

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

December 2017

Paper title: Short Answer Examination

Paper number: **Sample**

Mark Scheme

v0.1

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.

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 relevant 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 section 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	Marking guidance	Total marks
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Section 1

Total for this section: 33 marks

1 (a)	<p>Identify two (2) examples of professionals who provide statutory care.</p> <p>Two examples such as:</p> <ul style="list-style-type: none"> • General Practitioner • Dentist • Physiotherapist • Social Worker • Dietitian • Midwife • Health Visitor • Hospital specialist. <p>Do not accept professionals who provide private care.</p>	2
1 (b)	<p>Describe the client group who may access statutory care from one professional identified in Q1(a).</p> <p>A client group such as:</p> <ul style="list-style-type: none"> • Client requiring diagnosis or treatment for a medical condition • Client with dental problems • Client with orthopaedic problems • Family with social support needs • Client needing special help with food/diet • Family with new baby • Family with young children • Client requiring surgery or advanced treatment. <p>Do not accept a client group that is unrelated to a professional given in Q1a.</p>	2
2	<p>Select the type of service provision.</p> <p>statutory private voluntary</p> <p>A service user who pays a fee for their care is using private provision.</p>	1

3	<p>Compare two (2) of the functions of health and social care services from this list:</p> <ul style="list-style-type: none">• residential provision• respite provision• rehabilitation provision• specific service provision to meet needs. <p>Residential provision: a main residence for service users Respite provision: short periods of care – normally used to give families rest Rehabilitation provision: support and opportunity to rehabilitate from an illness for service users Specific service provision to meet needs.</p> <table><tr><th>Marks</th><th>Description</th></tr><tr><td>4</td><td>Application of knowledge of two functions of services; clear comparison</td></tr><tr><td>3</td><td>Application of knowledge of two functions of services; limited comparison</td></tr><tr><td>2</td><td>Knowledge of two functions of services; lacks comparison</td></tr><tr><td>1</td><td>Basic knowledge of functions of two services; lacks comparison</td></tr><tr><td>0</td><td>No relevant material.</td></tr></table> <p>Do not accept other health and social care services.</p>	Marks	Description	4	Application of knowledge of two functions of services; clear comparison	3	Application of knowledge of two functions of services; limited comparison	2	Knowledge of two functions of services; lacks comparison	1	Basic knowledge of functions of two services; lacks comparison	0	No relevant material.	4
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4	<p>Explain the skills, behaviours and attitudes which health and social care workers require in order to be able to perform their job role effectively.</p> <p>Explanation must focus on more than one of the skills, behaviours and attitudes relevant to health and social care job roles and may include:</p> <ul style="list-style-type: none">• Communication skills• Listening/active listening skills• Organisational skills• Planning skills• Problem-solving skills• Observational skills• Interpersonal skills• Objectivity• Patience• Respect• Empathy• Commitment• Initiative/responsiveness• Use own knowledge and understanding. <p>Other relevant skills, behaviours and attitudes.</p> <table><tr><th>Marks</th><th>Description</th></tr><tr><td>4–5</td><td>Accurate knowledge and understanding of the subject.</td></tr><tr><td>2–3</td><td>Understanding shown. May use relevant examples.</td></tr><tr><td>1</td><td>Basic recall of knowledge relevant to the question.</td></tr><tr><td>0</td><td>No relevant material.</td></tr></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.	5
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5 (a)	<p>Select the type of referral.</p> <p>professional self compulsory</p> <p>A service user making an appointment with their general practitioner is making a self referral.</p>	1										
5 (b)	<p>Explain the selected referral process.</p> <p>Answer must show understanding that self-referral is the client making their own referral to a service.</p>	1										

6	<p>There are barriers to accessing health and social care services.</p> <p>Describe how barriers to accessing health and social care services may be overcome.</p> <p>The description must relate to how barriers may be overcome.</p> <p>Barriers such as:</p> <ul style="list-style-type: none">• Communication• Cultural• Personal beliefs• Financial/costs to individuals• Location• Physical access• Psychological• Lack of resources• Time – (availability)/time (personal). <p>Do not accept a description of the barriers only.</p> <table><tr><th>Marks</th><th>Description</th></tr><tr><td>4–5</td><td>Accurate knowledge and understanding of the subject.</td></tr><tr><td>2–3</td><td>Understanding shown. May use relevant examples.</td></tr><tr><td>1</td><td>Basic recall of knowledge relevant to the question.</td></tr><tr><td>0</td><td>No relevant material.</td></tr></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.	5
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7	<p>Identify two (2) care needs of an infant.</p> <p>From the list – 1 mark for each care need:</p> <ul style="list-style-type: none"> • Sleep or rest • Warmth • Food or mealtimes • Hygiene or handwashing • Nappy changing or toileting • Care of skin • Protection from sun • Protection from harm. <p>Do not accept other needs of an infant.</p>	2
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8	<p>Identify why an adolescent may need to access a named health and social care service.</p> <p>The reason for needing access must be appropriate to an adolescent.</p> <p>The relevant health and social care service must be identified.</p> <ul style="list-style-type: none"> • Eating disorder – mental health counsellor • Social and emotional well-being needs – CAMHS • Dental care or orthodontic treatment or cosmetic treatment – dentist • Acne or contraceptive advice – General Practitioner • Family breakdown – Social worker/LAC service • Change in eyesight – optician • Offending/crime – youth offending team 	2
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9	<p>Select two (2) informal carers that a service user living with a disability may use.</p> <p>1 mark for each</p> <table><tr><td></td><td>Tick (✓) two (2) informal carers</td></tr><tr><td>Neighbour</td><td>✓</td></tr><tr><td>Family friend</td><td>✓</td></tr></table>		Tick (✓) two (2) informal carers	Neighbour	✓	Family friend	✓	2
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Neighbour	✓							
Family friend	✓							

10	<p>Give the meaning of the term ‘volunteer’.</p> <p>The learner must show that a volunteer is a person who does not receive payment for their services.</p>	1
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11 (a)	<p>Identify two (2) regulatory and inspection bodies in health and social care.</p> <p>Two regulatory and inspection bodies from:</p> <ul style="list-style-type: none"> • CQC • Ofsted • Nursing and Midwifery Council. <p>Do not accept other bodies/organisations or government departments.</p>	2
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11 (b)

Describe the role of one (1) regulatory and inspection body identified in Q11a to ensure quality of provision.

3

Description may include:

CQC: Independent regulator of health and social services

- Monitors service
- Publishes inspection findings
- Rate settings to help individuals choose care
- Safeguarding – vulnerable adults

Ofsted: Inspection of educational and care provision for children and young people

- Publish reports
- Rate settings to inform choice
- Safeguarding of children and young people

Nursing and Midwifery Council: Regulates nurses and midwives in the UK.

- Sets standards of education, training, conduct and performance so that nurses and midwives can deliver high quality healthcare.
- Ensures that nurses and midwives keep their skills and knowledge up to date.
- Upholds professional standards.
- Investigates nurses and midwives who do not meet the standards.
- Maintains a register of nurses and midwives allowed to practise in the UK.

Marks	Description
3	Accurate knowledge and understanding of the subject.
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0	No relevant material.

Qu	Marking guidance	Total marks
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Section 2

Total for this section: 33 marks

12	<p>Give two (2) reasons why it is important for the health and social care practitioner to follow their job description.</p> <p>1 mark for each valid reason such as:</p> <ul style="list-style-type: none"> • Legal requirement • Meet client needs • Maintain processes and procedures • Support best practice • Work effectively within a team • Safeguard clients • Safeguard other professionals • Show professionalism • Underpin evidence-based practice. <p>Other valid reasons may be accepted.</p>	2
13	<p>Name two (2) pieces of legislation that the health and social care practitioner should follow in their practice.</p> <p>From the list – 1 mark for each piece of legislation:</p> <ul style="list-style-type: none"> • Data Protection Act 1998 • Human Rights Act 1998 • Equality Act 2010 • Health & Safety at Work Act 1974 • Care Act 2014 • Health and Social Care Act 2012 • Care Standards 2000 • Children Act 1989 • Children Act 2004 • Community Care Act 1990 • Mental Health Act 2007 • Mental Capacity Act 2007 • COSHH • RIDDOR. <p>Dates of legislation are not required.</p> <p>Do not accept policies or procedures or local initiatives.</p> <p>Do not accept other legislation.</p>	2

14	<p>List four (4) care values that underpin practice in health and social care.</p> <p>1 mark for each health and social care value from the list:</p> <ul style="list-style-type: none"> • Duty of care • Safeguarding • Confidentiality • Person-centred care • Partnership working • Preservation of dignity • Respect for individuals • Upholding rights of individuals • Independence of individuals. 	4
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15	<p>Describe how the health and social care practitioner can show that they value a client during mealtimes.</p> <p>Description includes relevant ways such as:</p> <ul style="list-style-type: none">• Give choice• Communicate/ask questions/listen actively to the client• Meet cultural needs• Support dignity in feeding• Promote independence• Create an appropriate environment• Allow privacy if requested• Support social interaction. <p>Do not accept answers such as:</p> <ul style="list-style-type: none">• Choose the food for the client• Suggest the client should eat all the meal. <table><tr><th>Marks</th><th>Description</th></tr><tr><td>3</td><td>Accurate description (may include an example)</td></tr><tr><td>2</td><td>Some understanding (may include an example)</td></tr><tr><td>1</td><td>Basic knowledge</td></tr><tr><td>0</td><td>No relevant material</td></tr></table>	Marks	Description	3	Accurate description (may include an example)	2	Some understanding (may include an example)	1	Basic knowledge	0	No relevant material	3
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16	<p>Describe the differences between a professional working relationship and a personal relationship.</p> <p>Description must identify differences between a professional working relationship and a personal relationship such as:</p> <p>Professional working relationship:</p> <ul style="list-style-type: none">• Work with others towards policies and procedures• Maintain confidentiality• Be aware of professional boundaries• Understand job roles• Use of health and social care values and code of conduct• Use of professional and formal language <p>Personal relationship:</p> <ul style="list-style-type: none">• Takes place outside the work environment• May share personal and private information• Use of social media• Creates informal friendships• Informal language is acceptable• Intimacy may be involved. <p>Both types of relationships must be included for marks to be awarded.</p> <table><tr><th>Marks</th><th>Description</th></tr><tr><td>3</td><td>Accurate description (may include an example)</td></tr><tr><td>2</td><td>Some understanding (may include an example)</td></tr><tr><td>1</td><td>Basic knowledge</td></tr><tr><td>0</td><td>No relevant material</td></tr></table>	Marks	Description	3	Accurate description (may include an example)	2	Some understanding (may include an example)	1	Basic knowledge	0	No relevant material	3
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17	<p>Describe how a health and social care practitioner can work in a multidisciplinary team.</p> <p>Description must show understanding of a multidisciplinary team and may include:</p> <ul style="list-style-type: none">• Use suitable methods of communication• Share and receive information• Provide accurate reports• Use IT to support multidisciplinary working• Contribute to meetings• Know about each other's working practices• Understand defined roles and responsibilities• Work towards common goals. <table><tr><th>Marks</th><th>Description</th></tr><tr><td>4–5</td><td>Accurate knowledge and understanding of the subject.</td></tr><tr><td>2–3</td><td>Understanding shown. May use relevant examples.</td></tr><tr><td>1</td><td>Basic recall of knowledge relevant to the question.</td></tr><tr><td>0</td><td>No relevant material.</td></tr></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.	5
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18	<p>Identify one (1) barrier to partnership working with other professionals.</p> <p>One barrier to partnership working which must relate to other professionals such as:</p> <ul style="list-style-type: none">• Inefficient communication• Time management• Staff confidence and training• Physical location• Staff shortages.	1										

19	<p>Describe how health and social care practitioners can overcome barriers to partnership working.</p> <p>Description may include ways relevant to partnership working such as:</p> <ul style="list-style-type: none">• Discuss issues to resolve problems• Create agreement• Understand how the role of other professionals affects their response• Understand others' viewpoints• Understand the limitations /boundaries of other professionals• Be able to explain own role clearly• Attend planned meetings/avoid missing meetings• Plan time with other professionals• Offer assistance• Minimise use of jargon• Be consistent/be professional. <table border="1"><thead><tr><th>Marks</th><th>Description</th></tr></thead><tbody><tr><td>3</td><td>Accurate description (may include an example)</td></tr><tr><td>2</td><td>Some understanding (may include an example)</td></tr><tr><td>1</td><td>Basic knowledge</td></tr><tr><td>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	3
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20	<p>Explain why it is important to provide care that is based on the needs of the client.</p> <p>Explanation must relate to the needs of the client and may include:</p> <ul style="list-style-type: none">• Legal requirement• Achieve best outcomes• Empower the client• Meet the client's needs• Make effective use of available resources• Respond to equality and diversity• Support the client's family• Protect the client's rights• Promote safer practice• Safeguard the client. <table border="1"><thead><tr><th>Marks</th><th>Description</th></tr></thead><tbody><tr><td>6–7</td><td>Accurate knowledge and understanding of the subject.</td></tr><tr><td>3–5</td><td>Understanding shown. May use relevant examples.</td></tr><tr><td>1–2</td><td>Basic recall of knowledge relevant to the question.</td></tr><tr><td>0</td><td>No relevant material.</td></tr></tbody></table>	Marks	Description	6–7	Accurate knowledge and understanding of the subject.	3–5	Understanding shown. May use relevant examples.	1–2	Basic recall of knowledge relevant to the question.	0	No relevant material.	7
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21	<p>Explain why the health and social care practitioner should update their continuous professional development.</p> <p>Explanation must show understanding of the term continuous professional development and may include:</p> <ul style="list-style-type: none">• Legal requirement to undertake CPD• Update own knowledge• Better outcome for clients• Support reflective practice• Raise confidence• Improve practice• Support research-based practice• Improve future employment prospects. <table><tr><th>Marks</th><th>Description</th></tr><tr><td>3</td><td>Accurate description (may include an example)</td></tr><tr><td>2</td><td>Some understanding (may include an example)</td></tr><tr><td>1</td><td>Basic knowledge</td></tr><tr><td>0</td><td>No relevant material</td></tr></table>	Marks	Description	3	Accurate description (may include an example)	2	Some understanding (may include an example)	1	Basic knowledge	0	No relevant material	3
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Qu	Marking guidance	Total marks
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Section 3**Total for this section: 34 marks**

22	<p>List three (3) factors that contribute to a healthy pregnancy.</p> <p>1 mark for each factor such as:</p> <ul style="list-style-type: none">• Pre-conceptual care• Appropriate diet• Avoidance of alcohol/smoking• Attendance at ante-natal clinic• Suitable exercise• Adequate rest• Avoid substance misuse• Avoid over-the-counter medication• Take advice about long-distance travel.	3												
23	<p>Give the life stage.</p> <p>1 mark for each correct life stage.</p> <table><tr><td>Age of individual</td><td>Life stage</td></tr><tr><td>0 – 3 years</td><td>Infancy</td></tr><tr><td> </td><td> </td></tr><tr><td>9 – 18 years</td><td>Adolescence</td></tr><tr><td>45 – 65 years</td><td>Middle adulthood</td></tr><tr><td>3 – 8 years</td><td>Childhood</td></tr></table> <p>Accurate life stages terms must be given eg do not accept ‘middle age’.</p>	Age of individual	Life stage	0 – 3 years	Infancy			9 – 18 years	Adolescence	45 – 65 years	Middle adulthood	3 – 8 years	Childhood	3
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24	<p>Give five (5) reasons why an individual may have a low self-esteem.</p> <p>1 mark for each reason such as:</p> <ul style="list-style-type: none">• Difficulties in relationships• Conflict with friends• Lack of success/achievement• Effects of family life• Social contact/friendship groups• Transitions experienced – school/divorce/bereavement• Appearance/image• Eating disorders• Physical health• Mental health• Shyness/insecurity• Financial/family or individual poverty• Reasons related to a particular life stage.	5										
25	<p>Explain how nature and nurture contribute to an individual's development.</p> <p>Explanation may relate to aspects of nature and nurture such as:</p> <ul style="list-style-type: none">• Self-esteem• Diet• Behaviour• Participation• Educational attainment• Health and well-being• Genes• Inheritance• Biological factors. <table border="1"><thead><tr><th>Marks</th><th>Description</th></tr></thead><tbody><tr><td>5–6</td><td>Accurate knowledge and understanding of the subject.</td></tr><tr><td>3–4</td><td>Understanding shown. May use relevant examples.</td></tr><tr><td>1–2</td><td>Basic recall of knowledge relevant to the question.</td></tr><tr><td>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.	6
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26	<p>Identify four (4) factors that can affect the health of an individual aged 70 years.</p> <p>1 mark for each factor such as:</p> <ul style="list-style-type: none">• Housing• Employment• Socio-economic circumstances• Relationships• Transitions• Lifestyle• Aspirations. <p>Other relevant factors.</p>	4								
27	<p>Explain two (2) reasons why a health and social care practitioner may need to recognise and respond to concerns about a child's development.</p> <p>Reasons such as:</p> <ul style="list-style-type: none">• To support a child's needs• For early intervention• In case of suspected abuse• In case of failure to thrive• If social development is delayed• To support disability• To identify health-related issues/health problems• To report to or inform other professionals as needed. <p>Do not accept reasons which do not relate to a child's development.</p> <p>For each reason:</p> <table><tr><th>Marks</th><th>Description</th></tr><tr><td>2</td><td>Application of knowledge. Clear explanation of reason.</td></tr><tr><td>1</td><td>Basic knowledge. Simple explanation of reason.</td></tr><tr><td>0</td><td>No relevant material.</td></tr></table>	Marks	Description	2	Application of knowledge. Clear explanation of reason.	1	Basic knowledge. Simple explanation of reason.	0	No relevant material.	4
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28	<p>Identify two (2) life events which may have an impact on an individual's health and well-being.</p> <p>Two life events are required such as:</p> <ul style="list-style-type: none">• Toilet training• Weaning• New sibling• Puberty• Leaving home• Starting university/training• Starting a new job• Marriage• Divorce – own/parents'• Parenthood• Bereavement. <p>Do not accept planned transitions.</p>	2										
29	<p>Describe how one of the life events identified in Q28 may affect the individual's health and well-being.</p> <p>Description must relate to an identified life event.</p> <p>Description may include positive and negative effects of life events such as:</p> <p>Positive</p> <ul style="list-style-type: none">• Gives independence• Leads to new friends• Develops positive self-esteem• Raises self-concept• Maintains health• Stimulates intellectual development <p>Negative</p> <ul style="list-style-type: none">• Creates stress and anxiety• Leads to negative self-concept• Affects appetite• May lead to loneliness/becoming withdrawn• May induce physical illness• May cause jealousy• Possibility of financial implications• May lead to depression. <table><tr><th>Marks</th><th>Description</th></tr><tr><td>3</td><td>Accurate description (may include an example)</td></tr><tr><td>2</td><td>Some understanding (may include an example)</td></tr><tr><td>1</td><td>Basic knowledge</td></tr><tr><td>0</td><td>No relevant material</td></tr></table>	Marks	Description	3	Accurate description (may include an example)	2	Some understanding (may include an example)	1	Basic knowledge	0	No relevant material	3
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2	Some understanding (may include an example)											
1	Basic knowledge											
0	No relevant material											

30	<p>Describe the purpose of a care plan.</p> <p>Description must show understanding of the term ‘care plan’ and may include:</p> <ul style="list-style-type: none">• Identifies required actions and services• Allows individualised care• Meets service users’ needs• Offers consistency of care• Enable professional care to be given• Empowers and values service users• Gives family confidence in service• Minimises harm to service users• Meets legal requirements. <table border="1"><thead><tr><th>Marks</th><th>Description</th></tr></thead><tbody><tr><td>4</td><td>Accurate knowledge and understanding of the subject.</td></tr><tr><td>2–3</td><td>Understanding shown. May use relevant examples.</td></tr><tr><td>1</td><td>Basic recall of knowledge relevant to the question.</td></tr><tr><td>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.	4
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