specific to Chloe’s health care needs (1) so it will meet Chloe’s nutritional needs and support weight loss (1).</li> <li>• The diet plan will take into account Chloe’s lifestyle, such as work, eating out (1) so more likely that Chloe will be able to eat healthily when she is eating out/at work (1).</li> <li>• The diet plan will take into account Chloe’s food preferences (1) so more likely that Chloe will be able to follow it (1).</li> </ul> <p>Accept other appropriate responses.</p>	<p><b>6</b></p> <p><b>AO1=2</b></p> <p><b>AO3=4</b></p>
2 (a)	<p><b>Chloe telephoned a support group to book herself a place.</b></p> <p><b>Name the type of referral that has been made.</b></p> <p>Award <b>one (1) mark</b> for the correct answer:</p> <p>Self-referral (1).</p>	<p><b>1</b></p> <p><b>AO1=1</b></p>
2(b)	<p><b>Chloe is worried about attending the support group meeting for the first time.</b></p>	<p><b>3</b></p> <p><b>AO1=1</b></p>

	<p><b>Name the type of barrier Chloe is facing in accessing the support group meeting and explain one (1) way this barrier can be overcome.</b></p> <p>Award <b>one (1) mark</b> for identifying the barrier Chloe is facing:</p> <ul style="list-style-type: none"> <li>• Psychological (1)</li> <li>• Anxiety/mental health (1).</li> </ul> <p>Award up to <b>two (2) marks</b> for a way this barrier can be overcome:</p> <ul style="list-style-type: none"> <li>• Chloe could talk with the support group practitioner about her worries (1) the practitioner could reassure her (1)</li> <li>• Chloe could meet with the support group practitioner before the meeting (1) this may help reduce Chloe’s anxiety as she will know what to expect when she attends for the first time (1).</li> </ul>	<p><b>AO2=2</b></p>
<p><b>3</b></p>	<p><b>Chloe’s friends are supporting her to lose weight.</b></p> <p><b>Briefly describe two (2) ways Chloe’s friends can support her to lose weight and explain how each way may contribute to Chloe’s weight loss.</b></p> <p>Award <b>one (1) mark</b> for each way and <b>one (1) mark</b> for how each way may result in Chloe’s weight loss:</p> <ul style="list-style-type: none"> <li>• Give her encouragement to continue, if she finds the diet changes difficult (AO1 1) this will affect Chloe’s weight loss, as she will be more motivated to stick to the diet (AO2 1)</li> <li>• Help her to shop for healthy foods/show her how to cook a healthy meal (AO1 1) this will affect Chloe’s weight loss, as she will have knowledge of how to cook a healthy meal/what foods are healthy (AO2 1)</li> <li>• Give her tips or advice on losing weight (AO1 1) this will affect Chloe’s weight loss, as she will have strategies to help her lose weight (AO2 1).</li> </ul> <p>Accept other appropriate responses.</p>	<p><b>4</b></p> <p><b>AO1=2</b></p> <p><b>AO2=2</b></p>

<b>4</b>	<p><b>Chloe, like her parents, has been overweight throughout her life. Since attending a support group Chloe has lost weight by eating healthily and exercising.</b></p> <p><b>Discuss how an individual’s weight can be explained by the ‘nature versus nurture’ debate.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5–6</td> <td> <p>Application of knowledge is appropriate and accurate and shows clear understanding of how an individual’s weight can be explained by the ‘nature versus nurture’ debate.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective showing awareness of how an individual’s weight can be explained by the ‘nature versus nurture’ debate. Clear links are made.</p> </td> </tr> <tr> <td style="text-align: center;">3–4</td> <td> <p>Application of knowledge is mostly appropriate showing some understanding of how an individual’s weight can be explained by the ‘nature versus nurture’ debate. There may be a few errors.</p> <p>Analysis to demonstrate understanding of concepts and theories is effective. Awareness of how an individual’s weight can be explained by the ‘nature versus nurture’ debate is mostly relevant. Some clear links are made.</p> </td> </tr> <tr> <td style="text-align: center;">1–2</td> <td> <p>Application of knowledge is limited and may show a lack of understanding of how an individual’s weight can be explained by the ‘nature versus nurture’ debate. 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 how an individual’s weight can be explained by the ‘nature versus nurture’ debate. Links may be made but are often inappropriate.</p> </td> </tr> <tr> <td style="text-align: center;">0</td> <td>No relevant material.</td> </tr> </tbody> </table> <p><b>Indicative content</b></p> <p>Discussion of how an individual’s weight can be explained by the ‘nature versus nurture’ debate may include:</p> <p>AO2</p> <ul style="list-style-type: none"> <li>• Weight/size may be genetically inherited from an individual's biological parents or be due to biological influences, such as metabolism/hormones which contribute to weight gain.</li> </ul>	Marks	Description	5–6	<p>Application of knowledge is appropriate and accurate and shows clear understanding of how an individual’s weight can be explained by the ‘nature versus nurture’ debate.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective showing awareness of how an individual’s weight can be explained by the ‘nature versus nurture’ debate. Clear links are made.</p>	3–4	<p>Application of knowledge is mostly appropriate showing some understanding of how an individual’s weight can be explained by the ‘nature versus nurture’ debate. There may be a few errors.</p> <p>Analysis to demonstrate understanding of concepts and theories is effective. Awareness of how an individual’s weight can be explained by the ‘nature versus nurture’ debate 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 an individual’s weight can be explained by the ‘nature versus nurture’ debate. 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 how an individual’s weight can be explained by the ‘nature versus nurture’ debate. Links may be made but are often inappropriate.</p>	0	No relevant material.	<p><b>6</b></p> <p><b>AO2=3</b></p> <p><b>AO3=3</b></p>
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	<ul style="list-style-type: none"> <li>• Eating unhealthily and not exercising can cause an individual to be overweight.</li> <li>• Making lifestyle changes to diet and physical activity can support weight loss.</li> </ul> <p>AO3</p> <ul style="list-style-type: none"> <li>• If an individual is overweight like their parents, this could suggest ‘nature’ influences weight. However, it could be because as a child an individual’s parents ate an unhealthy diet which increased an individual’s and their parent’s weight. Therefore, having parents who are overweight does not always mean it is ‘nature’ and that weight/size is genetically inherited.</li> <li>• Poor diet and lack of exercise would be ‘nurture’ not ‘nature’, as this is an environmental influence causing weight gain.</li> <li>• Losing weight from making lifestyle changes is ‘nurture’ not ‘nature’, as this is an environmental influence causing weight loss.</li> </ul> <p>Accept other appropriate responses.</p>	
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<p><b>5 (a)</b></p>	<p><b>Some of the lifestyle choices Chloe made before following the doctor’s advice, may have impacted on her health.</b></p> <p><b>Identify two (2) lifestyle choices that may have negatively impacted on Chloe’s health.</b></p> <p>Award <b>one (1) mark</b> for each lifestyle choice that may have had a negative impact on Chloe’s health:</p> <ul style="list-style-type: none"> <li>• drinking (large amounts) of alcohol (1)</li> <li>• not eating a healthy diet/eating out a lot (1)</li> <li>• not exercising (1).</li> </ul> <p>NB: Do not accept smoking.</p>	<p><b>2</b></p> <p><b>AO1=2</b></p>
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<p><b>5 (b)</b></p>	<p><b>Use the two (2) lifestyle choices identified in question 5(a).</b></p> <p><b>Describe two (2) examples of how each lifestyle choice may have negatively impacted on Chloe’s health.</b></p> <p>Award up to <b>two (2) marks</b> for each example of how each lifestyle choice may have negatively affected Chloe’s health:</p> <ul style="list-style-type: none"> <li>• Alcohol - can impair physical reactions (1) contribute to heart disease (1) increase the risk of accidents (1)</li> <li>• Not eating a healthy diet - can increase the risk of illness and disease (1) high BP (1) cancers (1) diabetes (1) fatigue (1) weight gain (1)</li> </ul>	<p><b>4</b></p> <p><b>AO2=4</b></p>
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	<ul style="list-style-type: none"> <li>Lack of exercise - can decrease joint mobility (1) decrease strength (1) increase the risk of heart disease (1).</li> </ul> <p>Accept other appropriate responses.</p>	
<b>6</b>	<p><b>Identify and describe three (3) ways employment can affect Chloe’s emotional development.</b></p> <p>Award up to <b>two (2) marks</b> for each way employment can affect Chloe’s emotional development:</p> <ul style="list-style-type: none"> <li>Employment can increase self-esteem/sense of self-worth (AO1 1) if Chloe sees her job role as valuable/feels proud of the work she does (AO2 1)</li> <li>Employment can increase happiness (AO1 1) if Chloe gains respect/rewards from her job role (AO2 1)</li> <li>Employment can reduce worry/stress about paying bills (AO1 1) as Chloe receives money from her employment (AO2 1)</li> <li>Employment can positively affect emotional development (AO1 1) if Chloe gains job satisfaction (AO2 1).</li> </ul> <p>NB: Accept responses that consider the negative effect of employment on Chloe’s emotional development.</p> <p>Accept other appropriate responses.</p>	<p><b>6</b></p> <p><b>AO1=3</b></p> <p><b>AO2=3</b></p>
<b>7(a)</b>	<p><b>Chloe’s doctor, Dr Khan, is respectful and trustworthy.</b></p> <p><b>Briefly describe two (2) ways the doctor can demonstrate that they respect an individual.</b></p> <p>Award <b>one (1) mark</b> for each way the doctor can demonstrate respect:</p> <ul style="list-style-type: none"> <li>Giving an individual their full attention (1)</li> <li>Listening to understand an individual’s needs (1)</li> <li>Appreciating the care choices made by an individual (1).</li> </ul> <p>Accept other appropriate responses.</p>	<p><b>2</b></p> <p><b>AO1=2</b></p>
<b>7(b)</b>	<p><b>Briefly describe two (2) ways the doctor can demonstrate they are trustworthy.</b></p> <p>Award <b>one (1) mark</b> for each way the doctor can demonstrate they are trustworthy:</p> <ul style="list-style-type: none"> <li>Undertaking the actions which they said they will take (1)</li> </ul>	<p><b>2</b></p> <p><b>AO1=2</b></p>



	<ul style="list-style-type: none"> <li>• Provide best care (1)</li> <li>• Keeping information confidential (1)</li> <li>• Showing empathy to an individual situation (1).</li> </ul> <p>Accept other appropriate responses.</p>	
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<b>8(a)</b>	<p><b>Mia’s unborn baby is developing as expected.</b></p> <p><b>Complete the table below to identify the stages of development of an unborn baby. Use the numbers 1,2,3,4 and 5, place them in order from the earliest stage (number 1) to the latest stage (number 5).</b></p> <p>Award <b>one (1) mark</b> for each correct order of development of an unborn baby:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Stage of development</th> <th style="text-align: center;">Number (1 to 5)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Brain and spinal cord develop</td> <td style="text-align: center;">2</td> </tr> <tr> <td style="text-align: center;">Eyes and ears develop</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;">Hair begins to grow</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">Major organs develop</td> <td style="text-align: center;">4</td> </tr> <tr> <td style="text-align: center;">Neural tube develops</td> <td style="text-align: center;">1</td> </tr> </tbody> </table>	Stage of development	Number (1 to 5)	Brain and spinal cord develop	2	Eyes and ears develop	3	Hair begins to grow	5	Major organs develop	4	Neural tube develops	1	<p><b>5</b></p> <p><b>AO1=5</b></p>
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Brain and spinal cord develop	2													
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<b>8(b)</b>	<p><b>State the name given to an unborn baby that has been developing for up to 8 weeks.</b></p> <p>Award <b>one (1) mark</b> for the correct answer:</p> <p>Embryo (1).</p>	<p><b>1</b></p> <p><b>AO1=1</b></p>
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<b>9(a)</b>	<p><b>Assess how antenatal care can affect the development of Mia’s unborn baby.</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <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;">3–4</td> <td style="text-align: center;">Application of knowledge of how antenatal care can affect the development of Mia’s unborn baby is effective and clear.</td> </tr> </tbody> </table>	Marks	Description	3–4	Application of knowledge of how antenatal care can affect the development of Mia’s unborn baby is effective and clear.	<p><b>4</b></p> <p><b>AO2=2</b></p> <p><b>AO3=2</b></p>
Marks	Description					
3–4	Application of knowledge of how antenatal care can affect the development of Mia’s unborn baby is effective and clear.					

		Analysis to demonstrate understanding of relevant concepts, theory, or framework is effective.	
	1–2	Application of knowledge of how antenatal care can affect the development of Mia’s unborn baby is mainly effective but may lack clarity.  Analysis to demonstrate understanding of relevant concepts, theory, or framework, if present, has limited effectiveness.	
	0	No relevant material.	
	<p><b>Indicative content</b></p> <p>An assessment of how antenatal care can affect the development of Mia’s unborn baby may include:</p> <p>AO2</p> <ul style="list-style-type: none"> <li>• Antenatal care includes regular screening, such as checking Mia’s blood pressure, urine and blood.</li> <li>• Antenatal care monitors Mia’s unborn baby’s development, such as heart rate, growth, position.</li> <li>• Antenatal care gives Mia an opportunity to ask the midwife questions.</li> <li>• Antenatal care provides Mia with advice and information such as, what foods should be avoided, support to stop smoking.</li> </ul> <p>AO3</p> <ul style="list-style-type: none"> <li>• Antenatal care can detect and prevent early complications such as hypertension and pregnancy diabetes, which can affect the development of Mia’s unborn baby.</li> <li>• Monitoring the unborn baby’s development can help detect problems early so action can be taken, for example, exercises to move a baby from the breech position, preparations made for interventions during and after the birth, such as early induction, forceps delivery, medical intervention.</li> <li>• Asking questions, giving advice and information provides Mia with support and increases her awareness of staying healthy during the pregnancy, which will reduce risk to her unborn baby.</li> </ul>		

<b>9(b)</b>	<p><b>Briefly describe one (1) complication that can occur during labour and explain the effect this complication may have on the baby’s health.</b></p> <p>Award <b>one (1) mark</b> for a complication that can occur during labour and up to <b>two (2) marks</b> for the effect of this on the baby’s health:</p>	<p><b>3</b></p> <p><b>AO1=1</b></p> <p><b>AO2=2</b></p>
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	<ul style="list-style-type: none"> <li>• The umbilical cord could wrap around the baby’s neck (AO1 1) this could cause the baby distress (AO2 1) may result in the baby not receiving enough oxygen (AO2 1).</li> <li>• The baby’s first bowel movement (meconium) occurs while in the womb (AO1 1) this may result in the baby having difficulty breathing (AO2 1) due to meconium in their lungs (AO2 1).</li> <li>• Breech birth/the baby is birthing feet first (AO1 1) there is a risk the umbilical cord will become compressed (AO2 1) and the baby may not receive enough oxygen (AO2 1).</li> </ul> <p>Accept other appropriate responses.</p> <p>NB: Do not credit premature birth.</p>	
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<p><b>10</b></p>	<p><b>Identify two (2) possible changes to Mia’s emotional development from becoming a mother and assess the impact of each change.</b></p> <p>Award <b>one (1) mark</b> for each change to Mia’s emotional development from becoming a mother <b>and</b> award up to <b>two (2) marks</b> for the impact of each change.</p> <ul style="list-style-type: none"> <li>• Mia may develop a bond/emotional attachment to her baby (AO1 1). This may result in Mia wanting to provide the best care she can for her baby (AO3 1). This may have a positive influence, as it means the baby will be cared for/reduce the baby’s risk of neglect (AO3 1)</li> <li>• Mia may feel overprotective towards her baby (AO1 1) This may result in Mia worrying about her baby’s health and well-being (AO3 1). This may have a negative influence, as it can affect Mia’s mental health (AO3 1)</li> <li>• Mia may be unhappy that she cannot do the things she used to do before she had the baby/ has more responsibility (AO1 1) This may result in Mia feeling resentful towards the baby (AO3 1). This may have a negative influence, as it may stop Mia providing care for her baby (AO3 1)</li> <li>• Mia may feel fulfilled in her new role as a mother (AO1 1). This may result in increasing Mia’s self-esteem/positive self-concept (AO3 1). This may have a positive influence on Mia’s mental health (AO3 1).</li> </ul> <p>Accept other appropriate 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>11</b></p>	<p><b>Culture can influence development of individuals.</b></p> <p><b>Identify two (2) influences culture can have on an individual’s development and assess the effect of each of these influences.</b></p>	<p><b>6</b></p> <p><b>AO1=2</b></p> <p><b>AO3=4</b></p>
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	<p>Award <b>one (1) mark</b> for each influence and up to <b>two (2) marks</b> for the effect on development:</p> <ul style="list-style-type: none"> <li>• A culture’s food (AO1 1) can affect physical development, as foods can be healthy or unhealthy (AO3 1) e.g. high fat foods may increase an individual’s risk of obesity/high blood pressure/heart disease (AO3 1)</li> <li>• A culture’s values (AO1, 1) can affect intellectual development, for example, a culture may value education (AO3 1) which can result in increasing the support an individual receives to learn and develop their knowledge (AO3 1)</li> <li>• A culture’s social interactions (AO1 1) can affect social development, as culture will affect the amount and types of social interactions (AO3 1) which can develop an individual’s social skills (AO3 1)</li> <li>• A culture’s identity/how an individual sees themselves as part of their culture (AO1 1) can affect emotional development, as cultural identity can increase or decrease an individual’s self-esteem (AO3 1) which can contribute to feelings of e.g. depression, anxiety, happiness, confidence (AO3 1).</li> </ul> <p>Accept other appropriate responses.</p> <p>NB: Do not credit racism/discrimination.</p>	
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<b>12</b>	<p><b>In the future, Mia would like to have another child.</b></p> <p><b>Discuss how having a new sibling can affect a child’s emotional development.</b></p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 15%;">Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5–6</td> <td>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective showing awareness of how having a new sibling can affect a child’s emotional development. Clear links are made.</td> </tr> <tr> <td style="text-align: center;">3–4</td> <td>Analysis to demonstrate understanding of concepts and theories is effective. Awareness of how having a new sibling can affect a child’s emotional development. Some clear links are made.</td> </tr> <tr> <td style="text-align: center;">1–2</td> <td>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness. There is a lack of awareness of how having a new sibling can affect a child’s emotional development. Links may be made but are often inappropriate.</td> </tr> <tr> <td style="text-align: center;">0</td> <td>No relevant material.</td> </tr> </tbody> </table>	Marks	Description	5–6	Analysis to demonstrate understanding of concepts and theories is detailed and highly effective showing awareness of how having a new sibling can affect a child’s emotional development. Clear links are made.	3–4	Analysis to demonstrate understanding of concepts and theories is effective. Awareness of how having a new sibling can affect a child’s emotional development. Some clear links are made.	1–2	Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness. There is a lack of awareness of how having a new sibling can affect a child’s emotional development. Links may be made but are often inappropriate.	0	No relevant material.	<p><b>6</b></p> <p><b>AO3=6</b></p>
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1–2	Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness. There is a lack of awareness of how having a new sibling can affect a child’s emotional development. Links may be made but are often inappropriate.											
0	No relevant material.											

	<p><b>Indicative content:</b></p> <p>A discussion of how having a new sibling can affect a child's emotional development may include:</p> <p>AO3</p> <ul style="list-style-type: none"> <li>• A child may experience mixed emotions from having a new sibling.</li> <li>• They may feel positive emotions, such as feeling excited, proud, responsible, protective.</li> <li>• They may also feel negative emotions, such as feeling unhappy, this may be due to changes that have happened to family life, and they may find this unsettling.</li> <li>• They may feel jealousy towards their new sibling. This may be because the new sibling is getting more attention than them, or that they must share the attention of their parents with their new sibling.</li> <li>• How a child feels can be affected by how the parents prepared the child for their new sibling, for example, involving them in the preparations. Whether the sibling is the first sibling the child has had, will also affect their emotional reaction.</li> <li>• Some children struggle with not wanting to be the older sibling or share their parents' attention. This may result in the child showing anger which can result in undesirable behaviour to again the attention of their parents.</li> </ul> <p>Accept other appropriate responses.</p>	
<p><b>13</b></p>	<p><b>Mia is a volunteer for a charity.</b></p> <p><b>What type of care is provided by a volunteer?</b></p> <p><b>A Community care</b>  <b>B Formal care</b>  <b>C Informal care</b>  <b>D Respite care</b></p> <p>Award <b>one (1) mark</b> for the correct answer:</p> <p>C - Informal care (1).</p>	<p><b>1</b></p> <p><b>AO1=1</b></p>
<p><b>14</b></p>	<p><b>The older adults Mia supports use a range of health and social care services.</b></p> <p><b>Describe two (2) benefits of health and social care provision for older adults.</b></p>	<p><b>2</b></p> <p><b>AO3=2</b></p>

	<p>Award <b>one (1) mark</b> for each benefit of health and social care provision for older adults:</p> <ul style="list-style-type: none"> <li>• Services help reduce an older adult’s need for more care or support (1)</li> <li>• Services delay deterioration to a point where they need ongoing care or support (1)</li> <li>• Improves/maintains an older adult’s independence and well-being (1).</li> </ul> <p>Accept other appropriate responses.</p>	
<p><b>15</b></p>	<p><b>The older adults Mia supports have difficulty walking.</b></p> <p><b>Describe two (2) ways an occupational therapist can support older adults who have difficulty walking.</b></p> <p>Award up to <b>two (2) marks</b> for each way an occupational therapist can support older adults who have difficulty walking:</p> <ul style="list-style-type: none"> <li>• Advise about aids/equipment (AO1) (1) such as a walking stick, walking frame, wheelchair (AO2) (1).</li> <li>• Advise on home modifications to support an individual move around their home (AO1) (1) such as handrails, ramps, stair lifts (AO2) (1).</li> <li>• Help maintain/improve walking ability (AO1) (1) by supporting an individual in how to undertake everyday activities that involve walking/moving (AO2) (1).</li> </ul> <p>Accept other appropriate responses.</p>	<p><b>4</b></p> <p><b>AO1=2</b></p> <p><b>AO2=2</b></p>
<p><b>16 (a)</b></p>	<p><b>Mia would like to become an occupational therapist.</b></p> <p><b>State one (1) route Mia can take to gain a qualification to become an occupational therapist.</b></p> <p>Award <b>one (1) mark</b> for a way Mia can gain a qualification to become an occupational therapist:</p> <ul style="list-style-type: none"> <li>• Going on to higher education/university (1)</li> <li>• Studying for a degree in occupational therapy (1)</li> <li>• An occupational therapist apprenticeship (1)</li> <li>• Further education / level 2 and level 3 qualifications (1).</li> </ul>	<p><b>1</b></p> <p><b>AO1=1</b></p>
<p><b>16 (b)</b></p>	<p><b>Describe two (2) ways a work experience placement could prepare Mia to become an occupational therapist.</b></p>	<p><b>2</b></p>

	<p>Award <b>one (1) mark</b> for each way that a work experience placement could prepare Mia:</p> <ul style="list-style-type: none"> <li>• Give Mia knowledge of the role of an occupational therapist (1)</li> <li>• Give Mia practical experience of the activities an occupational therapist may undertake (1)</li> <li>• A placement in clinic/practice/hospital could give Mia experience of working in the settings an occupational therapist works in (1).</li> </ul> <p>Accept other appropriate responses.</p>	<p><b>AO2=2</b></p>
<p><b>16 (c)</b></p>	<p><b>Mia is creating a personal development plan to help reach her future goals. There are five steps in the plan that Mia will need to complete.</b></p> <p><b>Name any three (3) steps in a personal development plan.</b></p> <p>Award <b>one (1) mark</b> for each step in a personal development plan:</p> <ul style="list-style-type: none"> <li>• Career aspirations/what job role the individual would like to do (1)</li> <li>• Learning needs/what an individual needs to do to achieve their career goal (1)</li> <li>• Goals/short, medium, long-term (1)</li> <li>• Implementation/taking action towards goals (1)</li> <li>• Review/revise/looking over plan to see if changes are needed to meet their goals (1).</li> </ul>	<p><b>3</b> <b>AO1=3</b></p>
<p><b>17</b></p>	<p><b>Give the meaning of being ‘objective’ and explain one (1) reason why Mia should be objective as an occupational therapist.</b></p> <p>Award <b>one (1) mark</b> for the meaning of being objective:</p> <ul style="list-style-type: none"> <li>• Being objective means not being biased/not being emotionally involved in a situation/decision (1).</li> </ul> <p>Award up to <b>two (2) marks</b> for a reason Mia should be objective as an occupational therapist:</p> <ul style="list-style-type: none"> <li>• It stops Mia bringing her own feelings and wishes into therapy decisions (AO1 1). This allows the patient to make therapy choices that are theirs not Mia’s/so will not interfere with Mia’s ability to provide therapy that respects a patient choice (AO3 1)</li> </ul>	<p><b>3</b> <b>AO1=1</b> <b>AO3=2</b></p>

	<ul style="list-style-type: none"><li>• It allows Mia to consider all support strategies/options available (AO1 1). This increases the likelihood that the patient will receive support that meets their needs (AO3 1).</li></ul> <p>Accept other appropriate responses.</p>	
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**Assessment Objective Grid**

Question	AO1	AO2	AO3	Total
1a	1			1
1b	2		4	6
2a	1			1
2b	1	2		3
3	2	2		4
4		3	3	6
5a	2			2
5b		4		4
6	3	3		6
7a	2			2
7b	2			2
8a	5			5
8b	1			1
9a		2	2	4
9b	1	2		3
10	2		4	6
11	2		4	6
12			6	6
13	1			1
14			2	2
15	2	2		4
16a	1			1
16b		2		2
16c	3			3
17	1		2	3
	<b>35</b>	<b>22</b>	<b>27</b>	<b>84</b>