



## **Level 2 Award in Health and Social Care (603/1909/4)**

May 2018

Assessment code: TAHSCSAE

Paper number: P000689

### **Mark Scheme**

v1.0 Final

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 total mark for each question.

## Marking guidelines

### *General guidelines*

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all learners, who must receive the same treatment. You must mark the first learner in exactly the same way as you mark the last.

- The mark scheme must be referred to throughout the marking period and applied consistently. Do not change your approach to marking once you have been standardised.
- Reward learners positively giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the learner's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- The marks awarded for each response should be clearly and legibly recorded in the grid on the front of the question paper.
- If you are in any doubt about the application of the mark scheme, you must consult with your Team Leader or the Chief Examiner.

### *Guidelines for using extended response marking grids*

Extended response marking grids have been designed to award a learner's response holistically and should follow a best-fit approach. The grids are broken down into levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

When determining a level, you should use a bottom up approach. If the response meets all the descriptors in the lowest level, you should move to the next one, and so on, until the response matches the level descriptor. Remember to look at the overall quality of the response and reward learners positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage, and use the available marks within the level to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. Standardisation materials, marked by the Chief Examiner, will

help you with determining a mark. You will be able to use exemplar learner responses to compare to live responses, to decide if it is the same, better or worse.

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

Qu	Mark scheme	Total marks
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**Section 1**

**Total for this section: 33 marks**

<b>1</b>	<p><b>Select one (1) role description from the list for each professional.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Professional</th> <th style="text-align: center;">Job role statement</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Dietician</td> <td>Advises on healthy eating (1)</td> </tr> <tr> <td style="text-align: center;">Health care assistant</td> <td>Helps with personal care (1)</td> </tr> <tr> <td style="text-align: center;">Doctor/General Practitioner</td> <td>Prescribes medication (1) OR Assesses service users in an Accident and Emergency department (1)</td> </tr> <tr> <td style="text-align: center;">Registered general/qualified nurse</td> <td>Prescribes medication (1) OR Assesses service users in an Accident and Emergency department (1)</td> </tr> </tbody> </table>	Professional	Job role statement	Dietician	Advises on healthy eating (1)	Health care assistant	Helps with personal care (1)	Doctor/General Practitioner	Prescribes medication (1) OR Assesses service users in an Accident and Emergency department (1)	Registered general/qualified nurse	Prescribes medication (1) OR Assesses service users in an Accident and Emergency department (1)	<b>4</b>
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<b>2</b>	<p><b>An individual who seeks assistance from Citizens Advice is using</b></p> <p><b>C</b> Voluntary provision (1)</p>	<b>1</b>										

<b>3</b>	<p><b>Identify two (2) care services that a service user with an addiction is likely to access.</b></p> <p>1 mark for each care service which offers support for service users with an addiction.</p> <p>Care services such as:</p> <ul style="list-style-type: none"> <li>• Rehabilitation</li> <li>• Respite</li> <li>• Alcoholics Anonymous</li> <li>• Mental Health Unit</li> <li>• General Practitioner</li> <li>• Community Psychiatric Nurse</li> <li>• Al-Anon family groups</li> <li>• Drinkline</li> <li>• Smoking cessation groups (GP led)</li> <li>• Pharmacist</li> <li>• (Local) drug support group</li> <li>• Long/short term care</li> <li>• FRANK</li> <li>• Turning point</li> <li>• Residential care</li> <li>• 3<sup>rd</sup> sector/local community based initiatives</li> <li>• Hospital.</li> </ul> <p>Answer needs to relate to addiction. Addiction can be drugs, alcohol or smoking or any other relevant addiction.</p>	<b>2</b>
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<b>4</b>	<p><b>The individual may need a</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">Tick (✓) the referral type</th> </tr> </thead> <tbody> <tr> <td>Compulsory referral</td> <td style="text-align: center;">✓ (1)</td> </tr> <tr> <td>Professional referral</td> <td></td> </tr> <tr> <td>Self-referral</td> <td></td> </tr> </tbody> </table>		Tick (✓) the referral type	Compulsory referral	✓ (1)	Professional referral		Self-referral		<b>1</b>
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<b>5</b>	<p><b>Describe the responsibilities of an occupational therapist when working with a client who has had a stroke.</b></p> <p>Description should show understanding of the responsibilities of the occupational therapist and may include:</p> <ul style="list-style-type: none"> <li>• Assessment of a client</li> <li>• Work with other professionals</li> <li>• Monitor client's improvement</li> <li>• Monitor the progress/effectiveness of the therapy</li> <li>• Provide equipment</li> <li>• Organise adaptations.</li> </ul> <p>Answer must relate to occupational therapy.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <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</td> <td>Accurate description (may include an example).</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Some understanding (may include an example).</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Basic knowledge.</td> </tr> <tr> <td style="text-align: center;">0</td> <td>No relevant material.</td> </tr> </tbody> </table>	Marks	Description	3	Accurate description (may include an example).	2	Some understanding (may include an example).	1	Basic knowledge.	0	No relevant material.	<b>3</b>
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<b>6</b>	<p><b>Identify three (3) different services or professionals that may provide support during the childhood life stage.</b></p> <p>1 mark for each service or professional.</p> <p>Services must be appropriate to the childhood life stage and may include:</p> <ul style="list-style-type: none"> <li>• Clinics/Health Visitor</li> <li>• Speech therapy/therapist</li> <li>• Hospital paediatric services/ consultant/paediatrician</li> <li>• Social services/worker</li> <li>• General Practitioner</li> <li>• Dietician</li> <li>• Optician</li> <li>• Dental services/dentist</li> <li>• Education services/early years settings/teacher/early years practitioner</li> <li>• CAMHS</li> <li>• 3<sup>rd</sup> sector provision</li> <li>• Psychologist.</li> </ul> <p>Do not accept maternity/midwife.</p>	<b>3</b>
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<p><b>7 (a)</b></p>	<p><b>Identify one (1) individual who could offer formal support.</b></p> <p>Source must show understanding of formal support.</p> <ul style="list-style-type: none"> <li>• Physiotherapist</li> <li>• Occupational therapist</li> <li>• Doctor or orthopaedic specialist: Nurse, Radiographer</li> <li>• Plaster technician</li> <li>• Paramedic</li> </ul> <p>Any other relevant professionals.</p>	<p><b>1</b></p>
<p><b>7 (b)</b></p>	<p><b>Identify one (1) individual who could offer informal support.</b></p> <p>Source must show understanding of informal support.</p> <ul style="list-style-type: none"> <li>• Family members</li> <li>• Friends</li> <li>• Neighbours</li> <li>• Voluntary/community organisations</li> </ul>	<p><b>1</b></p>
<p><b>8</b></p>	<p><b>Identify three (3) fundamental standards that the Care Quality Commission uses in their inspection process.</b></p> <p>1 mark for each fundamental standard from the list.</p> <ul style="list-style-type: none"> <li>• Person-centred care</li> <li>• Dignity and respect</li> <li>• Consent</li> <li>• Safety</li> <li>• Safeguarding from abuse</li> <li>• Food and drink</li> <li>• Premises and equipment</li> <li>• Complaints</li> <li>• Good governance</li> <li>• Fit and proper staff</li> <li>• Duty of candour</li> </ul> <p>A standard can be accepted if it is identified in text that demonstrates understanding of the specific standard; the accurate title of the standard is not required.</p> <p>Do not accept any other standards.</p>	<p><b>3</b></p>

<b>9</b>	<p><b>Explain how a social worker can support an elderly client with dementia who lives at home.</b></p> <p>The explanation should show understanding of the role of the social worker in relation to the client described and may include:</p> <ul style="list-style-type: none"> <li>• Visit client</li> <li>• Support family</li> <li>• Organise alternative accommodation</li> <li>• Liaise with other professionals</li> <li>• Instigate a care package to support client at home</li> <li>• Capacity assistance</li> <li>• Transition to care</li> <li>• With benefit entitlement.</li> </ul> <p>Any other relevant support.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <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;">4</td> <td>Accurate knowledge and understanding of the subject.</td> </tr> <tr> <td style="text-align: center;">2–3</td> <td>Understanding shown. May use relevant examples.</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Basic recall of knowledge relevant to the question.</td> </tr> <tr> <td style="text-align: center;">0</td> <td>No relevant material.</td> </tr> </tbody> </table>	Marks	Description	4	Accurate knowledge and understanding of the subject.	2–3	Understanding shown. May use relevant examples.	1	Basic recall of knowledge relevant to the question.	0	No relevant material.	<b>4</b>
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<b>10</b>	<p><b>An individual is recently bereaved. The individual has been referred for counselling by their General Practitioner.</b></p> <p><b>Explain how the counselling service may help the individual.</b></p> <p>Explanation may include:</p> <ul style="list-style-type: none"> <li>• Improve the individual’s confidence</li> <li>• Listen to the individual’s needs</li> <li>• Talk through the issues</li> <li>• Help the individual to move effectively through stages of grief</li> <li>• Prevent further deterioration in the individual’s situation</li> <li>• Help the individual develop coping strategies</li> <li>• Enables referral to other specialists/for specialist skills</li> <li>• Emotional/social benefits of receiving counselling.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <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;">4–5</td> <td>Accurate knowledge and understanding of the subject.</td> </tr> <tr> <td style="text-align: center;">2–3</td> <td>Understanding shown. May use relevant examples.</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Basic recall of knowledge relevant to the question.</td> </tr> <tr> <td style="text-align: center;">0</td> <td>No relevant material.</td> </tr> </tbody> </table>	Marks	Description	4–5	Accurate knowledge and understanding of the subject.	2–3	Understanding shown. May use relevant examples.	1	Basic recall of knowledge relevant to the question.	0	No relevant material.	<b>5</b>
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<b>11</b>	<p><b>Effective communication enables service users to access health and social care services.</b></p> <p><b>Explain ways to overcome communication barriers.</b></p> <p>Explanation must show understanding of communication barriers and how may be overcome.</p> <p>This may include:</p> <ul style="list-style-type: none"> <li>• Language barriers: support communicator; translator</li> <li>• Visual barriers: braille; large print</li> <li>• Auditory barriers: hearing loop; signer</li> <li>• Other language as a barrier: leaflets; posters; signs</li> <li>• Learning/communication difficulties: professionals/volunteers appropriately trained or experienced</li> <li>• Makaton.</li> </ul> <p>Health and social work practitioner should consider:</p> <ul style="list-style-type: none"> <li>• Create an appropriate environment/space for communication</li> <li>• Personal interaction/interpersonal skills</li> <li>• Avoiding jargon</li> <li>• Communication preferences and skills.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <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;">4–5</td> <td>Accurate knowledge and understanding of the subject.</td> </tr> <tr> <td style="text-align: center;">2–3</td> <td>Understanding shown. May use relevant examples.</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Basic recall of knowledge relevant to the question.</td> </tr> <tr> <td style="text-align: center;">0</td> <td>No relevant material.</td> </tr> </tbody> </table>	Marks	Description	4–5	Accurate knowledge and understanding of the subject.	2–3	Understanding shown. May use relevant examples.	1	Basic recall of knowledge relevant to the question.	0	No relevant material.	<b>5</b>
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Qu	Mark scheme	Total marks
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**Section 2**

**Total for this section: 33 marks**

<b>12</b>	<p><b>Identify two (2) personal attributes which the health and social care practitioner requires.</b></p> <p>1 mark for each personal attribute which may include:</p> <ul style="list-style-type: none"> <li>• trust</li> <li>• objectivity</li> <li>• patience</li> <li>• kindness</li> <li>• care</li> <li>• empathy</li> <li>• honesty</li> <li>• reliability</li> <li>• willingness</li> <li>• sense of humour</li> <li>• respect.</li> </ul>	<b>2</b>
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<b>13</b>	<p><b>Explain why a health and social care practitioner must have up to date knowledge and practice.</b></p> <p>Explanation must show understanding of why the health and social care practitioner must have up to date understanding, such as the practitioner:</p> <ul style="list-style-type: none"> <li>• Will be aware of new medications and procedures</li> <li>• Will be able to provide better outcomes for service users</li> <li>• Can use up to date knowledge that is research based</li> <li>• Knows changes to legislation</li> <li>• Understands how changes to legislation may influence practice</li> <li>• Will be able to promote equality and diversity in practice</li> <li>• Can promote trust</li> <li>• Demonstrate confidence in the system</li> <li>• Can support safeguarding</li> <li>• May improve own career prospects</li> <li>• Currency</li> <li>• Safety.</li> </ul> <table border="1" style="width: 100%; margin-top: 10px;"> <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</td> <td>Accurate explanation (may include an example).</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Some understanding (may include an example).</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Basic knowledge.</td> </tr> <tr> <td style="text-align: center;">0</td> <td>No relevant material.</td> </tr> </tbody> </table>	Marks	Description	3	Accurate explanation (may include an example).	2	Some understanding (may include an example).	1	Basic knowledge.	0	No relevant material.	<b>3</b>
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<b>14</b>	<p><b>Describe one (1) example of practice to show how the health and social care practitioner can meet the chosen statement.</b></p> <p>The example of practice must relate to the chosen statement such as:</p> <ul style="list-style-type: none"> <li>• Preserve safety: correct medication administration; use of correct equipment to support mobility needs</li> <li>• Prioritise people: use of triage nurse in A and E to prioritise serious cases; use of initiative</li> <li>• Practice effectively follow policies and procedures; observation skills</li> <li>• Promote professionalism and trust: ensure confidentiality.</li> </ul> <p>Examples can be generic examples or specific examples seen in settings.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <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</td> <td>Accurate description (may include an example).</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Some understanding (may include an example).</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Basic knowledge.</td> </tr> <tr> <td style="text-align: center;">0</td> <td>No relevant material.</td> </tr> </tbody> </table>	Marks	Description	3	Accurate description (may include an example).	2	Some understanding (may include an example).	1	Basic knowledge.	0	No relevant material.	<b>3</b>
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<b>15</b>	<p><b>Explain why the health and social care practitioner should follow policies and procedures.</b></p> <p>Explanation must show understanding of policies and procedures and the need to follow them such as to:</p> <ul style="list-style-type: none"> <li>• meet regulatory requirements</li> <li>• ensure safe practice</li> <li>• promote good practice</li> <li>• avoid complaints</li> <li>• meet individual needs</li> <li>• promote trust</li> <li>• support team work</li> <li>• ensure confidentiality</li> <li>• policies and procedures are based on legislation and/or research</li> <li>• for health and safety/safeguarding.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <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;">4</td> <td>Accurate knowledge and understanding of the subject.</td> </tr> <tr> <td style="text-align: center;">2–3</td> <td>Understanding shown. May use relevant examples.</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Basic recall of knowledge relevant to the question.</td> </tr> <tr> <td style="text-align: center;">0</td> <td>No relevant material.</td> </tr> </tbody> </table>	Marks	Description	4	Accurate knowledge and understanding of the subject.	2–3	Understanding shown. May use relevant examples.	1	Basic recall of knowledge relevant to the question.	0	No relevant material.	<b>4</b>
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<b>16</b>	<p><b>An elderly person is supported by a social worker, dietician and physiotherapist.</b></p> <p><b>Give two (2) reasons why using these professionals may give better outcomes for the service user.</b></p> <p>1 mark for each reason such as:</p> <ul style="list-style-type: none"> <li>• Physiotherapist can work to mobilise client</li> <li>• Physiotherapist can advise on further exercises which client can do independently or with informal assistance</li> <li>• Dietician and physiotherapist can work together to help to maintain bone density</li> <li>• Dietician can advise on weight reducing programme or specific dietary needs to help mobility after discussion with physiotherapist</li> <li>• Social worker instigates a care package; care package can involve /request further input from physiotherapist and/or dietician.</li> </ul>	<b>2</b>
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<b>17</b>	<p><b>Describe how</b></p> <ul style="list-style-type: none"> <li>• <b>work experience</b> and</li> <li>• <b>college/school</b> and</li> <li>• <b>the internet</b></li> </ul> <p><b>can contribute to the learner’s planning of their career pathway.</b></p> <p>Description must show understanding of the term ‘person-centred practice’ and may include:</p> <ul style="list-style-type: none"> <li>• Involving the service user</li> <li>• Putting the service user/patient/client first</li> <li>• Providing individualised care</li> <li>• Applying understanding of holistic needs</li> <li>• Applying understanding of different age groups/life stages</li> <li>• Following legislation</li> <li>• Following policies and procedures</li> <li>• Demonstrating care values eg empowerment, dignity, respect.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <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</td> <td>Accurate description (may include an example).</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Some understanding (may include an example).</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Basic knowledge.</td> </tr> <tr> <td style="text-align: center;">0</td> <td>No relevant material.</td> </tr> </tbody> </table>	Marks	Description	3	Accurate description (may include an example).	2	Some understanding (may include an example).	1	Basic knowledge.	0	No relevant material.	<b>3</b>
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<b>18</b>	<p><b>Explain the importance of person-centred practice in relation to care delivery.</b></p> <p>Explanation must show understanding of person-centred practice and may include:</p> <ul style="list-style-type: none"> <li>• Meets individual needs</li> <li>• Promotes health and well-being</li> <li>• Supports service user’s rights</li> <li>• Is required by legislation</li> <li>• Increases the family’s confidence</li> <li>• Supports cultural needs</li> <li>• Safeguards the service user</li> <li>• Good practice</li> <li>• Enhances trust between service user and practitioner</li> <li>• Care planning</li> <li>• Therapeutic relationships.</li> </ul> <p>Do not accept explanation that is practitioner-centred.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <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;">4</td> <td>Accurate knowledge and understanding of the subject.</td> </tr> <tr> <td style="text-align: center;">2–3</td> <td>Understanding shown. May use relevant examples.</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Basic recall of knowledge relevant to the question.</td> </tr> <tr> <td style="text-align: center;">0</td> <td>No relevant material.</td> </tr> </tbody> </table>	Marks	Description	4	Accurate knowledge and understanding of the subject.	2–3	Understanding shown. May use relevant examples.	1	Basic recall of knowledge relevant to the question.	0	No relevant material.	<b>4</b>
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<b>19</b>	<p><b>A service user is taking part in a recreational activity.</b></p> <p><b>Identify three (3) ways a health and social care practitioner can make the service user feel valued.</b></p> <p>1 mark for each way.</p> <p>Each way must show understanding of service user participation in a recreational activity and may include:</p> <ul style="list-style-type: none"> <li>• Give the service user choice</li> <li>• Enable the service user to make decisions</li> <li>• Provide resources</li> <li>• Adapt activities or resources to meet the service user’s needs</li> <li>• Talk to the service user</li> <li>• Ask the service user’s family for input/to take part</li> <li>• Give the service user time</li> <li>• Practitioner must look/be interested</li> <li>• Giving praise</li> <li>• Let the service user win the game</li> <li>• Do some of the activity for the service user.</li> </ul>	<b>3</b>
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<b>20</b>	<p><b>Explain why care, communication and competence are included within the 6Cs of health and social care practice.</b></p> <p>Explanation must show understanding that:</p> <ul style="list-style-type: none"> <li>• Care: the standard of care must be implemented and monitored to reach the required level. Example of practice may be given</li> <li>• Communication: Is essential for effective and safe practice. Example of practice may be given</li> <li>• Competence: some technical and challenging skills are required, level of safe and effective competence must be maintained; better outcomes for service user. Example of practice may be given.</li> </ul> <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5</td> <td>Accurate knowledge and understanding of the subject. Each value is included.</td> </tr> <tr> <td style="text-align: center;">3–4</td> <td>Understanding shown. May use relevant examples. Each value is included.</td> </tr> <tr> <td style="text-align: center;">1–2</td> <td>Basic recall of knowledge relevant to the question.</td> </tr> <tr> <td style="text-align: center;">0</td> <td>No relevant material.</td> </tr> </tbody> </table>	Marks	Description	5	Accurate knowledge and understanding of the subject. Each value is included.	3–4	Understanding shown. May use relevant examples. Each value is included.	1–2	Basic recall of knowledge relevant to the question.	0	No relevant material.	<b>5</b>
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<b>21</b>	<p><b>Explain how a low number of staff in a residential home may be a barrier to partnership working.</b></p> <p>Explanation must show understanding of the effect of low staff numbers in a nursing home and may include:</p> <ul style="list-style-type: none"> <li>• Insufficient time to liaise with other professionals</li> <li>• Teamwork may be inefficient</li> <li>• Outcomes for the client may be poor</li> <li>• Individual needs may not be met</li> <li>• Staff morale may be low</li> <li>• Staff may be tired due to long/extra shifts</li> <li>• Skill mix may be affected</li> <li>• Lower numbers of staff may increase personality clashes</li> <li>• Stress</li> <li>• Conflicts</li> <li>• Sickness.</li> </ul> <p>Do not accept explanations such as increase in wages to cover; promotion may be easier.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <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;">4</td> <td>Accurate knowledge and understanding of the subject.</td> </tr> <tr> <td style="text-align: center;">2–3</td> <td>Understanding shown. May use relevant examples.</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Basic recall of knowledge relevant to the question.</td> </tr> <tr> <td style="text-align: center;">0</td> <td>No relevant material.</td> </tr> </tbody> </table>	Marks	Description	4	Accurate knowledge and understanding of the subject.	2–3	Understanding shown. May use relevant examples.	1	Basic recall of knowledge relevant to the question.	0	No relevant material.	<b>4</b>
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Qu	Marking guidance	Total marks
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**Section 3****Total for this section: 34 marks**

<b>22</b>	<p><b>Identify four (4) factors that may affect conception.</b></p> <p>1 mark for each factor.</p> <p>Factors may include:</p> <ul style="list-style-type: none"> <li>• Alcohol</li> <li>• Drugs</li> <li>• Smoking</li> <li>• General health</li> <li>• Specific underlying conditions for example hepatitis C/AIDS</li> <li>• Frequency/timing of sexual intercourse</li> <li>• Use of contraception/long term use of contraception</li> <li>• Stress</li> <li>• Environment.</li> </ul> <p>Do not accept factors related to pregnancy.</p>	<b>4</b>
<b>23 (a)</b>	<p><b>Give the meaning of the term ‘gross motor skills’.</b></p> <p>Answer must show understanding that gross motor skills use large muscles in the body, arms and legs and/or may involve single-limb movements.</p>	<b>1</b>
<b>23 (b)</b>	<p><b>Give one (1) example of a gross motor skill.</b></p> <p>1 mark for one example which must show understanding of gross motor skills such as:</p> <ul style="list-style-type: none"> <li>• Walking</li> <li>• Crawling</li> <li>• Running</li> <li>• Skipping</li> <li>• Lifting</li> <li>• Exercising</li> <li>• Riding a bicycle</li> <li>• Domestic tasks such as vacuuming.</li> </ul>	<b>1</b>

<b>24</b>	<p><b>Identify three (3) physical changes that occur in the female body during puberty.</b></p> <p>1 mark for each change such as:</p> <ul style="list-style-type: none"> <li>• Breasts develop</li> <li>• Hips enlarge</li> <li>• Growth spurt</li> <li>• Pubic hair develops</li> <li>• Underarm hair develops</li> <li>• Menstrual periods commence</li> <li>• Skin changes/acne</li> <li>• Hair may become greasier.</li> </ul>	<b>3</b>
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<b>25</b>	<p><b>Explain how a lack of mobility can affect different areas of development during childhood.</b></p> <p>Explanation must relate to different and specific areas of development such as:</p> <ul style="list-style-type: none"> <li>• Physical development: can increase obesity; muscle tone reduces; contractures may increase</li> <li>• Social development: unable to easily take part in outside play with others; unable to socialise; limited access to places; limited/difficulty with use of transport</li> <li>• Emotional development: loneliness due to isolation; lack of self-worth/self-esteem; depression; may be bullied</li> <li>• Cognitive/ development: withdrawal due to lack of stimulation; lack of stimulation may impact on leisure/social activities</li> <li>• Intellectual development: missing lessons due to physiotherapy/medical appointments.</li> </ul> <table border="1" style="width: 100%; margin-top: 10px;"> <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;">4</td> <td>Accurate knowledge and understanding of the subject. More than one area of development considered.</td> </tr> <tr> <td style="text-align: center;">2–3</td> <td>Understanding shown. May use relevant examples. More than one area of development considered.</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Basic recall of knowledge relevant to the question. One area of development considered.</td> </tr> <tr> <td style="text-align: center;">0</td> <td>No relevant material.</td> </tr> </tbody> </table>	Marks	Description	4	Accurate knowledge and understanding of the subject. More than one area of development considered.	2–3	Understanding shown. May use relevant examples. More than one area of development considered.	1	Basic recall of knowledge relevant to the question. One area of development considered.	0	No relevant material.	<b>4</b>
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<b>26</b>	<p><b>Match each stage of social/emotional development to the life stage.</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th colspan="3" style="text-align: center;">Tick (✓) the life stage</th> </tr> <tr> <th style="text-align: left;">Social/emotional development</th> <th style="text-align: center;">Infancy</th> <th style="text-align: center;">Childhood</th> <th style="text-align: center;">Adolescence</th> </tr> </thead> <tbody> <tr> <td>Shares toys willingly</td> <td></td> <td style="text-align: center;">✓(1)</td> <td></td> </tr> <tr> <td>Takes part in parallel play</td> <td style="text-align: center;">✓(1)</td> <td></td> <td></td> </tr> <tr> <td>More susceptible to mood swings</td> <td></td> <td style="text-align: center;">✓ (1)</td> <td style="text-align: center;"><b>OR</b> ✓(1)</td> </tr> <tr> <td>Begins to know right from wrong</td> <td></td> <td style="text-align: center;">✓ (1)</td> <td></td> </tr> </tbody> </table>		Tick (✓) the life stage			Social/emotional development	Infancy	Childhood	Adolescence	Shares toys willingly		✓(1)		Takes part in parallel play	✓(1)			More susceptible to mood swings		✓ (1)	<b>OR</b> ✓(1)	Begins to know right from wrong		✓ (1)		<b>4</b>
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<b>27</b>	<p><b>Give three (3) reasons why a health and social care practitioner should be able to recognise that an adolescent is showing signs of depression.</b></p> <p>Reasons may relate to:</p> <ul style="list-style-type: none"> <li>• why the health and social care practitioner should be able to recognise that an adolescent is showing signs of depression and/or</li> <li>• the importance of recognising that an adolescent is showing signs of depression.</li> </ul> <p>1 mark for each reason such as:</p> <ul style="list-style-type: none"> <li>• Maintain professional practice</li> <li>• Understand the consequences of not recognising depression effectively</li> <li>• Prevent deterioration of the condition</li> <li>• Instigate early investigation</li> <li>• Refer to other agencies for specialist support</li> <li>• Support any treatment</li> <li>• Promote health in the future</li> <li>• Reassure family/promote trust</li> <li>• Meet adolescent’s needs.</li> </ul> <p>Do not accept reasons such as to make the adolescent happier.</p>	<b>3</b>
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<b>28</b>	<p><b>Which three (3) characteristics or conditions are most likely to be inherited?</b></p> <p>Award three marks from:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Characteristic or condition</th> <th style="text-align: center;">Tick (✓) if inherited</th> </tr> </thead> <tbody> <tr> <td>Obesity</td> <td style="text-align: center;">✓(1)</td> </tr> <tr> <td>Eye colour</td> <td style="text-align: center;">✓(1)</td> </tr> <tr> <td>Male pattern baldness</td> <td style="text-align: center;">✓(1)</td> </tr> <tr> <td>Cystic fibrosis</td> <td style="text-align: center;">✓(1)</td> </tr> </tbody> </table>	Characteristic or condition	Tick (✓) if inherited	Obesity	✓(1)	Eye colour	✓(1)	Male pattern baldness	✓(1)	Cystic fibrosis	✓(1)	<b>3</b>
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Cystic fibrosis	✓(1)											

<b>29</b>	<p><b>Describe the role of the health and social care practitioner when a client is being moved from a hospital to a residential setting.</b></p> <p>Description must show understanding of the role of the health and social care practitioner in context of the question and may include:</p> <ul style="list-style-type: none"> <li>• Follow policies and procedures</li> <li>• Understand the client’s underlying condition</li> <li>• Undertake/contribute to an assessment of needs</li> <li>• Work in partnership with multi-agency teams</li> <li>• Contribute to effective forward planning for the client</li> <li>• Reassure the client/client’s family</li> <li>• Share information</li> <li>• Ensure client’s belongings are kept safe</li> <li>• Maintain confidentiality</li> <li>• Ensure safeguarding</li> <li>• Follow the 6Cs.</li> </ul> <p>Do not accept generic answers that are not within the likely job role or remit of the health and social care practitioner.</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;">4–5</td> <td>Accurate knowledge and understanding of the subject.</td> </tr> <tr> <td style="text-align: center;">2–3</td> <td>Understanding shown. May use relevant examples.</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Basic recall of knowledge relevant to the question.</td> </tr> <tr> <td style="text-align: center;">0</td> <td>No relevant material.</td> </tr> </tbody> </table>	Marks	Description	4–5	Accurate knowledge and understanding of the subject.	2–3	Understanding shown. May use relevant examples.	1	Basic recall of knowledge relevant to the question.	0	No relevant material.	<b>5</b>
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<b>30</b>	<p><b>Explain why the individual needs of a client with dementia must be identified on a care plan.</b></p> <p>Explanation must show understanding of a care plan, relate to a client with dementia and may include:</p> <ul style="list-style-type: none"> <li>• Regulatory requirement</li> <li>• Client may be unable to speak for themselves</li> <li>• Client may require medication</li> <li>• Client's allergies can be recorded</li> <li>• Client's dietary needs can be identified</li> <li>• Client may require support with eating and drinking</li> <li>• Preferences can be identified/leisure activities planned</li> <li>• Cultural requirements are known/can be met</li> <li>• Care plan highlights ongoing changes in clients' needs.</li> </ul> <p>Other relevant reasons.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5–6</td> <td>Accurate knowledge and understanding of the subject.</td> </tr> <tr> <td style="text-align: center;">3–4</td> <td>Understanding shown. May use relevant examples.</td> </tr> <tr> <td style="text-align: center;">1–2</td> <td>Basic recall of knowledge relevant to the question.</td> </tr> <tr> <td style="text-align: center;">0</td> <td>No relevant material.</td> </tr> </tbody> </table>	Marks	Description	5–6	Accurate knowledge and understanding of the subject.	3–4	Understanding shown. May use relevant examples.	1–2	Basic recall of knowledge relevant to the question.	0	No relevant material.	<b>6</b>
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