



NCFE CACHE Level 3 Applied General Award in Health and Social Care (603/2913/0)

NCFE CACHE Level 3 Applied General Certificate in Health and Social Care (603/2914/2)

June 2019

Assessment code: AGAHSC

Paper number: Past Paper

Mark Scheme

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.

Assessment objectives

This unit requires learners to:

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

The weightings of each assessment objective can be found in the qualification specification.

Qu	Marking guidance	Total marks
1 (a)	<p>What type of health and social care service is youth work?</p> <p>Award one mark for:</p> <ul style="list-style-type: none"> • Statutory Service (1). 	<p>1</p> <p>AO1=1</p>
1 (b)	<p>Identify two (2) pieces of legislation that safeguard young people and briefly explain how each piece of legislation does this.</p> <p>Award one mark for correctly identifying a piece of safeguarding legislation and one mark for a brief explanation of how it safeguards young people (2x2).</p> <p>For example:</p> <ul style="list-style-type: none"> • Children Act 1989 (1) <ul style="list-style-type: none"> ○ Puts the needs of the child first (1) ○ Defines abuse of a child (1) • Equality Act 2010 (1) <ul style="list-style-type: none"> ○ Protects individuals across nine protected characteristics (1) ○ Defines discrimination (1) • Mental Capacity Act 2005 (1) <ul style="list-style-type: none"> ○ Protects individuals from deprivation of liberty (1) ○ Legislates for the provision of advocacy (1) <p>NB Learners must provide year of legislation to be awarded mark.</p> <p>Accept other current legislation as relevant to home nation.</p>	<p>4</p> <p>AO1=2</p> <p>AO2=2</p>

2	<p>Analyse the factors that may impact on service provision for the young people that Lily supports.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Mark</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5–6</td> <td> <p>Application of knowledge is appropriate and accurate and shows clear understanding of the factors that affect the service provision.</p> <p>Analysis to demonstrate understanding of concepts and/or theories is detailed and highly effective. Clear links are made.</p> </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3–4</td> <td> <p>Application of knowledge is mostly appropriate, showing some clear understanding of the factors that may affect service provision. There may be a few errors.</p> <p>Analysis to demonstrate understanding of concepts and/or theories is effective and mostly relevant. Some clear links are made.</p> </td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–2</td> <td> <p>Application of knowledge is limited and may show a lack of understanding of the factors that may affect service provision. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and/or theories lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate.</p> </td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>No relevant material.</td> </tr> </tbody> </table> <p>Indicative Content:</p> <ul style="list-style-type: none"> • Availability of resources <ul style="list-style-type: none"> ○ Insufficient time could prevent Lily from meeting her service needs ○ Finance – a lack of funding could limit the number of workers available to meet the young people’s needs ○ A lack of physical space might make it difficult for Lily to maintain confidentiality when talking to young people. • Needs-led versus service (to meet diverse needs) <ul style="list-style-type: none"> ○ Young people have a variety of issues making a person centred approach challenging ○ This can limit the number of young people that Lily could have on her caseload. • Life events in adolescence <ul style="list-style-type: none"> ○ Puberty can make young people unpredictable and unreliable ○ This can lead to difficulties in establishing and maintaining relationships ○ Young people may have exams, which could lead to stress of difficulty with appointments. 	Level	Mark	Description	3	5–6	<p>Application of knowledge is appropriate and accurate and shows clear understanding of the factors that affect the service provision.</p> <p>Analysis to demonstrate understanding of concepts and/or theories is detailed and highly effective. Clear links are made.</p>	2	3–4	<p>Application of knowledge is mostly appropriate, showing some clear understanding of the factors that may affect service provision. There may be a few errors.</p> <p>Analysis to demonstrate understanding of concepts and/or theories is effective and mostly relevant. Some clear links are made.</p>	1	1–2	<p>Application of knowledge is limited and may show a lack of understanding of the factors that may affect service provision. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and/or theories lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate.</p>		0	No relevant material.	<p>6</p> <p>AO2=3</p> <p>AO3=3</p>
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	<ul style="list-style-type: none"> ○ Young people may leave home which can put them at risk or make them difficult to contact. ● Referral protocol/eligibility criteria <ul style="list-style-type: none"> ○ Other services may be more appropriate eg counselling, social workers; which may lead to prolonged waiting periods. ● Accessibility of services <ul style="list-style-type: none"> ○ Young people may in in school or college at service opening times ○ Service needs to be disability friendly and in a geographic location that young people could access. ● Demand for services <ul style="list-style-type: none"> ○ May be high or low making it difficult to plan service provision. ● Identity crisis in young people <ul style="list-style-type: none"> ○ Role stress and confusion could lead to young people becoming unpredictable or unreliable. ○ Developing own values and moving from parents to peers can make it difficult for adults to build relationships with young people. <p>Accept other appropriate responses.</p>	
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<p>3 (a)</p>	<p>Which life stage do the young people that Lily supports belong to?</p> <p>Award one mark for:</p> <ul style="list-style-type: none"> ● Adolescence (1). 	<p>1</p> <p>AO1=1</p>
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3 (b)	<p>Describe social development issues the young people that Lily supports may face.</p> <p>Award marks as follows:</p> <table border="1"> <tr> <td>4 marks</td> <td>A detailed description of the issues in social development faced by young people, which is fully accurate.</td> </tr> <tr> <td>3 marks</td> <td>A detailed description of the issues in social development faced by young people, which is mostly accurate.</td> </tr> <tr> <td>2 marks</td> <td>A limited description the issues in social development faced by young people, which is mostly accurate.</td> </tr> <tr> <td>1 mark</td> <td>A limited description of the issues in social development faced by young people, which is partially accurate.</td> </tr> </table> <p>Indicative content</p> <ul style="list-style-type: none"> • Become increasingly independent from parents causing friction. • Trying to gain employment. • Problems managing their own money. • Problems with learning to socialise more with friends. • Developing own values that may differ from others. • Not sharing similar interests with friends. • Impacts of bullying such as becoming socially withdrawn or isolated. <p>Accept other appropriate responses.</p>	4 marks	A detailed description of the issues in social development faced by young people, which is fully accurate.	3 marks	A detailed description of the issues in social development faced by young people, which is mostly accurate.	2 marks	A limited description the issues in social development faced by young people, which is mostly accurate.	1 mark	A limited description of the issues in social development faced by young people, which is partially accurate.	<p>4</p> <p>AO2=4</p>
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4 (a)	<p>The 6Cs are a set of attributes embedded into the work of care professionals.</p> <p>Identify and explain two (2) of these attributes in relation to the role of a youth worker.</p> <p>Award one mark for the attribute and up to two marks for an explanation of the attribute in relation to the role of a youth worker (2x3).</p> <ul style="list-style-type: none"> • Care (1) <ul style="list-style-type: none"> ○ Fundamental to youth work as the youth worker is required to care for the young people they deal with (1). ○ Youth worker must make their care individualised to the young person (1). ○ Care provided by a youth worker must be consistently applied to all the young people they work with (1). 	<p>6</p> <p>AO1=2</p> <p>AO2=4</p>
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	<ul style="list-style-type: none"> • Compassion (1) <ul style="list-style-type: none"> ○ Care is provided to young people via effective and compassionate relationships (1). ○ Empathy must be shown to the young people they work with (1). ○ Kindness should be shown to young people in a thoughtful and professional manner (1). • Competence (1) <ul style="list-style-type: none"> ○ Ability to understand a person’s holistic health is essential for a youth worker (1). ○ Youth worker should have a sound level of expertise due to the potentially volatile nature of young people (1). ○ Likewise, a sound level of clinical knowledge is also essential (1). • Communication (1) <ul style="list-style-type: none"> ○ Central to caring for young people (1). ○ Listening as important as speaking as many young people can feel that they are “unheard” (1). ○ Essential for teamwork (1). • Courage (1) <ul style="list-style-type: none"> ○ Youth workers must be seen to be doing the right thing for the young people they supervise (1). ○ Youth workers must speak out on concerns regarding young people (1). ○ Youth workers work in an unpredictable environment therefore must be able to accept innovation and change (1). • Commitment (1) <ul style="list-style-type: none"> ○ As youth work services are subject to much change, the youth worker must show a commitment to improvement (1). ○ This must involve taking action to improve services and service provision for young people (1). ○ The youth worker must be able to meet the challenges that are present in their demanding role (1). <p>Accept other appropriate responses.</p>	
<p>4 (b)</p>	<p>Identify three (3) responsibilities of a health and social care practitioner.</p> <p>Award one mark for each responsibility identified, up to a maximum of three marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • follow policies and procedures (1) • follow job description (1) • follow codes of practice (1) • continuous professional development (CPD) (1). <p>Accept other appropriate responses.</p>	<p>3</p> <p>AO1=3</p>

4 (c)	Explain how a youth worker's own values, beliefs and experiences can influence delivery of care to young people.	6 AO2=3 AO3=3															
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	<p>Indicative content</p> <ul style="list-style-type: none"> • Practitioner needs to have a good level of self-awareness in order to reflect on own values, beliefs and experiences. • Practitioner is required to acknowledge own belief systems, attitudes and behaviours as these can shape the way a practitioner interacts with people. • Adolescents may be a challenging group to work with due to undergoing identity crisis, therefore a practitioner is required to be professional in their dealings with them. • Practitioner needs to be aware of influences on own beliefs, eg media, family or peers that may affect the way they think about or relate to young people. • Adolescents undergo puberty in an individual way and are prone to being stereotyped. Practitioners are also susceptible to stereotypes and this may affect the way they relate to the young people they support. • Practitioner is required to be aware of conflicts between professional and personal values as they need to remain professional at all times. 																

	<ul style="list-style-type: none"> Practitioner is required to respect and value diversity as the people they support may come from a wide variety of backgrounds. <p>Accept other appropriate responses.</p>	
<p>5 (a)</p>	<p>Lily may need to work with other agencies to support young people.</p> <p>Identify two (2) benefits of partnership working.</p> <p>Award one mark for each benefit identified, up to a maximum of two.</p> <p>For example:</p> <ul style="list-style-type: none"> disseminates information (1) exchange knowledge (1) protection/safeguarding (1) manage risks (1) advocacy (1) manage information (1). <p>Award other appropriate responses.</p>	<p>2</p> <p>AO1=2</p>

5 (b)	Analyse possible barriers to partnership working.		9
	Level	Mark	Description
	3	7–9	<p>A wide range of relevant knowledge and understanding is shown with regards to barriers to partnership working, which is accurate and detailed.</p> <p>Application of knowledge is appropriate and accurate and shows clear understanding.</p> <p>Analysis to demonstrate understanding of concepts and/or theories is detailed and highly effective. Clear links are made.</p>
	2	4–6	<p>A range of relevant knowledge and understanding is shown with regards to barriers to partnership working, but may be lacking in sufficient detail, with a few errors.</p> <p>Application of knowledge is mostly appropriate, showing some clear understanding with regards to barriers to partnership working. There may be a few errors.</p> <p>Analysis to demonstrate understanding of concepts and/or theories is effective and mostly relevant. Some clear links are made.</p>
	1	1–3	<p>A limited range of relevant knowledge and understanding is shown, but is often fragmented.</p> <p>Application of knowledge is limited and may show a lack of understanding. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and/or theories lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate.</p>
	0	No relevant material.	
<p>Indicative content</p> <ul style="list-style-type: none"> • Differing agency priorities which may lead to professional disagreement or confusion for the client as different agencies may ask client for different things. • Different ways of working which may lead to disjointed service provision meaning the client is unsure of how their treatment package should be managed. • Use of jargon, which may differ between agencies. This could be particularly difficult with acronyms. This could result in different 			<p>AO1=3</p> <p>AO2=3</p> <p>AO3=3</p>

	<p>agencies being unsure as what interventions other agencies are applying.</p> <ul style="list-style-type: none"> • Availability of resources. These resources may not be evenly distributed and possibly ring-fenced to a specific agency. This can result in some services that a particular client needs being unavailable due to resources being with an alternative agency. • Time constraints. Partnership communication can be time consuming due to availability, resulting in the client waiting for long periods for agencies to communicate regarding their care. • Trust between partner organisations. Agencies may have been in conflict but now working together, which can reduce information sharing and adversely affect the client. • Assumptions regarding working practices. Differing agencies may operate differently. This needs to be considered when planning, as it can lead to a disjointed service. <p>Award other appropriate responses.</p>	
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<p>6 (a)</p>	<p>Complete the table below to identify the two sides of the debate in human growth and development (A and B).</p> <p>Award one mark for each of the following:</p> <table border="1" data-bbox="320 1077 1259 1301"> <tr> <td data-bbox="320 1077 695 1189"> <p>A Nature (1)</p> </td> <td data-bbox="695 1077 1259 1189"> <p>This implies biological or genetic factors that may affect an individual's development.</p> </td> </tr> <tr> <td data-bbox="320 1189 695 1301"> <p>B Nurture (1)</p> </td> <td data-bbox="695 1189 1259 1301"> <p>This implies environmental or external factors that may affect an individual's development.</p> </td> </tr> </table>	<p>A Nature (1)</p>	<p>This implies biological or genetic factors that may affect an individual's development.</p>	<p>B Nurture (1)</p>	<p>This implies environmental or external factors that may affect an individual's development.</p>	<p>2</p> <p>AO1=2</p>
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6 (b)	<p>Outline one (1) model of health and well-being.</p> <p>Award one mark for identification of model and up to two marks for an outline.</p> <ul style="list-style-type: none"> • Medical model (1) <ul style="list-style-type: none"> ○ Focusses on biological/physical factors (1). ○ Used for diagnosis of illnesses (1). ○ Used to determine treatment of illnesses (1). ○ Focusses on finding cures for illnesses (1). • Social model (1) <ul style="list-style-type: none"> ○ Focusses on the experiences of the individual (1). ○ Looks at the social perceptions of an individual and their effects (1). ○ Is interested in the equality of an individual and the effects of inequalities (1). ○ Accounts of the effects of inclusion/exclusion of an individual on their health (1). ○ Considers how the levels of participation of an individual can affect their health (1). <p>Accept other appropriate responses.</p>	<p>3</p> <p>AO1=1</p> <p>AO2=2</p>
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6 (c)	<p>Discuss how Erikson’s theory of human growth and development relates to the young people that Lily supports.</p> <p>Award marks as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">4 marks</td> <td style="padding: 5px;">A detailed discussion of how Erikson’s theory relates to young people, which is fully accurate.</td> </tr> <tr> <td style="padding: 5px;">3 marks</td> <td style="padding: 5px;">A detailed discussion of how Erikson’s theory relates to young people, which is mostly accurate.</td> </tr> <tr> <td style="padding: 5px;">2 marks</td> <td style="padding: 5px;">A limited discussion how Erikson’s theory relates to young people, which is mostly accurate.</td> </tr> <tr> <td style="padding: 5px;">1 mark</td> <td style="padding: 5px;">A limited discussion of how Erikson’s theory relates to young people, which is partially accurate.</td> </tr> </table> <p>Indicative content</p> <ul style="list-style-type: none"> • Young people may be facing an identity crisis and could therefore be exploring possibilities. • Young people may be experiencing role confusion which may lead them to having to learn what roles they may occupy as an adult. • Young people may experience an increase in independence which can result in them appearing to be rebellious. • Young people will be making decisions about their careers which may involve them deciding what they want to be when grown up. 	4 marks	A detailed discussion of how Erikson’s theory relates to young people, which is fully accurate.	3 marks	A detailed discussion of how Erikson’s theory relates to young people, which is mostly accurate.	2 marks	A limited discussion how Erikson’s theory relates to young people, which is mostly accurate.	1 mark	A limited discussion of how Erikson’s theory relates to young people, which is partially accurate.	<p>4</p> <p>AO2=4</p>
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	<ul style="list-style-type: none"> • Young people will be forming their own identity and making decisions about who they want to be. • Some young people may start drifting resulting in them not making decisions about their future. <p>Accept other appropriate responses.</p>	
<p>7 (a)</p>	<p>Lily must ensure that all her records are kept confidential.</p> <p>Identify the legislation that governs this requirement.</p> <p>Award one mark for either:</p> <ul style="list-style-type: none"> • General Data Protection Regulation 2018 (1) or • Data Protection Act 2018 (1). <p>NB Accept GDPR 2018 but do not credit the Data Protection Act 1998. Learners must give the year of the legislation to be awarded the mark.</p>	<p>1</p> <p>AO1=1</p>
<p>7 (b)</p>	<p>Identify and briefly explain one (1) principle of the legislation identified in 7(a).</p> <p>Award one mark for identifying principle and one mark for brief explanation.</p> <ul style="list-style-type: none"> • Transparency (1) – individual is aware of data processing (1). • Purpose limitation (1) – personal data can only be obtained for specific purpose (1). • Data minimisation (1) – only necessary data may be collected/retained (1). • Accuracy (1) – data must be accurate and up to date (1). • Storage limitations (1) – data may not be stored longer than is necessary (1). • Confidentiality (1) – data should be handled securely (1). <p>Accept similar explanations/wording.</p>	<p>2</p> <p>AO1=1</p> <p>AO2=1</p>

7 (c)(i)	<p>Give two (2) examples of when a serious case review would be undertaken.</p> <p>Award one mark for each reason identified, up to a maximum of two marks.</p> <p>For example:</p> <ul style="list-style-type: none">• death; where abuse or neglect is suspected (1)• injury; where abuse or neglect is suspected (1). <p>Accept other appropriate responses.</p>	<p>2</p> <p>AO1=2</p>
7 (c)(ii)	<p>Analyse how the outcomes of a serious case review can inform practice.</p> <p>Award up to three marks for analysis of the outcomes that inform practice.</p> <p>For example:</p> <ul style="list-style-type: none">• identify areas for improvement – if services have found to be lacking or systems are found to have failed to meet expectations (1)• identify changes required – these could be organisational, personnel or system changes (1)• inform future reviews – any further reviews will need to see what has been recommended before in order to ascertain effectiveness (1)• improve action planning – any actions to be taken will need to be detailed and accurate (1)• improve care provision – effective care provision is central to preventing abuse. Possible improvements will be highlighted in a review (1). <p>Accept other appropriate responses.</p>	<p>3</p> <p>AO3=3</p>

8 (a)	<p>Identify four (4) physical changes that happen to males during puberty.</p> <p>Award one mark for each of the physical changes identified, up to a maximum of four marks.</p> <p>For example:</p> <ul style="list-style-type: none">• testicles descend (1)• penis enlarges (1)• growth of pubic hair (1)• voice deepens (1)• growth spurt (1)• facial hair grows (1)• increase in body sweat (1). <p>Accept other appropriate responses.</p>	4 AO1=4
8 (b)	<p>Puberty is a significant life event.</p> <p>Identify two (2) other significant life events that 14 to 18 year old young people might experience.</p> <p>Award one mark for each significant life event identified, up to a maximum of two marks.</p> <p>For example:</p> <ul style="list-style-type: none">• relationships (1)• exams (1)• leaving home (1). <p>Accept other appropriate responses.</p> <p>NB Do not accept puberty.</p>	2 AO1=2

<p>9 (a)</p>	<p>Many of the young people that Lily supports have experience of bullying.</p> <p>Analyse one (1) possible effect that bullying may have on young people’s development.</p> <p>Award up to three marks for an analysis of one possible effect of bullying on development.</p> <p>For example:</p> <ul style="list-style-type: none"> • low self-esteem (1) leading to poor confidence (1) anxiety (1) • truancy (1) leading to poor attendance (1) poor exam results (1) • reduced concentration (1) disruption to learning (1) poor exam results (1) • poor exam results (1) reduced choices of career (1) reduction to earning potential (1). <p>Accept other appropriate responses.</p>	<p>3</p> <p>AO3=3</p>
<p>9 (b)</p>	<p>A youth worker is one health and social care practitioner that a bullied young person can be supported by.</p> <p>Identify two (2) other health and social care practitioners and briefly describe how the service they provide supports a bullied young person.</p> <p>Award one mark for identification of a health and social care practitioner and one mark for a brief description of how the service they provide supports a bullied young person (2x2).</p> <p>For example:</p> <ul style="list-style-type: none"> • counsellor (1) – help deal with emotional issues (1) • social worker (1) – help with family/financial issues (1) • education support worker (1) – help re-establish the young person in education (1) • educational psychologist (1) – assist with assessment of learning needs (1). <p>Accept other appropriate responses.</p>	<p>4</p> <p>AO1=2</p> <p>AO2=2</p>

10	<p>Lily devises care plans with each of the young people that she supports.</p> <p>Analyse the role and purpose of individualised care planning.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Level</th> <th style="width: 10%;">Mark</th> <th style="width: 80%;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">9–12</td> <td> <p>Application of knowledge is appropriate and accurate and shows clear understanding and relevance to the role and function of care planning.</p> <p>Analysis to demonstrate understanding of concepts and/or theories is detailed and highly effective. Clear links are made and conclusions drawn are fully supported by judgements.</p> </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">5–8</td> <td> <p>Application of knowledge is mostly appropriate, showing some clear understanding. There may be a few errors and a lack of clarity.</p> <p>Analysis to demonstrate understanding of concepts and/or theories is effective and mostly relevant. Some clear links are made and there are attempts to draw conclusions, which are supported by judgements, but it is likely that some will be irrelevant.</p> </td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–4</td> <td> <p>Application of knowledge is limited and may show a lack of understanding. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and/or theories lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate and attempts to draw conclusions are seldom successful and likely to be irrelevant.</p> </td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>No relevant material.</td> </tr> </tbody> </table> <p>Indicative content</p> <ul style="list-style-type: none"> • Meeting individual care needs – each young person will have a different set of needs to meet. • Adolescence is a time of great change and instability – needs are particularly individual. • Account for physical, cognitive, emotional and social factors. • Account for life events – each young person will have encountered different events in their lives. This difference is acute during adolescence. • Action planning – care plans need to be SMART. • Goal setting – goals need to be set between the young person and Lily. 	Level	Mark	Description	3	9–12	<p>Application of knowledge is appropriate and accurate and shows clear understanding and relevance to the role and function of care planning.</p> <p>Analysis to demonstrate understanding of concepts and/or theories is detailed and highly effective. Clear links are made and conclusions drawn are fully supported by judgements.</p>	2	5–8	<p>Application of knowledge is mostly appropriate, showing some clear understanding. There may be a few errors and a lack of clarity.</p> <p>Analysis to demonstrate understanding of concepts and/or theories is effective and mostly relevant. Some clear links are made and there are attempts to draw conclusions, which are supported by judgements, but it is likely that some will be irrelevant.</p>	1	1–4	<p>Application of knowledge is limited and may show a lack of understanding. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and/or theories lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate and attempts to draw conclusions are seldom successful and likely to be irrelevant.</p>		0	No relevant material.	<p>12</p> <p>AO2=6</p> <p>AO3=6</p>
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	<ul style="list-style-type: none">• Risk Management – young people must not be placed in position of increased risk. Adolescents find the management of risk challenging due to social emotional and physical factors.• Appropriate interventions – interventions need to be appropriate to the young person.• Partnership working – any partnership working needs to be identified in the plan and those partners involved in the planning.• Consistency of care – care plans ensure that care is consistent.• Continuity of care – care plans ensure that care is continuous.• Person centred approach – the care plan must revolve around the needs of the young person.• Assessment and monitoring of interventions – all interventions must be assessed and monitored to ensure that they are appropriate. Adolescents are undergoing lots of change. Needs can alter quickly.• Review and evaluation of care – all interventions must be reviewed and the care plan evaluated to ensure that it meets the needs of the young person, as these needs can change during adolescence. <p>Accept other appropriate responses.</p>	
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Assessment Objective Grid

Question	AO1	AO2	AO3	Total
1 (a)	1			1
1 (b)	2	2		4
2		3	3	6
3 (a)	1			1
3 (b)		4		4
4 (a)	2	4		6
4 (b)	3			3
4 (c)		3	3	6
5 (a)	2			2
5 (b)	3	3	3	9
6 (a)	2			2
6 (b)	1	2		3
6 (c)		4		4
7 (a)	1			1
7 (b)	1	1		2
7 (c)(i)	2			2
7 (c)(ii)			3	3
8 (a)	4			4
8 (b)	2			2
9 (a)			3	3
9 (b)	2	2		4
10		6	6	12
Total	29	34	21	84
%	35	40	25	100