

# **BTEC Level 3 National in Health and Social Care**

**First teaching September 2016**



**Sample Marked Learner Work**

**External Assessment**

**Unit 2: Working in Health and Social Care**

**In preparation for the first teaching from September 2016 and as a part of the on-going support that we offer to our centres, we have been developing support materials to help you better understand the application of Nationals BTEC Level 3 qualification.**

## **What is Sample Marked Learner Work (SMLW)?**

The following learner work has been prepared as guidance for centres and learners. It can be used as a helpful tool when teaching and preparing for external units.

Each question explores two responses; one good response, followed by a poor response. These responses demonstrate how marks can be both attained and lost.

The SMLW includes examples of real learners' work, accompanied with examiner tips and comments based on the responses of how learners performed.

Below displays the format this booklet follows. Each question will show a learner response, followed by comments on the command verbs and the content of the question. Tips may be offered where possible.

The appendix has attached a mark scheme showing all the possible responses that perhaps were not explored in the SMLW, but can still be attained.

*The red box comments on the command verbs used in the question. Command typically means; to instruct or order for something to be done. Likewise, in assessments, learners are required to answer questions, with the help of a command verb which gives them a sense of direction when answering a question.*

*This box may choose to highlight the command verb used and comments if the learner has successfully done this, or not.*

*The green box comments on the content words and phrases. Content makes reference to subject knowledge that originates from the specification. Learners are required to use subject specific knowledge to answer the questions in order to gain maximum marks.*

*The comments may include:*

- *Any key words/phrases used in the learner's answer.*
- *Why has the learner gained x amount of marks? And why/how have they not gained any further marks?*
- *Any suggestions/ ideas regarding the structure of the answer.*
- *If the answer meets full marks- why it is a strong answer? What part of the content has been mentioned to gain these marks?*

**TIPS!**



*Tips offer helpful hints that the learner may find useful. For example:*

- *Recommended length of the answer*
- *Reference to the amount of marks awarded*
- *General advice for the learner when answering questions*

**Question 1a: Identify two factors that a risk assessment might highlight when Brian is admitted to hospital.**

[Total marks for Q1a- 2 marks]

- 1 (a) Identify **two** factors that a risk assessment might highlight when Brian is admitted to hospital.

2 marks

1 There may need to be a suitable wheelchair available for Brian to use when he's moved to a ward.  
2 His blood pressure maybe high.

2

The command verb is **identify** – Learners need to indicate/ state TWO factors. One mark per factor.

**Poor response:** No marks awarded. The learner has stated possible effects, as opposed to the factors which need to be identified from a risk assessment.

**Good response:** The command verb identify means to indicate two features or actions that a support worker might use in order to help Debbie get to her new job.

- 1 (a) Identify **two** factors that a risk assessment might highlight when Brian is admitted to hospital.

2 marks

1 Chances of having a heart attack  
2 Chances of dying.

0

**Question 1b: Describe two responsibilities of healthcare assistants when looking after patients on hospital wards.**

[Total marks for Q1b- 4 marks]

(b) Describe **two** responsibilities of healthcare assistants when looking after patients on hospital wards.

4 marks

1 A healthcare assistant will make sure that the patient receives dignified treatment by pulling a screen around their bed during examination and personal care.

2 The patients can be moved on hospital beds to different parts of the hospital by healthcare assistants such as when an x-ray is needed.

4

The command verb is **describe** : Learners need to give a clear, objective account in their own words showing recall, and in this case application, of the relevant features and information about the subject.

**Good response:** Two point marks are awarded for each description.

**Poor response:** This learner has correctly identified two responsibilities, but has not elaborated or extended with details into a four-mark description.

**Good response:** One mark for "preserving patient dignity" and with an elaboration for two marks. One mark for "mobilising or moving patients" and with an elaboration for two marks.

(b) Describe **two** responsibilities of healthcare assistants when looking after patients on hospital wards.

4 marks

1 Keeping the person dignified and happy

2

2 Giving the patient privacy when changing them.

**Poor response:** For this "describe" response, learners need to explain or give a reason as to why each factor is important; for example keeping the person dignified and happy so they feel empowered and in control of what is happening to them.

**Question 1c: Explain how the nurses who provide Brian with care during this stay in hospital are monitored to ensure that they maintain professional standards.**

[Total marks for Q1c- 6 marks]

(c) Explain how the nurses who provide Brian with care during his stay in hospital are monitored to ensure that they maintain professional standards.

6 marks

Nurses are monitored or checked by senior staff or managers at the hospital and have passed their qualification and then have to follow codes of professional conduct so they are providing a high quality service. They are registered with the NMC and their right to practice is reviewed every three years in order to monitor that the quality service is being maintained. Nurses have to show certain skills and competencies such as taking a patient's temperature accurately. They have to record patient data accurately and this is really important when giving the required medication and keeping patient notes updated.

5

The command verb explain means to set out in detail the meaning of something, giving reasons. Learners show that they understand the origins, functions and objectives of a subject and its suitability for purpose. They give reasons to support an opinion, view or argument, with clear details.

This 6-mark response has three levels.

**Good response:** This would be a level 3 response = 5 marks. The learner just gives enough evidence to get into level 3.

**Poor response:** This would be a level 1 response = 2 marks

**Good response:** The learner demonstrates accurate and thorough knowledge and understanding e.g. the role of senior staff to monitor, the acquisition of appropriate qualifications, the registration and regular review by the NMC, specific details such as taking a patient's temperature and the importance of accuracy in record keeping.

Answer evidences comprehensive links among the elements in the context of the question.

Lines of reasoning supported throughout by sustained application of relevant evidence.

(c) Explain how the nurses who provide Brian with care during his stay in hospital are monitored to ensure that they maintain professional standards.

6 marks

Ward sisters monitor the nurse's treatment of Brian and ensure that they are not discriminating towards him because he is obese. Also it is important that he is allowed to make his own decisions and be independent. Nurses have reviews where they are told how to improve.

2

**Poor response:** Learner demonstrates isolated elements of knowledge and understanding; for example the reference to monitoring and reviews. Generic statements are presented rather than links being made; for example the reference to "making his own decisions" and "being independent".

Lines of reasoning are unsupported so for example the benefits of encouraging Brian's independence could be explained further.

This learner has not addressed the question fully and has written some information about how the patient benefits, as opposed to the monitoring of staff professionalism.

**TIPS!**



Learners should focus and direct their response to answer the set question. Learners should focus their answer directly to the scenario set for the question, as opposed to providing a generic situation response. Learners should be encouraged to use the given names and give specific examples appropriate to the given context scenario.



Learners should be encouraged to become familiar with the levels of response mark scheme applied to this examination so they can understand the difference between a level 1 and a level 3 response. Individual learner and also peer marking of

**Question 1d: Discuss ways that health and social care staff could empower Brian to continue to improve his health when he is discharged from hospital.**

[Total marks for Q1d- 8 marks]

(d) Discuss ways that health and social care staff could empower Brian to continue to improve his health when he is discharged from hospital.

8 marks

Empowering means when someone feels in control of what is happening to them so staff can offer them choices and encourage independent decision-making so the service user self-esteem can increase. The patient is made to feel more confident and positive about themselves and the staff are providing active support such as putting them in contact with a dietitian to assist with meal planning for Brian. Staff could encourage Brian to join a support group to help him to lose weight since it may make him feel better about his obesity if he can talk to others and collectively work as a group to lose their weight. It may be the case that Brian's house may need to be adapted so he is less reliant on others and can take more responsibility for his own personal care and living. However, Brian may be resistant to change so it's important for staff to work carefully with him to respect his individual wishes so a holistic approach respecting Brian's mind and body are in place for his care plan.

Total for Question 1 = 20 marks

8

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



The command verb discuss means to the learner needs to consider different aspects of the topic, how they interrelate and the extent to which they are important.

The mark scheme has three levels.

**Poor response:** The key points are conveyed in a non-specialist way and the answer lacks development. Essentially the learner needs to identify specific professionals and the specific roles they could undertake to support Brian such as a counsellor or a dietitian or a physiotherapist, for example.

**Good response:** This answer would be a **level 3** = 8 marks. This is a strong response at the top of level 3.

Learner demonstrates accurate and thorough knowledge and understanding of relevant information; any gaps or omissions are minor. Several appropriate examples are given with an explanation of the impacts on Brian such as the role of the dietitian and the benefits of joining a support group.

Displays a well-developed and balanced discussion, demonstrating a thorough grasp of competing arguments/pros and cons in context. A number of positives are identified but the learner also identifies that Brian may be resistant to these changes from a negative perspective.

Logical reasoning evidenced throughout response, which is clear and uses specialist technical language consistently such as the reference to a "holistic approach", for example.

(d) Discuss ways that health and social care staff could empower Brian to continue to improve his health when he is discharged from hospital.

8 marks

The staff could offer Brian support outside the hospital and give him leaflets to read about exercising and diet so he can lose weight successfully. They could make sure that Brian has lots of family and friends to visit him so he does not become lonely and isolated.

2

**Poor response:** This answer would be a sound **level 1**= 2 marks. The key points are conveyed in a non-specialist way and the answer lacks development. Essentially the learner needs to identify specific professionals and the specific roles they could undertake to support Brian such as a counsellor or a dietitian or physiotherapist for example.

Learner demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions.

Learner provides little evidence of weighing up competing arguments/ pros and cons in context; discussion likely to consist of basic description of information. Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question.

**Question 2a: Identify two ways that a support worker might help Debbie get to her new job.**

[Total marks for Q2a- 2 marks]

2 (a) Identify **two** ways that a support worker might help Debbie get to her new job.

2 marks

- 1 Creating Debbie's money or bus pass ready for the journey to work.
- 2 Setting Debbie's alarm so she gets up in time.

2

The command verb identify means to indicate two features or actions that a support worker might use in order to help Debbie get to her new job.

**Good response:** Two marks awarded for two correct point mark responses.

**Poor response:** Incorrect responses: No marks awarded.

2 (a) Identify **two** ways that a support worker might help Debbie get to her new job.

2 marks

- 1 Helping Debbie to write her cv.
- 2 Attending the job interview with her.

0

**Poor response:** The learner did not answer the set question ..... re getting to her new job. Instead the learner has answered in respect of actions to assist Debbie to get the job.

**Question 2b i: Describe how Debbie would use an advocate.**

[Total marks for Q2b i- 2 marks]

(b) (i) Describe how Debbie would use an advocate.

2 marks

An advocate could speak and act according to what Debbie wants so could help her in preparing for her interview at the supermarket.

2

The command verb **is describe**.

Describe means to give a clear, objective account in their own words showing recall, and in some cases application, of the relevant features and information about the subject.

(b) (i) Describe how Debbie would use an advocate.

2 marks

An advocate is a person who speaks or acts on behalf of service users.

0

**Poor response:** This is a generic definition. The description **MUST** answer the question and refer specifically to Debbie in order to be credited.

**Question 2b ii: Describe one challenge that Debbie's care manager face when acting as her advocate.**

[Total marks for Q2b ii- 2 marks]

(ii) Describe **one** challenge that Debbie's care manager might face when acting as her advocate.

2 marks

Debbie's care manager might feel that Debbie's requests are not in her best interests but also wants to make sure that Debbie is empowered to make as many independent decisions as possible.

2

The command verb **is describe**.

Describe means to give a clear, objective account in their own words showing recall, and in some cases application, of the relevant features and information about the subject.

**Good response:** Two marks awarded for a description of the challenge and its implications.

(ii) Describe **one** challenge that Debbie's care manager might face when acting as her advocate.

2 marks

The care manager may not agree with Debbie's wishes.

1

**Poor response:** One mark awarded – no elaboration or explanation given.

**Question 2c: Explain how the college could prevent discrimination towards people such as Debbie who have learning disabilities.**

[Total marks for Q2c - 6 marks]

(c) Explain how the college could prevent discrimination towards people such as Debbie who have learning disabilities.

6 marks

The college will have policies and procedures to prevent discrimination by following the Equality Law 2010. This means that there will ~~be~~ have to be trained staff to support people like Debbie with their learning so they receive fair + equal access to their education. The college must promote anti-discriminatory practices so they should have a curriculum that promotes positive images of people with disabilities such as learning, visual hearing or mobility impairments. If discrimination does occur, then there is a policy and actions are taken to challenge and address the discrimination.

Debbie's additional education needs should be assessed and resourced so she should be involved and committed about her current and future educational needs. In this way Debbie is being given additional educational support in order to access her current and future educational requirements and is not being discriminated against on account of her disability.

6

The command verb is explain.

The command verb explain means to set out in detail the meaning of something, giving reasons. Learners show that they understand the origins, functions and objectives of a subject and its suitability for purpose. They give reasons to support an opinion, view or argument, with clear details.

This question is assessed by three levels.

**Good response:** This is a good level 3 response = 6 marks

Detailed accurate knowledge and understanding, linkages and reasoned evidence are in place.

The learner demonstrates accurate and thorough knowledge and understanding; for example the reference to legislation and evidence of the practical application of an anti-discrimination policy.

Answer evidences comprehensive links among the elements in the context of the question; for example the implications of the Equality Act are referenced in the context of the college providing additional staff and resources to support Debbie's educational progress.

Lines of reasoning supported throughout by sustained application of relevant evidence.

(c) Explain how the college could prevent discrimination towards people such as Debbie who have learning disabilities.

6 marks

The college will follow the Disability Discrimination Law 1995 to have policies and procedures which all staff know about and follow. There will be specialist staff and resources to support Debbie so she gets a good education at the college.

2

**Poor response:** Although there is accurate information given about policies, procedures, specialist staff and resources, there is little elaboration to achieve the higher mark levels. Also the DDA is no longer relevant and has been replaced by the 2010 EQUALITY ACT.

This would be a sound level 1 = 2 marks

Learner demonstrates isolated elements of knowledge and understanding; for example the reference to the provision of specialist staff and resources.

Generic statements may be presented rather than links being made; for example the reference to a "good education".

Lines of reasoning are unsupported. Further detail and elaboration is required to in order to access levels 2 and 3.

**Question 2d: Discuss how Debbie and Dexter might be supported in planning for their future.**

[Total marks for Q2d- 8 marks]

(d) Discuss how Debbie and Dexter might be supported in planning for their future.

8 marks

Debbie and Dexter could both received individual attention and also be formally supported so they can express their needs and specific preferences to each other. In this way, their communication is made more effective between themselves, as well as their family and with other health and social care professionals. They may need special professional help to plan and organise their wedding and get their future living accommodation sorted out. They may also need professional support and guidance with family planning and having children in the future. Financial support to help them to live as independently as possible is essential however there may be some conflicts between what the couple ask for and what is actually possible for health and social care professionals to agree to. The most important factor is that this vulnerable couple are kept safe and healthy and that they are closely involved in any planning for their future.

7

The command verb is discuss.

The command verb discuss means to the learner needs to consider different aspects of the topic, how they interrelate and the extent to which they are important.

The mark scheme has three levels.



**Good response:** This answer would be **just into level 3** = 7 marks.

Learner demonstrates accurate and thorough knowledge and understanding of relevant information; any gaps or omissions are minor; for example the reference to effective communication, safeguarding and financial support

The learner displays a well-developed and balanced discussion, demonstrating a thorough grasp of competing arguments/pros and cons in context; for example the conflicts between individual preferences and professional safeguarding aims.

Logical reasoning evidenced throughout response, which is clear and uses specialist technical language consistently. A top grade response could include more specialist technical language such as a reference to properly-funded individual budgets.

(d) Discuss how Debbie and Dexter might be supported in planning for their future.

8 marks

The care manager may help them get a house together or may help them budget for their wedding. Both of these things prepare for their life together. She may help them by planning the wedding. The stress of it all could get too much for them so they really need the extra help. Debbie and Dexter would be unable to get the planning done themselves.

Family and friends will also help out <sup>s and</sup> family members could even put down a deposit on a house for them both.

2

**Poor response:** This is a sound level 1 response = 2 marks

The learner writes clearly, but does not always focus on answering the question which is about being supported in the future, as opposed to the effects on the couple.

Level 1: Learner demonstrates isolated elements of knowledge and understanding; for example the reference to housing, budgets and additional support.

Generic statements may be presented rather than links being made. The answer is a little disjointed. This learner could have accessed level 2 if additional elaboration and the linkage of different ideas had been evident. Lines of reasoning are unsupported.

**Question 3a: Apart from providing them with a hearing dog, identify two ways that people with hearing impairments might be supported.**

[Total marks for Q3a- 2 marks]

3 (a) Apart from providing them with a hearing dog, identify **two** other ways that people with hearing impairments might be supported.

2 marks

1 Someone to give sign language support.  
2 Having T-Loops for people with hearing aids.

2

The command verb is to identify.

The command verb identify means to indicate two features or actions that a support worker might use in order to help Debbie get to her new job.

**Good response:** One point mark awarded for each correct suggestion.

3 (a) Apart from providing them with a hearing dog, identify **two** other ways that people with hearing impairments might be supported.

2 marks

1 Wheelchair  
2 Braille

0

**Poor response:** No marks awarded since the learner has provided responses for other sensory impairments, instead of for hearing loss. The learner has made a rubric error.



Learners are advised to read each question carefully and then to answer the set question.

**Question 3b: Describe two barriers that people such as Conan might face when attending a GP surgery.** [Total marks for Q3b- 4 marks]

(b) Describe **two** barriers that people such as Conan might face when attending a GP surgery.

4 marks

1 He may struggle to hear and communicate with the health care professional and not understand the full extent of his illness and treatment options.

2 He may not be able to take his hearing dog into the surgery and as he is unable to hear properly then he will not know when his name is called which can be very stressful for him.

4

The command verb is describe.

Describe means to give a clear, objective account in their own words showing recall, and in some cases application, of the relevant features and information about the subject.

**Good response:** Two barriers stated and explained for 4 point marks.

(b) Describe **two** barriers that people such as Conan might face when attending a GP surgery.

4 marks

1 The receptionist at the GP surgery may not know that Conan has hearing loss, so he doesn't ~~wa~~ hear when his name is called.

1

2

**Poor response:** Only one barrier stated (1 mark) "Conan does not hear when his name is called" but not explained to gain the extra mark. The learner has only identified one barrier in their response.



If two barriers are required then then the learner should identify and explain two separate and different ones in order to maximise the four available marks.

**Question 3c: Explain how skills used by health and social care professionals enable Conan to manage the effects of his hearing impairment.**

[Total marks for Q3c- 6 marks]

(c) Explain how skills used by health and social care professionals enable Conan to manage the effects of his hearing impairment.

6 marks

Staff training could help healthcare professionals communicate more effectively with people who have hearing impairments. They could learn sign language and use enhanced body language and facial expressions so Conan gets a better understanding of the true implications of what is being said to him and he has opportunity to ask questions. Staff should be aware of how to use the latest technology with Conan. They should be skilled in understanding the impacts of hearing loss on Conan and to look out for any signs of depression and social isolation he may display. Staff should be able to correctly assess and identify the resources which Conan needs so he can live as independently as possible and they should be able to give him information and support in getting any disability allowances that he is entitled to receive.

6

The command verb is explain.

The command verb explain means to set out in detail the meaning of something, giving reasons. Learners show that they understand the origins, functions and objectives of a subject and its suitability for purpose. They give reasons to support an opinion, view or argument, with clear details.

This is a levelled response.

**Good response:** This is a strong level 3 = 6 mark response with a clear focus on the question being asked and linked points.

Level 3:

The learner demonstrates accurate and thorough knowledge and understanding; for example the reference to sign language, alternative technology and specialist staff training.

The answer evidences comprehensive links among the elements in the context of the question; for example the link between the correct staff assessment of Conan's needs and the appropriate identification and allocation of the required resources to successfully meet these needs.

Lines of reasoning supported throughout by sustained application of relevant evidence.

(c). Explain how skills used by health and social care professionals enable Conan to manage the effects of his hearing impairment.

6 marks

Conan might not be able to use sign language so he could become socially isolated and stressed as a result of his hearing loss. He needs to have knowledge of the possible technology now available to help him.

**Poor response:** No marks awarded – the learner has some understanding of the effects of hearing loss on Conan but has not directed their response to answer the question from the perspective of the staff skills required.

**Question 3d: Discuss how personal information about Conan might be managed by professionals who assess his hearing needs.** [Total marks for Q3d- 8 marks]

(d) Discuss how personal information about Conan might be managed by professionals who assess his hearing needs.

8 marks

According to the Data Protection Act, information about a patient such as Conan should be treated as confidential and only passed onto those people who need to know such as from his GP to a hospital consultant when hospital treatment is needed. Conan needs to give his consent for information to be passed on shared with others. There is a legal situation for the disclosure of information under the Data Protection Act. However, if there is a potential danger to Conan or to others then personal information may be disclosed without Conan's official permission. The staff have to follow policies and procedures correctly and put in place any special protection measures to keep Conan safe and healthy. It is important to keep the professionals involved with Conan up-to-date since there may be regular and rapid changes to Conan's hearing loss and they may need to respond quickly in order to maintain his health and safety.

8

The command verb is discuss. This is a levelled response.

The command verb discuss means to the learner needs to consider different aspects of the topic, how they interrelate and the extent to which they are important.

**Good response:** This is a strong level 3 response = 8 marks. A range of points have been raised and there is some balanced discussion.

Learner demonstrates accurate and thorough knowledge and understanding of relevant information; any gaps or omissions are minor; for example the detailed reference to the Data Protection Act and the need for updated staff training and assessment processes.

Displays a well-developed and balanced discussion, demonstrating a thorough grasp of competing arguments/pros and cons in context; for example the concerns that Conan's hearing loss may change and professionals need to act quickly to support any changes.

Logical reasoning evidenced throughout response, which is clear and uses specialist technical language consistently.

(d) Discuss how personal information about Conan might be managed by professionals who assess his hearing needs.

8 marks

- Following policies and procedures.
- Treating information with confidentiality
- Only pass on information to those who need to know.
- Ask Conan for permission to share his information
- Follow legal responsibilities of disclosure.
- Data protection Act.

2

**Poor response:** This is a level 1 response. There are some very good points but in bullet point format so the understanding of the information has not been presented. Potentially this could have been a level 3 response.

This answer would be a **level 1** = 2 marks. The key points are conveyed in a non-specialist way and the answer lacks development.

Learner demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions. A range of ideas and information is presented, but not explained or appropriately linked to show a real understanding.

Learner provides little evidence of weighing up of competing arguments/pros and cons in context; discussion likely to consist of basic description of information.

Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question.



**Question 4a: Identify two health needs that a frail, older person like Regina might have.**

[Total marks for Q4a- 2 marks]

4 (a) Identify **two** health needs that a frail, older person like Regina might have.

2 marks

- 1 She could have hearing or sight loss
- 2 She is more likely to fall over and injure herself

2

The command verb is identify.

The command verb identify means to indicate two features or actions that a support worker might use in order to help Debbie get to her new job.

4 (a) Identify **two** health needs that a frail, older person like Regina might have.

2 marks

- 1 Loss of memory.
- 2 Heart Disease.

0

**Poor response:** No marks awarded. Loss of memory or dementia not accepted and not all older people get CHD.

**Question 4b: Describe two responsibilities that the organisation you work for has for you.**

[Total marks for Q4b- 4 marks]

(b) Describe **two** responsibilities that the organisation you work for has towards you.

4 marks

- 1 The organisation should give me information about policies and procedures and make sure I understand them and can apply them in my everyday work.
- 2 The organisation should give me training and make sure I know how to use the equipment correctly such as a hoist for lifting a service user.

4

The command verb is describe.

Describe means to give a clear, objective account in their own words showing recall, and in some cases application, of the relevant features and information about the subject.

**Good response:** Four marks for two correct points which have been expanded.

(b) Describe **two** responsibilities that the organisation you work for has towards you.

4 marks

- 1 To provide all the equipment needed to do my job properly such as gloves and an apron if needed.
- 2 Also to make sure the health and safety standards are at its best quality.

2

**Poor response:** There are two marks are awarded, but the reason for each point has not been provided to award the expansion point marks.



When giving an idea then learners should also explain further as to why it is important; for example firstly having the correct equipment to do your job correctly and safely. Secondly: making sure that health and safety standards are maintained so for example there are always two members of staff used when lifting a service user so you, as a member staff, do not damage or injure your back.

**Question 4c: Explain the reasons why health and social care services are provided in different settings.**

[Total marks for Q4c- 6 marks]

(c) Explain the reasons why health and social care services are provided in different settings.

6 marks

Offering a range of different health and social care settings allows the service to meet the range of service user requirements and so offer greater choice and potential service user empowerment. Often it is more cost effective to have certain specialist providers with their individual specialisms and expertise. There is often a series of stages so for example the initial diagnosis may take place in a doctor's surgery but then the patient will receive their treatment and operation in a hospital where a surgeon works and uses very expensive specialist equipment.

The patient may recover from their operation on a hospital ward but they may receive extra treatment as an outpatient at the hospital while living back at home. However sometimes the different settings offering health and social care services may relate to the difference between private and state care. For example, private hospital treatment in a Nuffield hospital may be organised far quicker than having to wait for an NHS hospital booking for an operation, but the service user has to pay large amounts of money for this private treatment. On the other hand, sometimes

the state health sector will commission alternative and privately organised treatments and different sectors work in partnership in order to provide best care provision.

6

The command verb is explain. This is a levelled response.

The command verb explain means to set out in detail the meaning of something, giving reasons. Learners show that they understand the origins, functions and objectives of a subject and its suitability for purpose. They give reasons to support an opinion, view or argument, with clear details.

**Good response:** This is a strong level 3 response = 6 marks since a range of detailed facts have been explained and linked effectively.

Level 3: The learner demonstrates accurate and thorough knowledge and understanding; for example the reference to meeting individual needs, cost effectiveness and the commissioning of services.

Answer evidences comprehensive links among the elements in the context of the question; for example the link between commissioning services from different providers offers longer- term future partnership opportunities.

Lines of reasoning supported throughout by sustained application of relevant evidence.

(c) Explain the reasons why health and social care services are provided in different settings.

6 marks

So that all services users are treated no matter who or where they are. Whether in hospital or at home or in a residential care home. Their needs are still getting met and they are cared for.

1

**Poor response:** This is a weak Level 1 response = 1 mark for a brief reference to meeting the needs of all service users. However, the answer is just really stating the range of settings but not answering the question as to why the provision is placed in different settings.

Level 1: Learner demonstrates isolated elements of knowledge and understanding; for example the brief reference to meeting individual needs.

Generic statements are presented rather than links being made. Some of the information is irrelevant to the set question.

Lines of reasoning are unsupported.

**Question 4d: Discuss the responsibilities you have when supporting a client such as Regina.**

[Total marks for Q4d- 8 marks]

(d) Discuss the responsibilities you have when supporting a client such as Regina.

8 marks

As Regina's support worker then I may provide her with personal care support such as washing and dressing her. I could be making her healthy and regular meals and then washing up afterwards. In this way I would be supporting Regina's physical health and hygiene needs so she is healthy and safe in her home.

I would help Regina to attend any medical appointments and might arrange for an eye test to be done in her own home if needed. I may have to help her with her money and perhaps collect her pension as well as buying any shopping she needs ~~to~~ or organising internet shopping according to her choices so Regina is maintaining her independence as much as possible. It is my responsibility to follow policies and procedures and maintain daily records of what I do as well as an update on the state of Regina's physical and mental health. I would ~~write~~ leave the record in her home so her family can read it and be informed about what is happening. Also I would keep regular communication

with any of her family members and alert them to any concerns about Regina's health as soon as possible. However, as a support worker then I would have a number of different clients to attend to and it may be difficult to provide Regina with the time and care that I would ideally want to give her. Some support workers have really short time allocations of 15 minutes per client so it could prove impossible to give my best 100% of the time.

8

The command verb is discuss. This is a levelled response.

The command verb discuss means to the learner needs to consider different aspects of the topic, how they interrelate and the extent to which they are important.

**Good response:** This is a strong Level 3 response = 8 marks. A clear and detailed account with some balanced discussion.

Level 3: Learner demonstrates accurate and thorough knowledge and understanding of relevant information; any gaps or omissions are minor; for example the reference to some details about possible personal care activities so Regina is kept safe and healthy on a daily basis.

Learner displays a well-developed and balanced discussion, demonstrating a thorough grasp of competing arguments/pros and cons in context; for example the conflict of a limited time allocated for each client could mean that the support worker cannot undertake all their required duties.

Logical reasoning evidenced throughout response, which is clear and uses specialist technical language consistently.

(d) Discuss the responsibilities you have when supporting a client such as Regina.

8 marks

You are responsible for looking their food and helping them to walk about and get dressed. All of these things can make a big difference. Also, a support worker helps them emotionally as well as physically as they may have other problems with their family or depression. All of this matters to them. Socially, you are also a friend to them as they could be alone or may have lost loved ones.

3

**Poor response:** This is a Level 1 sound response = 3 marks. The information is a little disjointed, but a few basic facts have been stated about the responsibilities of a support worker. However, the statements are very limited and generic and not specifically giving detailed evidence of being Regina's support worker.

Level 1: Learner demonstrates isolated elements of knowledge and understanding; for example the reference to cooking and talking to Regina.

Generic statements are presented rather than links being made. Further detail and explanation is needed to achieve a level 2 response.

Lines of reasoning are unsupported.



# Unit 2: Working in Health and Social Care – sample mark scheme

## General marking guidance

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- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Learners must be rewarded for what they have shown they can do, rather than be penalised for omissions.
- Examiners should mark according to the mark scheme, not according to their perception of where the grade boundaries may lie.
- All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the learner's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a learner's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the learner has replaced it with an alternative response.

## Specific marking guidance for levels-based mark schemes\*

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Levels-based mark schemes (LBMS) have been designed to assess learner work holistically. They consist of two parts: indicative content, and levels-based descriptors. Indicative content reflects specific content-related points that a learner might make. Levels-based descriptors articulate the skills that a learner is likely to demonstrate in relation to the assessment outcomes being targeted by the question. Different rows within the levels represent the progression of these skills.

When using a levels-based mark scheme, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/objective and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

**Section A**

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
1(a)	<p>Answers might refer to:</p> <ul style="list-style-type: none"><li>• manual handling issues/hoists/availability of staff to move patient <b>(1)</b></li><li>• availability of suitable wheelchairs/trolleys <b>(1)</b></li><li>• availability of suitable hospital clothing <b>(1)</b></li><li>• infection control/MRSA <b>(1)</b></li><li>• blood pressure. <b>(1)</b>.</li></ul> <p>Accept any other valid response.</p>	<b>(2)</b>

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
1(b)	<p>Award <b>2</b> marks for each description.</p> <p>Healthcare assistants will:</p> <ul style="list-style-type: none"><li>• ensure that the dignity of the patient is preserved <b>(1)</b> by providing screens around their bed when they are being washed <b>(1)</b></li><li>• enable patients to mobilise <b>(1)</b> so that they can be moved from the ward to where their operation/surgery is carried out <b>(1)</b>.</li></ul> <p>Accept any other valid response.</p>	<b>(4)</b>

Question number	Indicative content		Mark
1(c)	<p>Answers will be credited according to the learner’s demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p>Answers might refer to the ways nursing staff on wards:</p> <ul style="list-style-type: none"> <li>• are monitored by senior staff/managers</li> <li>• have to demonstrate competencies at a basic standard, e.g. washing a patient</li> <li>• must keep notes about the patient up to date</li> <li>• must follow instructions regarding medication</li> <li>• must record observations/baseline measures in patient’s notes.</li> </ul> <p>Or answers might refer to the ways that nursing staff maintain professional standards through:</p> <ul style="list-style-type: none"> <li>• registering with the Nursing and Midwifery Council NMC</li> <li>• regulation by NMC</li> <li>• following codes of professional conduct</li> <li>• revalidation – where right to practice is reviewed/renewed every three years.</li> </ul> <p>Do not award marks for carrying out a risk assessment. Accept any other valid response.</p>		<b>(6)</b>
Level	Mark	Descriptor	
	0	No rewardable material.	
1	1–2	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of knowledge and understanding.</li> <li>• Generic statements may be presented rather than linkages being made.</li> <li>• Lines of reasoning are unsupported.</li> </ul>	
2	3–4	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding.</li> <li>• Answer evidences occasional linkages among the elements in the context of the question.</li> <li>• Lines of reasoning occasionally supported through the application of recent evidence.</li> </ul>	
3	5–6	<ul style="list-style-type: none"> <li>• Demonstrates accurate and thorough knowledge and understanding.</li> <li>• Answer evidences comprehensive linkages among the elements in the context of the question.</li> <li>• Lines of reasoning supported throughout by sustained application of relevant evidence.</li> </ul>	

Question number	Indicative content		Mark
1(d)	<p>Answers will be credited according to the learner’s demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p>Answers might refer to how staff empower patients by:</p> <ul style="list-style-type: none"> <li>• providing active support</li> <li>• enabling patients to express their needs and preferences</li> <li>• involving a dietitian/counsellor/physiotherapist</li> <li>• adapting Brian’s home/occupational therapy</li> <li>• applying care principles</li> <li>• raising self-esteem</li> <li>• devising a care plan.</li> </ul> <p>Examples might include:</p> <ul style="list-style-type: none"> <li>• Raising self-esteem: where staff use appropriate/ non-judgemental/non-discriminatory language when talking to patients about their conditions.</li> <li>• Involving other medical professionals: to provide a holistic approach to recovery/to address other related medical issues/to support other people related to the patient.</li> </ul> <p>Award marks for any other valid responses.</p>		<b>(8)</b>
Level	Mark	Descriptor	
	0	No rewardable material.	
1	1–3	<ul style="list-style-type: none"> <li>• Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions.</li> <li>• Provides little evidence of weighing up of competing arguments/pros and cons in context; discussion likely to consist of basic description of information.</li> <li>• Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question.</li> </ul>	
2	4–6	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of relevant information with a few gaps or omissions.</li> <li>• Discussion is partially developed, but will be imbalanced; evidences the weighing up of competing arguments/pros and cons in context.</li> <li>• Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.</li> </ul>	
3	7–8	<ul style="list-style-type: none"> <li>• Demonstrates accurate and thorough knowledge and understanding of relevant information; any gaps or omissions are minor.</li> <li>• Displays a well-developed and balanced discussion, demonstrating a thorough grasp of competing arguments/pros and cons in context.</li> <li>• Logical reasoning evidenced throughout response, which is</li> </ul>	

		clear and uses specialist technical language consistently.
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Question number	Answer	Mark
2(a)	<p>Answers might refer to:</p> <ul style="list-style-type: none"> <li>• practice finding the bus stop <b>(1)</b></li> <li>• finding route to work from bus stop <b>(1)</b></li> <li>• setting alarm to remind her when to leave <b>(1)</b></li> <li>• getting money/pass ready for the bus <b>(1)</b>.</li> </ul> <p>Accept any other valid response.</p>	<b>(2)</b>

Question number	Answer	Mark
2(b) (i)	<p>Example answer: Debbie would use an advocate in order to express her views and concerns <b>(1)</b>. The advocate could help her when she prepares for/attends the interview for her job at the supermarket <b>(1)</b>.</p> <p>Do not accept description of advocate's role without reference to Debbie. Accept any other valid response.</p>	<b>(2)</b>

Question number	Answer	Mark
2(b) (ii)	<p>Answers will link two of the following for <b>2</b> marks.</p> <p>Debbie's care manager:</p> <ul style="list-style-type: none"> <li>• might feel that Debbie's decisions are not in her best interests</li> <li>• might have views that conflict with Debbie's family</li> <li>• must ensure that Debbie's independence is maintained as far as possible</li> <li>• must ensure that Debbie's decisions are taken seriously.</li> </ul> <p>Accept any other valid response.</p>	<b>(2)</b>

Question number	Indicative content		Mark
2(c)	<p>Answers will be credited according to the learner’s demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p>Answers might refer to:</p> <ul style="list-style-type: none"> <li>• college policies and procedures, which are designed to prevent discrimination and respond to it when it occurs</li> <li>• having trained staff in place to support people like Debbie</li> <li>• involving Debbie in decisions about her educational needs/future</li> <li>• having resources that meet her needs</li> <li>• having a curriculum that promotes positive images of people with learning (and other) disabilities</li> <li>• involving support workers if, for example, she exhibits any challenging behaviour</li> <li>• promote anti-discriminatory practice.</li> </ul> <p>Accept any other valid response.</p>		<b>(6)</b>
Level	Mark	Descriptor	
	0	No rewardable material.	
1	1–3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of knowledge and understanding.</li> <li>• Generic statements may be presented rather than linkages being made.</li> <li>• Lines of reasoning are unsupported.</li> </ul>	
2	4–6	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding.</li> <li>• Answer evidences occasional linkages among the elements in the context of the question.</li> <li>• Lines of reasoning occasionally supported through the application of recent evidence.</li> </ul>	
3	5–6	<ul style="list-style-type: none"> <li>• Demonstrates accurate and thorough knowledge and understanding.</li> <li>• Answer evidences comprehensive linkages among the elements in the context of the question.</li> <li>• Lines of reasoning supported throughout by sustained application of relevant evidence.</li> </ul>	

Question number	Indicative content		Mark
2(d)	<p>Answers will be credited according to the learner’s demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p>Answers might refer to:</p> <ul style="list-style-type: none"> <li>• providing active support, professional/paid and/or informal</li> <li>• enabling Debbie and Dexter to express their needs and preferences to each other</li> <li>• enabling them to live independently by <ul style="list-style-type: none"> <li>○ helping them to plan their wedding</li> <li>○ helping them to find the most appropriate accommodation, e.g. in their own home or in supported living</li> <li>○ discussing issues relating to sex and starting a family</li> <li>○ have access to properly-funded individual budgets if they want them</li> </ul> </li> <li>• decisions that are taken to ensure that Debbie and Dexter are safe</li> <li>• enabling them to maintain contact with family members/other people who might provide care for them.</li> </ul> <p>Award marks for any other valid responses.</p>		<b>(8)</b>
Level	Mark	Descriptor	
	0	No rewardable material.	
1	1–3	<ul style="list-style-type: none"> <li>• Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions.</li> <li>• Provides little evidence of weighing up of competing arguments/pros and cons in context; discussion likely to consist of basic description of information.</li> <li>• Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question.</li> </ul>	
2	4–6	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of relevant information with a few gaps or omissions.</li> <li>• Discussion is partially developed, but will be imbalanced; evidences the weighing up of competing arguments/pros and cons in context.</li> <li>• Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.</li> </ul>	
3	7–8	<ul style="list-style-type: none"> <li>• Demonstrates accurate and thorough knowledge and understanding of relevant information; any gaps or omissions are minor.</li> <li>• Displays a well-developed and balanced discussion, demonstrating a thorough grasp of competing arguments/pros and cons in context.</li> <li>• Logical reasoning evidenced throughout response, which is clear and uses specialist technical language</li> </ul>	

		consistently.
Question number	Answer	Mark
3(a)	<p>Answers might refer to:</p> <ul style="list-style-type: none"> <li>• sign language support <b>(1)</b></li> <li>• voice recognition software <b>(1)</b></li> <li>• T-loops for people who use hearing aids <b>(1)</b></li> <li>• providing information about hearing impairments for other people <b>(1)</b></li> <li>• subtitles/surtitles <b>(1)</b>.</li> </ul> <p>Do not accept answers that refer to other sensory impairments apart from hearing loss. Accept any other valid response.</p>	<b>(2)</b>

Question number	Answer	Mark
3(b)	<p>Award <b>2</b> marks for each description.</p> <p>Answers might refer to</p> <ul style="list-style-type: none"> <li>• when booking an appointment there is often no alternative to the telephone <b>(1)</b> which might be a problem if no hearing loop is provided <b>(1)</b></li> <li>• explaining his situation to a receptionist might be stressful <b>(1)</b>, because he cannot hear clearly <b>(1)</b></li> <li>• Conan might not hear his appointment being called <b>(1)</b> if there is no visual display monitor <b>(1)</b></li> <li>• Conan might not be able to lip-read <b>(1)</b> if the doctor is looking at a computer rather than at him <b>(1)</b>.</li> </ul> <p>Do not award marks for negative actions. Accept any other valid response.</p>	<b>(4)</b>



Question number	Indicative content		Mark
3(c)	<p>Answers will be credited according to the learner’s demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p>Answers might refer to the need to:</p> <ul style="list-style-type: none"> <li>• be able to sign British Sign Language (BSL)</li> <li>• be able to assess the living environment of someone who has a hearing impairment and make recommendations for change/improvement</li> <li>• have knowledge of the technology available</li> <li>• have knowledge of the allowances available to people with hearing impairments, e.g. Personal Independence Payments (PIP)</li> <li>• be familiar with relevant government schemes</li> <li>• utilise their communication skills effectively</li> <li>• understand the impact of hearing impairment on the individual, which might cause <ul style="list-style-type: none"> <li>○ communication difficulties</li> <li>○ social isolation</li> <li>○ mental ill health</li> </ul> </li> <li>• recognise how to spot the signs of decreasing ability to hear, which might be <ul style="list-style-type: none"> <li>○ a need to have statements repeated several times</li> <li>○ having a TV/radio at a high volume</li> <li>○ failure to react to other people.</li> </ul> </li> </ul> <p>Award marks for any other valid responses.</p>		<b>(6)</b>
Level	Mark	Descriptor	
	0	No rewardable material.	
1	1–3	<ul style="list-style-type: none"> <li>• Limited generic knowledge not applied to the context of the question.</li> <li>• Points raised are not interlinked and presented as a list.</li> <li>• Answer is unbalanced with limited number of aspects of the scenario considered.</li> </ul>	
2	4–6	<ul style="list-style-type: none"> <li>• Accurate knowledge but not always applied to the context of the question.</li> <li>• Some points are explained and interlinked.</li> <li>• Answer considers a number of aspects of the scenario, but they may not be given appropriate weight.</li> </ul>	
3	5–6	<ul style="list-style-type: none"> <li>• Accurate knowledge applied consistently to the context of the question.</li> <li>• Points are interlinked and explanation is coherent.</li> <li>• Answer is balanced with weight given to range of aspects of the scenario.</li> </ul>	

Question number	Indicative content		Mark
3(d)	<p>Answers will be credited according to the learner’s demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p>Answers might refer to the need to:</p> <ul style="list-style-type: none"> <li>• treat information about patients with confidentiality</li> <li>• communicate with relevant individuals</li> <li>• pass on medical information, e.g. from GPs to hospital consultants where further treatment is needed</li> <li>• obtain Conan’s permission when information about him is shared</li> <li>• share information with, for example Hearing Dogs for Deaf People, if Conan’s circumstances change</li> <li>• respect the legal responsibilities of disclosing information/data protection</li> <li>• follow policies and procedures</li> <li>• implement protection measures, e.g. for those who are the focus of the information and the professionals who manage the cases.</li> </ul> <p>Other significant aspects should be considered and rewarded where appropriate. Accept any other valid response.</p>		<b>(8)</b>
Level	Mark	Descriptor	
	0	No rewardable material.	
1	1–3	<ul style="list-style-type: none"> <li>• Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions.</li> <li>• Provides little evidence of weighing up of competing arguments/pros and cons in context; discussion likely to consist of basic description of information.</li> <li>• Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question.</li> </ul>	
2	4–6	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of relevant information with a few gaps or omissions.</li> <li>• Discussion is partially developed, but will be imbalanced; evidences the weighing up of competing arguments/pros and cons in context.</li> <li>• Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.</li> </ul>	
3	7–8	<ul style="list-style-type: none"> <li>• Demonstrates accurate and thorough knowledge and understanding of relevant information; any gaps or omissions are minor.</li> <li>• Displays a well-developed and balanced discussion, demonstrating a thorough grasp of competing arguments/pros and cons in context.</li> <li>• Logical reasoning evidenced throughout response which is clear and uses specialist technical language consistently.</li> </ul>	

Question number	Answer	Mark
4(a)	<p>Answers might refer to:</p> <ul style="list-style-type: none"> <li>• prone to falling <b>(1)</b></li> <li>• hearing/sight loss <b>(1)</b></li> <li>• unable to walk far without assistance <b>(1)</b></li> <li>• depression <b>(1)</b></li> <li>• personal care <b>(1)</b></li> <li>• food preparation <b>(1)</b>.</li> </ul> <p>Do not award marks for dementia. Accept any other valid response.</p>	<b>(2)</b>

Question number	Answer	Mark
4(b)	<p>Award <b>2</b> marks for each description.</p> <p>Organisations should:</p> <ul style="list-style-type: none"> <li>• ensure that you understand their policies and procedures <b>(1)</b> and how to follow them <b>(1)</b></li> <li>• provide you with necessary training <b>(1)</b> to enable you to meet professional standards <b>(1)</b></li> <li>• ensure that you are safe when carrying out your work <b>(1)</b> by having necessary equipment available <b>(1)</b>.</li> </ul> <p>Accept any other valid response, including specific examples.</p>	<b>(4)</b>

Question number	Indicative content		Mark
4(c)	<p>Answers will be credited according to the learner’s demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Responses may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p>Answers might refer to:</p> <ul style="list-style-type: none"> <li>• meets widest range of needs</li> <li>• is appropriate, e.g. hospitals are where operations are carried out, GP surgeries are where initial diagnosis/treatment is provided</li> <li>• is cost efficient</li> <li>• provides widest range of expertise</li> <li>• sectors often work in partnership in order to provide necessary services</li> <li>• best way of involving services users in planning and managing their care.</li> </ul> <p>Accept any other valid response.</p>		<b>(6)</b>
Level	Mark	Descriptor	
	0	No rewardable material.	
1	1–3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of knowledge and understanding.</li> <li>• Generic statements may be presented rather than linkages being made.</li> <li>• Lines of reasoning are unsupported.</li> </ul>	
2	4–6	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding</li> <li>• Answer evidences occasional linkages between the elements in the context of the question.</li> <li>• Lines of reasoning occasionally supported through the application of recent evidence.</li> </ul>	
3	5–6	<ul style="list-style-type: none"> <li>• Demonstrates accurate and thorough knowledge and understanding</li> <li>• Answer evidences comprehensive linkages between the elements in the context of the question.</li> <li>• Lines of reasoning supported throughout by sustained application of relevant evidence.</li> </ul>	

Question number	Indicative content		Mark
4(d)	<p>Answers will be credited according to the learner’s demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Responses may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p>Answers might refer to:</p> <p>Your responsibilities towards your client to include:</p> <ul style="list-style-type: none"> <li>• providing intimate personal care</li> <li>• preparing meals</li> <li>• being responsible for handling the client’s money</li> <li>• how to support her activities</li> <li>• supporting the client to access healthcare</li> <li>• appropriate liaison with family members.</li> </ul> <p>Your responsibilities towards the organisation that employs you, to include:</p> <ul style="list-style-type: none"> <li>• ensuring consistency in services you provide to all clients</li> <li>• following their policies and procedures</li> <li>• maintaining confidentiality for all your clients.</li> </ul> <p>Examples might include:</p> <ul style="list-style-type: none"> <li>• being responsible for handling the client’s money: collecting her pension/doing her shopping</li> <li>• supporting the client to access healthcare: collecting prescriptions/ensuring her medication is accessible.</li> </ul> <p>Award marks for any other valid responses.</p>		<b>(8)</b>
Level	Mark	Descriptor	
	0	No rewardable material.	
1	1–3	<ul style="list-style-type: none"> <li>• Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions.</li> <li>• Provides little evidence of weighing up of competing arguments/pros and cons in context; discussion likely to consist of basic description of information.</li> <li>• Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question.</li> </ul>	
2	4–6	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of relevant information with a few gaps or omissions.</li> <li>• Discussion is partially developed, but will be imbalanced. Evidences the weighing up of competing arguments/pros and cons in context.</li> <li>• Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.</li> </ul>	

3	7-8	<ul style="list-style-type: none"><li>• Demonstrates accurate and thorough knowledge and understanding of relevant information; any gaps or omissions are minor.</li><li>• Displays a well-developed and balanced discussion, demonstrating a thorough grasp of competing arguments/pros and cons in context.</li><li>• Logical reasoning evidenced throughout response which is clear and uses specialist technical language consistently.</li></ul>
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## **Unit 2: Working in Health and Social Care – mapping grid**

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<b>Question</b>	<b>Specification reference</b>	<b>Marks</b>
1(a)	A.3 (a)	<b>2</b>
1(b)	A.3 (b)	<b>4</b>
1(c)	A.2, A.5, B.4	<b>6</b>
1(d)	A.3 (c)	<b>8</b>
2(a)	A.2	<b>2</b>
2(b) (i)	A.4	<b>2</b>
2(b) (ii)	A.4	<b>2</b>
2(c)	A.3 (c)	<b>6</b>
2(d)	A.1, A.2,	<b>8</b>
3(a)	B.3	<b>2</b>
3(b)	B.2	<b>4</b>
3(c)	A.3 (b)	<b>6</b>
3(d)	C.1, C.2	<b>8</b>
4(a)	C.1	<b>2</b>
4(b)	B.5	<b>4</b>
4(c)	B.1	<b>6</b>
4(d)	C.1, C.2	<b>8</b>
<b>Total</b>		<b>80</b>