



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)

March 2023

Assessment code: AGAHSC

Mark Scheme

V2.0 Post-standardisation

This mark scheme has been written by the Assessment Writer and refined, alongside the relevant questions, by a panel of subject experts through the external assessment writing process and at standardisation meetings.

The purpose of this mark scheme is to give you:

- examples and criteria of the types of response expected from a learner
- information on how individual marks are to be awarded
- the allocated assessment objective(s) and total mark for each question.

Marking guidelines

General guidelines

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

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

Guidelines for using extended response marking grids

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

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

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. You must also consider the relative weightings of the assessment objectives, so as not to over/under credit a response. Standardisation materials, marked by the Chief Examiner, will help you with determining a mark. You will be

able to use exemplar learner responses to compare to live responses, to decide if it is the same, better or worse.

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

Assessment objectives

This unit requires learners to:

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

Qu	Mark scheme	Total marks
1 (a)	<p>Briefly explain one (1) reason why a retired population could increase the need for health and social care services and give one (1) example of a health and social care service that may be needed.</p> <p>Award one mark for a reason a retired population could increase the need for health and social care services:</p> <ul style="list-style-type: none"> • A retired population is an older / ageing population, so are likely to have more illness and disease / decline in health (1). <p>Award one mark for an example of a health and social care service:</p> <ul style="list-style-type: none"> • Domiciliary care / home care / personal care / day centres / care homes / nursing homes (1). <p>Accept other suitable responses.</p>	<p>2</p> <p>AO2=2</p>
1 (b)	<p>Many of the retired residents receive informal care.</p> <p>Briefly explain one (1) way the availability of informal care can influence the need for health and social care services.</p> <p>Award one mark for a way the availability of informal care can influence the need for health and social care services:</p> <ul style="list-style-type: none"> • Due to additional support being provided by informal carers there would be fewer services needed to support service users, such as domiciliary care / home care (1) • Due to a lack of support being provided by informal carers there would be more services needed to support service users, such as domiciliary care / home care (1) • Due to additional support being provided by informal carers there would be more services needed to support informal carers, such as respite care (1). • Due to a lack of support being provided by informal carers there would be fewer services needed to support informal carers, such as respite care (1). <p>Accept other suitable responses.</p>	<p>1</p> <p>AO2=1</p>

1(c)	<p>Service providers have introduced the ‘co-production approach’ to improve health and social care services for the residents.</p> <p>Describe the co-production approach in health and social care.</p> <p>Award up to two marks for a description of the co-production approach:</p> <ul style="list-style-type: none"> • Service providers and service users work together (1) in the design and delivery of health and social care services (1). <p>Accept other suitable responses.</p>	<p>2</p> <p>AO1=2</p>
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2(a)	<p>During her illness, Safia has used ‘needs-led provision’.</p> <p>State two (2) features of needs-led provision.</p> <p>Award one mark for each feature of needs-led provision, up to two marks:</p> <ul style="list-style-type: none"> • May not have been available / did not exist before it is needed (1) • Based on an individual’s needs (1) • Not driven by services that are currently available (1). <p>Accept other suitable responses.</p>	<p>2</p> <p>AO1=2</p>
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2(b)	<p>Before her illness, Safia enjoyed swimming and organising community events.</p> <p>Explain one (1) way each of Safia’s leisure activities may have impacted on her development.</p> <p>Award up to two marks for how each leisure activity may have impacted on Safia’s development, up to four marks:</p> <p>Swimming:</p> <ul style="list-style-type: none"> • Exercise that released brain chemicals (endorphins) (AO2 1). These are mood enhancing so may have affected Safia’s sense of well-being / feeling of happiness (AO3 1) • Exercise that increased Safia’s physical activity (AO2 1). This helped to maintain Safia’s mobility / control weight / reduce risk of diseases (AO3 1) • Enjoyable / relaxing leisure activity (AO2 1). This may have reduced Safia’s stress (AO3 1). <p>Organising community events:</p>	<p>4</p> <p>AO2=2</p> <p>AO3=2</p>
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	<ul style="list-style-type: none"> • Built positive relationships (AO2 1). These relationships may have provided Safia with social support, which may have positively impacted on Safia’s emotional well-being (AO3 1). • Helping / thinking about other people may make Safia see herself as a thoughtful / motivated person (AO2 1). These ways of thinking about herself may become part of Safia’s positive self-concept (AO3 1). • Helping people may have given Safia a sense of achievement (AO2 1). This achievement may have increased Safia’s self-esteem (AO3 1). • Organising community events requires planning and understanding of what the community’s needs are (AO2 1). These will strengthen Safia’s cognitive development (AO3 1). <p>Accept other suitable responses.</p>	
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<p>3 (a)</p>	<p>Identify three (3) services a nursing home provides.</p> <p>Award one mark for each service a nursing home provides, up to three marks:</p> <ul style="list-style-type: none"> • Long-term residential care (1) • Special medical nursing care (1) • 24hours a day nursing care (1) • Short-term residential care (1) • Care for individuals leaving hospital (1) • Respite care (1) • Palliative care (1). <p>Accept other suitable responses.</p>	<p>3</p> <p>AO1=3</p>
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<p>3 (b)</p>	<p>Identify three (3) services a hospice provides.</p> <p>Award one mark for each service a hospice provides, up to three marks:</p> <ul style="list-style-type: none"> • Residential care for individuals with a terminal illness (1) • Provide end-of-life care (1) • Care for individuals with 6 months or less to live (1) • Support for the families of individuals in the hospice (1) • Support for an individual to have a ‘good’ death (1). <p>Accept other suitable responses.</p>	<p>3</p> <p>AO1=3</p>
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4	<p>Discuss the benefits to Safia of maintaining her independence during her illness.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Mark</th> <th style="text-align: left;">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 benefit to Safia of maintaining her independence during her illness.</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 benefit to Safia of maintaining her independence during her illness. 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 benefit to Safia of maintaining her independence during her illness. 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 style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>No relevant material</td> </tr> </tbody> </table> <p>Indicative content</p> <p>AO2</p> <ul style="list-style-type: none"> • Maintaining independence will benefit Safia by supporting her physical and mental health. • Independence will encourage Safia to do as much as she can, boosting confidence and self-esteem. • Maintaining independence can help Safia feel useful and have a sense of purpose and not feel a burden to others. • Maintaining independence promotes Safia’s sense of achievement. 	Level	Mark	Description	3	5-6	<p>Application of knowledge is appropriate and accurate and shows clear understanding of the benefit to Safia of maintaining her independence during her illness.</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 benefit to Safia of maintaining her independence during her illness. 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 benefit to Safia of maintaining her independence during her illness. 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	0	No relevant material	<p>6</p> <p>AO2=3</p> <p>AO3=3</p>
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0	0	No relevant material															

	<ul style="list-style-type: none"> • Maintaining independence slows the speed of the degeneration of Safia’s mobility and physical skills. • Maintaining independence encourages Safia to make her own decisions, which increases her sense of control / empowerment. <p>AO3</p> <ul style="list-style-type: none"> • Independence promotes a sense of achievement in Safia, which supports her mental health as achievement promotes a positive self-concept, self-worth, and high self-esteem. • Boosting Safia’s confidence will improve Safia’s quality of life, as she will have the confidence to continue to undertake activities she enjoys for as long as she can. • Feeling useful and purposeful will reduce Safia’s reliance on others and fear of becoming a burden to George, which will impact negatively on her mental health, for example, contributing to depression. • Achievement promotes Safia’s mental health as it increases her self-esteem. • Slowing down the speed of the degeneration of Safia’s mobility and physical skills will help Safia cope with the impact of her illness, which will result in Safia maintaining her quality of life for longer. • Having control and feeling empowered will increase Safia’s feeling of being valued, which promotes her well-being and supports effective partnership working with George and health and social care practitioners. <p>Accept other suitable responses.</p>	
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<p>5 (a)</p>	<p>Confidentiality and dignity are two care values that health and social care practitioners caring for Safia promote.</p> <p>Define what is meant by both ‘confidentiality’ and ‘dignity’.</p> <p>Award one mark for a definition of confidentiality:</p> <ul style="list-style-type: none"> • Confidentiality means not sharing personal information about an individual to anyone who does not need to know (1) keeping personal information private and secure (1). <p>Award one mark for a definition of dignity:</p> <ul style="list-style-type: none"> • Dignity means valuing and respecting who an individual is/their identity (1) providing care which supports and promotes (does not undermine) an individual’s identity and self-respect (1). <p>Accept other suitable responses.</p>	<p>2</p> <p>AO1=2</p>
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5 (b)	<p>Identify and briefly explain two (2) ways health and social care practitioners can promote an individual’s dignity.</p> <p>Award up to two marks for identifying and briefly explaining each way health and social care practitioners can promote an individual’s dignity, up to four marks:</p> <ul style="list-style-type: none"> • Give an individual choices / let the individual choose their clothes (AO1 1) as clothes reflect an individual’s identity and personality (AO2 1). • Give an individual control over decisions related to their care (AO1 1) as this will make the individual feel valued, as a lack of control can make an individual feel unimportant (AO2 1). • Speak to an individual with respect / address an individual as they would like to be known, for example, by their name (AO1 1) as an individual’s name is part of their identity – who they are (AO2 1). • Show an individual respect - for example, an individual’s privacy / personal space / possessions (AO1 1) as an individual’s possessions are important and valued by the individual (AO2 1). • Support personal hygiene / undertake personal care sensitively (AO1 1) as an individual may be self-conscious and uncomfortable in revealing their body (AO2 1). • Promote social inclusion / interactions / take an individual to a day centre where they can meet people (AO1 1) as the feedback from positive social interactions reinforces an individual’s identity (AO2 1). <p>Award a maximum of two marks for AO1 and two marks for AO2.</p> <p>Accept other suitable responses.</p>	<p>4</p> <p>AO1=2</p> <p>AO2=2</p>
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6	<p>Safia and George need to make decisions about Safia’s care.</p> <p>Discuss how the Mental Capacity Act 2005 can support Safia and George to make decisions about Safia’s care.</p> <table border="1" style="width: 100%; margin-top: 10px;"> <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;">7-9</td> <td> <p>A wide range of relevant knowledge and understanding is shown regarding the Mental Capacity Act, which is accurate and detailed.</p> <p>Application of knowledge is appropriate and accurate and shows clear understanding regarding the Mental Capacity Act.</p> </td> </tr> </tbody> </table>	Level	Mark	Description	3	7-9	<p>A wide range of relevant knowledge and understanding is shown regarding the Mental Capacity Act, which is accurate and detailed.</p> <p>Application of knowledge is appropriate and accurate and shows clear understanding regarding the Mental Capacity Act.</p>	<p>9</p> <p>AO1=3</p> <p>AO2=3</p> <p>AO3=3</p>
Level	Mark	Description						
3	7-9	<p>A wide range of relevant knowledge and understanding is shown regarding the Mental Capacity Act, which is accurate and detailed.</p> <p>Application of knowledge is appropriate and accurate and shows clear understanding regarding the Mental Capacity Act.</p>						

			Analysis to demonstrate understanding of concepts and / or theories is detailed and highly effective. Clear links are made.
2	4-6	<p>A range of relevant knowledge and understanding is shown regarding the Mental Capacity Act but may be lacking in sufficient detail, with a few errors.</p> <p>Application of knowledge is mostly appropriate, showing some clear understanding.</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 regarding the Mental Capacity Act but is often fragmented.</p> <p>Application of knowledge is limited and may show a lack of understanding.</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	0	No relevant material	
<p>Indicative content</p> <p>AO1</p> <ul style="list-style-type: none"> • There are five main principles of the Mental Capacity Act which support and protect an individual: <ul style="list-style-type: none"> – Always assume an individual is able to make decisions until there is proof that they cannot. – Try everything possible to support an individual to make decisions themselves. – Do not assume an individual does not have capacity to make decisions just because they make decisions that are considered unwise or wrong. – Decisions made must be in an individual’s best interests. – Decisions made must be the least restrictive to an individual’s basic rights and freedoms. <p>AO2</p>			

	<ul style="list-style-type: none"> • Safia’s decision to decline medication is seen as being made with capacity, as in the early stages of the illness there was no proof the illness had affected Safia’s capacity. • Everything possible should be undertaken to support Safia when she struggles to make or express her decisions, for example, communication aids if Safia struggles to talk. • Safia’s decision to decline medication should not be seen as a lack of capacity, just because others may disagree with her decision. • When George made the decision for Safia to be cared for in a hospice, this was in Safia’s best interests as George could no longer care for Safia. • When George made the decision for Safia to be cared for in a hospice, this was the least restrictive to Safia’s basic rights and freedom, as there were no other care choices available. <p>AO3</p> <ul style="list-style-type: none"> • Assuming capacity when Safia declined medication supports Safia in expressing her wishes. • Using communication aids allows Safia to express her wishes when she is struggling to communicate. This will allow Safia to continue to be in control of her care. • Not assuming Safia lacks capacity because her decision to decline medication may be seen as wrong / unwise, allows Safia to express her wishes, even if they go against the views of others. • The hospice would provide Safia with the best care to meet her needs, as George can no longer provide this level of care, therefore, this decision is in Safia’s best interests. • Safia’s rights and freedom would be restricted if she continued to be cared for by George, as he cannot meet her needs / no other care options available. <p>Accept other suitable responses.</p>	
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<p>7 (a)</p>	<p>Safia’s care has been influenced by the National Institute for Health and Care Excellence (NICE).</p> <p>State two (2) roles of the National Institute for Health and Care Excellence (NICE).</p> <p>Award one mark for each role of NICE, up to two marks:</p> <ul style="list-style-type: none"> • To provide guidelines on how patient conditions / illnesses should be treated (1) • To provide guidelines on how public health and social care services can support patients (1) • Decide which drugs are available for patients through the NHS (1). 	<p>2</p> <p>AO1=2</p>
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	Accept other suitable responses.	
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7 (b)	<p>George would like to know how health and social care organisations can support Safia.</p> <p>Describe one (1) way ‘Healthwatch England’ supports service users and one (1) way ‘Health and Well-being boards’ support service users.</p> <p>Award up to two marks for a way Healthwatch England supports service users:</p> <ul style="list-style-type: none"> • Helps service users find information about services in their area (1) to provide service users with choice and support their decision-making (1) • Find out what service users like about health and social care services in their area / what can be improved (1) so services can meet the needs of the service users in an area (1) • Share service user’s views with services and organisations to support change / improve services (1) so services and organisations can meet the needs of the service users in an area (1) <p>Award up to two marks for a way Health and Well-being boards support service users:</p> <ul style="list-style-type: none"> • Local authorities bring together the NHS, public health, adult social care and children’s services, elected representatives and local Healthwatch to plan how best to meet the needs of their local service user population (1) to tackle local inequalities in the health of service users (1). <p>Accept other suitable responses.</p>	<p>4</p> <p>AO1=4</p>
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8	<p>George experienced a significant life event when Safia moved into the hospice.</p> <p>Discuss how Safia’s move into the hospice may have impacted on George’s development.</p>	<p>12</p> <p>AO2=6</p> <p>AO3=6</p>						
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3	9–12	Application of knowledge is appropriate and accurate and shows clear understanding of how						

		<p>Safia’s move into the hospice may have impacted on George.</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 of how Safia’s move into the hospice may have impacted on George. 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.</p> <p>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 of how Safia’s move into the hospice may have impacted on George. 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.</p> <p>Links may be made but are often inappropriate and attempts to draw conclusions are seldom successful and likely to be irrelevant.</p>	
0	0	No relevant material	
<p>Indicative content</p> <p>A02</p> <ul style="list-style-type: none"> • George’s physical health may deteriorate due to his mental health / sadness, for example, may result in George having difficulty sleeping, not wanting to eat, poor self-care. • George’s perspective on life may change, for example, he may prioritise his family and relationships, hobbies, and interests, more than work. • George’s relationships will change, as Safia is not living with him, so George’s role as a husband will have changed. He may become closer to friends and family. He may form new relationships. 			

	<ul style="list-style-type: none"> • George may experience a mixture of emotions, such as loneliness, sadness, anger, relief, and guilt. • George’s behaviour may change, he may take more care of his health than he did before. However, sadness may contribute to an increase in harmful behaviours, such as eating a poor diet and drinking alcohol. George may have more free time and more independence to do activities he enjoys. • George may need to learn what bus route he needs to take to visit Safia, how to plan his day around visiting times and his free time, he may have less income so will need to budget. • George may feel isolated without Safia around. This may result in George withdrawing himself from social interactions with friends and family. <p>A03</p> <ul style="list-style-type: none"> • The effect of poor health can result in weight loss and increased susceptibility to illnesses and diseases. • Prioritising his family and relationships may result in George receiving social support. Undertaking hobbies and interests may result in increased pleasure and improvements in George’s mental health and well-being in the long-term. • The changing role of a husband will affect George’s self-identity and self-concept, which may contribute to poor mental health. • Feelings can result in changes in behaviour, for example, anger may result in aggressive behaviour, guilt may result in a lack of care for his own well-being. • Behaviour changes may negatively or positively affect his health, for example, alcohol or smoking can contribute to respiratory disease, high blood pressure and heart disease. • Recalling, planning, budgeting, will develop George’s cognitive skills. • Isolation is detrimental to maintaining social skills and can contribute to mental illness, such as depression. <p>Accept other suitable responses.</p>	
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<p>9 (a)</p>	<p>When Safia moved into the hospice, George experienced the transition of living apart from Safia.</p> <p>Briefly explain how one (1) intrinsic factor could support George during this transition.</p> <p>Award up to two marks for how the intrinsic factor could support George:</p>	<p>2</p> <p>AO2=2</p>
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	<ul style="list-style-type: none"> • George’s resilience from having coped with situations in the past (1) will reinforce George’s belief that he can cope with this (1) • George’s needs and preferences for support (1) will mean that the amount and type of support George will require will meet his needs (1) • George’s coping strategies, for example, positively interpreting information about Safia’s well-being (1) will reduce his anxiety / worry / guilt (1). <p>Accept other suitable responses.</p>	
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<p>9 (b)</p>	<p>Briefly explain how one (1) extrinsic factor could support George during this transition.</p> <p>Award up to two marks for how the extrinsic factor could support George:</p> <ul style="list-style-type: none"> • Level of support George has access to (1) as support will help George not feel as isolated / provide him with social support / practical help (1) • Safia going into the hospice was planned (1) therefore George can prepare himself for this (1) • The philosophy of the hospice (1) will help George adjust, for example, how the hospice views their role in supporting George (1). <p>Accept other suitable responses.</p>	<p>2 AO2=2</p>
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<p>10 (a)</p>	<p>Doctors apply a particular model of health and well-being when caring for service users.</p> <p>Identify the model of health and well-being Safia’s doctor would use when caring for Safia.</p> <p>Award one mark for the model of health:</p> <ul style="list-style-type: none"> • The medical model (of health and well-being) (1). 	<p>1 AO2=1</p>
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<p>10 (b)</p>	<p>Describe three (3) ways Safia’s doctor would apply the model identified in question 10 (a) to Safia’s care.</p> <p>Award one mark for each way the doctor would apply the model, up to three marks:</p> <ul style="list-style-type: none"> • Safia presents with symptoms which the doctor believes are from a biological / physical cause (1) 	<p>3 AO2=3</p>
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	<ul style="list-style-type: none"> the doctor undertakes a medical examination of Safia, tests / scans and assesses symptoms to determine the cause / to provide a diagnosis (1) the doctor offers physical treatment to Safia such as, drug treatments and surgery, which would address the physical cause of Safia’s illness (would reduce or stop the growth or spread of the cancer) which could provide a cure / reduction in symptoms (1). <p>Accept other suitable responses.</p>	
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10 (c)	<p>In Safia’s village, a number of low-income families live in poor-quality housing. Some of the adults are unemployed or suffer from ill health.</p> <p>Using the information above, explain how applying the social model of health and well-being helps practitioners understand reasons for the adult’s ill health.</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;">5-6</td> <td> <p>Application of knowledge is appropriate and accurate and shows clear understanding of how the application of the social model of health and well-being helps practitioners understand reasons for adult’s ill health.</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 how the application of the social model of health and well-being helps practitioners understand reasons for adult’s ill health.</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 how the application of the social model of health and well-being helps practitioners understand reasons for adult’s ill-health. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and / or theories lacks detail and may have limited</p> </td> </tr> </tbody> </table>	Level	Mark	Description	3	5-6	<p>Application of knowledge is appropriate and accurate and shows clear understanding of how the application of the social model of health and well-being helps practitioners understand reasons for adult’s ill health.</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 how the application of the social model of health and well-being helps practitioners understand reasons for adult’s ill health.</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 how the application of the social model of health and well-being helps practitioners understand reasons for adult’s ill-health. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and / or theories lacks detail and may have limited</p>	<p>6</p> <p>AO2=3</p> <p>AO3=3</p>
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			effectiveness and relevance. Links may be made but are often inappropriate.	
	0	0	No relevant material	
<p>Indicative content</p> <p>AO2</p> <ul style="list-style-type: none"> • The social model would suggest that the adult’s ill health is influenced by social (how people interact with the adults) and environmental (poor housing) factors. • The adults are living in, for example, damp houses, which can contribute to their ill health, such as, respiratory problems like asthma. • Living on a low-income, not having a job, living in a poor environment, can cause stress and peoples negative interactions / judgments of the adults in this situation, lowers the adult’s self-esteem. <p>AO3</p> <ul style="list-style-type: none"> • Ill health may result in the adults being unable to work, which contributes to having a low-income. • Low-income may mean the adults do not have money to fix the damp / to move to a new house. • This situation causes stress, lowering the adult’s self-esteem, which can further impact on the adult’s health, both physically and mentally, making it harder to break the cycle and gain employment. <p>Accept other suitable responses.</p>				

11	<p>Safia’s grandson is experiencing significant life events in infancy. Significant life events can affect the emotional development of infants.</p> <p>Describe two (2) significant life events that take place in infancy and discuss the short-term effects of each life event on an infant’s emotional development.</p> <p>Award up to two marks for each life event in infancy, to a maximum of four marks:</p> <ul style="list-style-type: none"> • Starting nursery (AO1 1) involves separation from parents / carers, developing independence, new social skills, and relationships / interactions with other adults and children (AO1 1). 	<p>8</p> <p>AO1=4</p> <p>AO3=4</p>
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	<ul style="list-style-type: none"> • Toilet training (AO1 1) involves the mastery of a self-care skill which supports greater independence, as it involves learning to control bowel and bladder movements (AO1 1). <p>Award up to two marks for each short-term effect on an infant's emotional development, to a maximum of four marks:</p> <ul style="list-style-type: none"> • Starting nursery - can affect emotional development, as an infant experiences anxiety / feels insecure (AO3 1) which can impact on changes in behaviour such as clinginess, shyness, aggression, etc. (AO3 1). • Toilet training - can affect emotional development, as having an accident during this time can cause an infant to become upset / being successful can cause an infant to feel proud (AO3 1). This can impact on promoting a positive or negative self-concept, and high or low self-esteem (AO3 1). <p>Accept other suitable responses.</p>	
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<p>12 (a)</p>	<p>Safia's grandson is learning language from his environment.</p> <p>Describe the meaning of 'conditioning' in relation to children's learning, as used by the theorist Skinner.</p> <p>Award up to two marks for the meaning of conditioning:</p> <ul style="list-style-type: none"> • A process of learning, where a behaviour or response becomes more frequent or predictable because it has been reinforced (1). The reinforcement is from a reward an individual gets from their response or behaviour (1). <p>Accept other suitable responses.</p>	<p>2</p> <p>AO1=2</p>
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<p>12 (b)</p>	<p>Explain Skinner's views on how children learn language.</p> <p>Award up to four marks for an explanation of Skinner's views on how children learn language:</p> <ul style="list-style-type: none"> • Skinner would explain children develop language through the process of operant conditioning (1). • When an infant makes a sound that is like a word or is a word, the parent / carer reinforces the infant, by giving the infant attention / encouragement (1). • The reinforcement serves as a reward to the infant for producing the word or word-sound, which then encourages the infant to continue to make the word or word-sound to receive another reward (1). • When the parent / carer gets used to the word or word-sound they stop rewarding the infant, the infant is then motivated to 	<p>4</p> <p>AO2=4</p>
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	produce another word or word-sound to gain reinforcement again (1).	
Accept other suitable responses		

Assessment Objective Grid

Question	AO1	AO2	AO3	Total
1a		2		2
1b		1		1
1c	2			2
2a	2			2
2b		2	2	4
3a	3			3
3b	3			3
4		3	3	6
5a	2			2
5b	2	2		4
6	3	3	3	9
7a	2			2
7b	4			4
8		6	6	12
9a		2		2
9b		2		2
10a		1		1
10b		3		3
10c		3	3	6
11	4		4	8
12a	2			2
12b		4		4
Total	29	34	21	84