



**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 2020

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
- 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 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:

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

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

Qu	Mark scheme	Total marks
1(a)	<p><b>Identify the life stage of Natalia.</b></p> <p>Award <b>one mark</b> for:</p> <ul style="list-style-type: none"> <li>• Infancy (1).</li> </ul>	<p><b>1</b></p> <p><b>AO1=1</b></p>
1(b)	<p><b>Identify and briefly explain the two (2) types of motor skills developed in the life stage you named in question 1 (a).</b></p> <p>Award <b>one mark</b> for correctly identifying the motor skill and <b>one mark</b> for a brief explanation of this skill (2x2).</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Gross motor skills (1) <ul style="list-style-type: none"> <li>– involve large muscle groups (1)</li> <li>– for large movements such as walking, running, etc (1).</li> </ul> </li> <li>• Fine motor skills (1) <ul style="list-style-type: none"> <li>– involve small muscle groups (1)</li> <li>– for precise movements such as writing, using cutlery (1).</li> </ul> </li> </ul> <p>Accept other appropriate examples of motor skills.</p>	<p><b>4</b></p> <p><b>AO1=2</b></p> <p><b>AO2=2</b></p>
1(c)	<p><b>Identify and explain one (1) significant life event that Natalia will experience in her life stage.</b></p> <p>Award <b>one mark</b> for correct identification and up to <b>two marks</b> for an appropriate explanation.</p> <ul style="list-style-type: none"> <li>• Separation (1) <ul style="list-style-type: none"> <li>– An infant will experience periods of separation from their primary care giver (1)</li> <li>– Successfully navigating separation helps the infant with emotional development (1).</li> </ul> </li> <li>• Nursery (1) <ul style="list-style-type: none"> <li>– Many infants will start nursery from as early as two months old (1)</li> <li>– This can cause disruption to bonding but may also help with social development (1).</li> </ul> </li> <li>• Feeding (1) <ul style="list-style-type: none"> <li>– The infant learns to trust that their basic needs will be met (1)</li> </ul> </li> </ul>	<p><b>3</b></p> <p><b>AO1=1</b></p> <p><b>AO2=2</b></p>

	<ul style="list-style-type: none"> <li>– The infant will learn independence as they gradually learn to feed themselves (1).</li> <li>• Toilet training (1)             <ul style="list-style-type: none"> <li>– The infant will gain independence as they learn to independently toilet themselves (1)</li> <li>– An infant who does not successfully learn toilet training can feel shame and self-doubt (1).</li> </ul> </li> </ul> <p>Accept other suitable responses.</p>	
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<b>2</b>	<p><b>Midwives are employed by health and social care providers.</b></p> <p><b>Discuss the functions of a health and social care provider.</b></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;"><b>3</b></td> <td style="text-align: center;"><b>5–6</b></td> <td> <p>Application of knowledge is appropriate and accurate and shows clear understanding of the functions of a health and social care provider.</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;"><b>2</b></td> <td style="text-align: center;"><b>3–4</b></td> <td> <p>Application of knowledge is mostly appropriate, showing some clear understanding of the functions of a health and social care provider. 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;"><b>1</b></td> <td style="text-align: center;"><b>1–2</b></td> <td> <p>Application of knowledge is limited and may show a lack of understanding of the functions of a health and social care provider. 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;"><b>0</b></td> <td>No relevant material.</td> </tr> </tbody> </table> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Promote health and well-being             <ul style="list-style-type: none"> <li>– The health and well-being of clients is of paramount importance</li> </ul> </li> </ul>	Level	Mark	Description	<b>3</b>	<b>5–6</b>	<p>Application of knowledge is appropriate and accurate and shows clear understanding of the functions of a health and social care provider.</p> <p>Analysis to demonstrate understanding of concepts and/or theories is detailed and highly effective. Clear links are made.</p>	<b>2</b>	<b>3–4</b>	<p>Application of knowledge is mostly appropriate, showing some clear understanding of the functions of a health and social care provider. 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>	<b>1</b>	<b>1–2</b>	<p>Application of knowledge is limited and may show a lack of understanding of the functions of a health and social care provider. 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>		<b>0</b>	No relevant material.	<p><b>6</b></p> <p><b>AO2=3</b></p> <p><b>AO3=3</b></p>
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	<ul style="list-style-type: none"><li>- The promotion of health can be more significant than treating health in improving the health of populations</li><li>- This includes physical, intellectual, emotional and social needs.</li><li>• Care provided must be of a high quality and cost effective<ul style="list-style-type: none"><li>- Care, support and treatment must effectively meet the needs of service users</li><li>- This includes physical, intellectual, emotional and social needs</li><li>- Services require improvement if care quality reduces.</li></ul></li><li>• Services should meet ongoing needs of service users<ul style="list-style-type: none"><li>- Needs of service users should be monitored throughout the care process</li><li>- This includes physical, intellectual, emotional and social needs</li><li>- The expertise of health and social care practitioners should be utilised at all times.</li></ul></li></ul> <p>Accept other suitable responses.</p>	
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<b>3(a)</b>	<p><b>Name the regulatory body that is responsible for midwives.</b></p> <p>Award <b>one mark</b> for the following:</p> <ul style="list-style-type: none"> <li>• Nursing and Midwifery Council (1)</li> <li>• NMC (1).</li> </ul>	<p><b>1</b></p> <p><b>AO1=1</b></p>
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<b>3(b)</b>	<p><b>Explain the role of the regulatory body named in question 3 (a).</b></p> <p>Award marks as follows:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 20%;"><b>4 marks</b></td> <td>A detailed discussion of the role of the NMC, which is fully accurate.</td> </tr> <tr> <td><b>3 marks</b></td> <td>A detailed discussion of the role of the NMC, which is mostly accurate.</td> </tr> <tr> <td><b>2 marks</b></td> <td>A limited discussion of the role of the NMC, which is mostly accurate.</td> </tr> <tr> <td><b>1 mark</b></td> <td>A limited discussion of the role of the NMC, which is partially accurate.</td> </tr> </table> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Protect the health and well-being of the public</li> <li>• Set standards of education and training, standards of conduct and standards of performance so that nurses and midwives can deliver high quality care</li> <li>• Ensure that nurses and midwives keep their skills and knowledge up to date</li> <li>• Investigate nurses and midwives that fall short of the standards and take action in the interests of public health and safety.</li> </ul>	<b>4 marks</b>	A detailed discussion of the role of the NMC, which is fully accurate.	<b>3 marks</b>	A detailed discussion of the role of the NMC, which is mostly accurate.	<b>2 marks</b>	A limited discussion of the role of the NMC, which is mostly accurate.	<b>1 mark</b>	A limited discussion of the role of the NMC, which is partially accurate.	<p><b>4</b></p> <p><b>AO2=4</b></p>
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<b>4(a)</b>	<p><b>Identify two (2) pre-conception experiences that could affect a developing foetus and briefly describe how each of these two experiences may affect the developing foetus.</b></p> <p>Award <b>one mark</b> for a correct identification and <b>one further mark</b> for an accurate description.</p> <ul style="list-style-type: none"> <li>• Alcohol (1) <ul style="list-style-type: none"> <li>– May affect early neurological development (1)</li> <li>– Foetal alcohol syndrome (1).</li> </ul> </li> <li>• Drugs (1) <ul style="list-style-type: none"> <li>– May cause early developmental problems with the foetus (1)</li> </ul> </li> </ul>	<p><b>4</b></p> <p><b>AO1=2</b></p> <p><b>AO2=2</b></p>
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	<ul style="list-style-type: none"> <li>– Baby may be born with developmental issues (1).</li> <li>• Smoking (1)             <ul style="list-style-type: none"> <li>– May cause later respiratory problems (1)</li> <li>– May reduce foetal size and birth weight of the baby (1)</li> </ul> </li> <li>• Diet (1)             <ul style="list-style-type: none"> <li>– Eating too many saturated fats pre-conception may lead to foetal size issues and child becoming obese later in life(1)</li> <li>– A lack of vitamins and nutrients can adversely affect the development of the foetus in the early stages (1).</li> </ul> </li> <li>• Health of the mother (1)             <ul style="list-style-type: none"> <li>– If the mother has poor health this can affect the early development of the foetus as it may not receive the nutrients or oxygen it requires (1)</li> <li>– Illnesses such as diabetes can affect the nutrients the foetus receives as the mother’s glucose levels may be deficient at conception (1).</li> </ul> </li> <li>• Environment (1)             <ul style="list-style-type: none"> <li>– The foetal environment -may be affected by the mother’s pre-conception external environment (1)</li> <li>– Temperature, light, noise and pollutants experienced pre-conception can affect early foetal development as these can affect the optimal intrauterine environment (1).</li> </ul> </li> </ul>	
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<b>4(b)</b>	<b>Analyse how socio-economic factors may affect the growth and development of an individual in Natalia’s life stage.</b>	<b>6</b> <b>AO2=3</b> <b>AO3=3</b>									
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		<b>0</b>	No relevant material.	
<p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Parents from an economically deprived household may not be able to afford essential items that an infant needs to develop, such as formula milk if they are not breastfeeding</li> <li>• If essential items are provided, there may be financial constraints regarding desirable items to assist in intellectual, social and emotional development such as educational toys or environments.</li> <li>• Economic deprivation can have an effect on the physical environment in which the child develops</li> <li>• If housing is of a poor quality, this can affect the infant's physical development. If the home is cold and damp, this can lead to respiratory problems.</li> <li>• There is also an increased probability that one or both parents may smoke in economically deprived households. This can have an effect on an infant after it has been born.</li> <li>• There is an increased risk of obesity in children from economically deprived households.</li> <li>• Children born into households that are not economically deprived may have better access to health and childcare services and therefore may have more opportunities to thrive.</li> <li>• Children born into households that are not economically deprived may have better access to improved diet or exercise.</li> </ul> <p>Accept other suitable responses.</p>				

<b>4(c)</b>	<p><b>Apart from socio-economic factors, identify four (4) other factors that could affect human growth and development.</b></p> <p>Award up to <b>four marks</b> for correct identification:</p> <ul style="list-style-type: none"> <li>• Biology (1)</li> <li>• Lifestyle (1)</li> <li>• Health (1)</li> <li>• Education (1)</li> </ul>	<p><b>4</b></p> <p><b>AO1=4</b></p>
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	<ul style="list-style-type: none"> <li>• Employment (1)</li> <li>• Culture (1)</li> <li>• Environment (1)</li> <li>• Relationships (1)</li> <li>• Bullying (1)</li> <li>• Aspirations (1).</li> </ul>	
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<b>5</b>	<p><b>Midwives are responsible for the health and well-being of the foetus during a pregnancy.</b></p> <p><b>Explain the development of the foetus from conception to birth.</b></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;">7–9</td> <td> <p>A wide range of relevant knowledge and understanding is shown with regards the development of the foetus from conception to birth, 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> </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">4–6</td> <td> <p>A range of relevant knowledge and understanding is shown with regards to the development of the foetus from conception to birth, 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 the development of the foetus from conception to birth. 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;">1–3</td> <td> <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</p> </td> </tr> </tbody> </table>	Level	Mark	Description	3	7–9	<p>A wide range of relevant knowledge and understanding is shown with regards the development of the foetus from conception to birth, 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 the development of the foetus from conception to birth, 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 the development of the foetus from conception to birth. 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</p>	<p><b>9</b></p> <p><b>AO1=3</b></p> <p><b>AO2=3</b></p> <p><b>AO3=3</b></p>
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<p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Within 36 hours of conception the cells divide creating the zygote. As this develops, it leaves the fallopian tube and enters the uterus</li> <li>• By week four the cells have developed into an embryo and the placenta develops</li> <li>• By week five the brain and spinal cord develop, brain circulation begins and the heart starts to develop</li> <li>• By week seven the brain develops distinct areas, the ears and eyes begin to form and limb buds appear.</li> <li>• By week nine the baby is referred to as a foetus. The face forms and the hands and feet grow. There are early signs of fingers and toes</li> <li>• By week 12 the foetus is fully formed including organs</li> <li>• By week 20 the head and body size are more proportionate and eyebrows and eyelashes begin to form</li> <li>• By week 26 the foetus can open its eyes and soft hairs (lanugo) are present</li> <li>• By week 29 the heartbeat can be heard and a waxy/white substance called vernix coats the body.</li> <li>• Between week 32 and 40 the foetus turns downward and engages in preparation for birth.</li> </ul> <p>Accept other suitable responses.</p>			

<b>6(a)</b>	<p><b>Erikson developed the psychosocial theory which includes psychosocial stages of human development.</b></p> <p><b>Identify and describe the psychosocial stage that Natalia is experiencing according to Erikson.</b></p> <p>Award <b>one mark</b> for a correct identification:</p> <ul style="list-style-type: none"> <li>• Trust vs mistrust (1).</li> </ul> <p>Award up to three marks for an accurate description:</p> <ul style="list-style-type: none"> <li>• The infant is uncertain about the world (1)</li> <li>• The infant looks toward the primary caregiver for stability (1)</li> <li>• If the care is consistent and reliable trust is formed (1)</li> <li>• Success in this stage will lead to hope (1)</li> <li>• Problems in this stage may lead to later issues with heightened insecurities and mistrust in the world around them (1).</li> </ul>	<p><b>4</b></p> <p><b>AO1=1</b></p> <p><b>AO2=3</b></p>
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<p><b>6(b)</b></p>	<p><b>According to Ainsworth, infants form attachments to their primary caregiver.</b></p> <p><b>Identify and briefly describe two (2) types of attachment according to Ainsworth’s theory.</b></p> <p>Award <b>one mark</b> for a correct identification and <b>one further mark</b> for an accurate description.</p> <ul style="list-style-type: none"> <li>• Secure (1) <ul style="list-style-type: none"> <li>– Infant feels positive and loved (1)</li> <li>– Infant has a secure base to explore the world (1).</li> </ul> </li> <li>• Insecure avoidant (1) <ul style="list-style-type: none"> <li>– Are very independent of the caregiver (1)</li> <li>– Do not seek comfort from caregiver when distressed (1).</li> </ul> </li> <li>• Insecure resistant/ambivalent (1) <ul style="list-style-type: none"> <li>– May appear clingy or dependent with the caregiver (1)</li> <li>– Will also reject the caregiver when attention is given (1).</li> </ul> </li> </ul>	<p><b>4</b></p> <p><b>AO1=2</b></p> <p><b>AO3=2</b></p>
<p><b>6(c)</b></p>	<p><b>In the ongoing debate about the factors that affect an individual’s development, “Nurture” implies that the environment and external factors may affect an individual’s development.</b></p> <p><b>Identify and briefly describe the other perspective in this debate.</b></p> <p>Award <b>one mark</b> for a correct identification and up to two further marks for an accurate description:</p> <ul style="list-style-type: none"> <li>• Nature (1) <ul style="list-style-type: none"> <li>– Biological influences shape human development (1)</li> <li>– Development is shaped by inherited characteristics (1)</li> <li>– These characteristics may be genetic (1)</li> <li>– Characteristics that emerge later are the product of maturation (1).</li> </ul> </li> </ul>	<p><b>3</b></p> <p><b>AO1=1</b></p> <p><b>AO2=2</b></p>
<p><b>7(a)</b></p>	<p><b>As a new mother, Mia is protected from discrimination by legislation. Name this piece of legislation.</b></p> <p>Award <b>one mark</b> for:</p> <ul style="list-style-type: none"> <li>• Equality Act 2010 (1).</li> </ul>	<p><b>1</b></p> <p><b>AO1=1</b></p>

<p><b>7(b)</b></p>	<p><b>Victimisation is a type of discrimination.</b></p> <p><b>Identify and briefly describe two (2) other types of discrimination.</b></p> <p>Award <b>one mark</b> for a correct identification and <b>one further mark</b> for an accurate description:</p> <ul style="list-style-type: none"> <li>• Direct discrimination (1) <ul style="list-style-type: none"> <li>– Somebody is treated less favourably because of a protected characteristic (1)</li> <li>– They could have this characteristic or be perceived to have it (1).</li> </ul> </li> <li>• Indirect discrimination (1) <ul style="list-style-type: none"> <li>– A system is applied equally but does not take into account protected characteristics (1)</li> <li>– Individuals are prevented from gaining opportunities available to others (1).</li> </ul> </li> <li>• Discrimination by association (1) <ul style="list-style-type: none"> <li>– Being treated less favourable because of someone you know who has a protected characteristic (1).</li> </ul> </li> <li>• Discrimination by perception (1) <ul style="list-style-type: none"> <li>– Being treated less favourably because somebody thinks you belong to a group with a protected characteristic (1).</li> </ul> </li> <li>• Harassment (1) <ul style="list-style-type: none"> <li>– Unwanted conduct that is intimidating to the recipient (1)</li> <li>– Conduct may violate dignity of person with protected characteristic (1).</li> </ul> </li> </ul>	<p><b>4</b></p> <p><b>AO1=2</b></p> <p><b>AO2=2</b></p>
<p><b>8(a)</b></p>	<p><b>The health visitor may need to develop a care plan for Mia.</b></p> <p><b>Identify three (3) purposes of individualised care planning.</b></p> <p>Award up to <b>three marks</b> for correct identification:</p> <ul style="list-style-type: none"> <li>• meet individual care and support needs (1)</li> <li>• action planning and goal setting (1)</li> <li>• risk management (1)</li> <li>• consistency and continuity of care (1)</li> <li>• calculate the use of the personal care budget (1).</li> </ul> <p>Accept other suitable responses.</p>	<p><b>3</b></p> <p><b>AO1=3</b></p>

<p><b>8(b)</b></p>	<p><b>Identify and briefly describe two (2) reasons for the relationship between legislation and policies and procedures in health and social care.</b></p> <p>Award <b>one mark</b> for a correct identification and <b>one further mark</b> for an accurate description (2x2):</p> <ul style="list-style-type: none"> <li>• Legislation underpins policies and procedures (1) <ul style="list-style-type: none"> <li>– Policies and procedures reflect legislation (1)</li> <li>– Policies and procedures bring the requirements of legislation into the organisation (1).</li> </ul> </li> <li>• Legislation informs organisational purposes (1) <ul style="list-style-type: none"> <li>– Working practices within the organisation are within legislative frameworks (1)</li> <li>– Disciplinary issues often reflect legislation (1).</li> </ul> </li> </ul> <p>Accept other suitable responses.</p>	<p><b>4</b></p> <p><b>AO1=2</b></p> <p><b>AO2=2</b></p>
<p><b>8(c)</b></p>	<p><b>Name the statutory organisation that employs health visitors and briefly describe its role.</b></p> <p>Award <b>one mark</b> for a correct identification and up to <b>two further marks</b> for an accurate description:</p> <ul style="list-style-type: none"> <li>• NHS England (1) <ul style="list-style-type: none"> <li>– Overseeing the budget and planning for health services in England (1)</li> <li>– Overseeing the day to day delivery of health services in England (1)</li> <li>– Commissioning health services for England (1)</li> <li>– Responsible for monitoring standards of health delivery in England (1).</li> </ul> </li> </ul> <p>Accept other suitable responses.</p>	<p><b>3</b></p> <p><b>AO1=1</b></p> <p><b>AO3=2</b></p>
<p><b>9</b></p>	<p><b>Identify and explain two (2) cognitive skills that Natalia will develop during her first year of life.</b></p> <p>Award <b>one mark</b> for a correct identification and <b>one further mark</b> for an accurate explanation.</p> <ul style="list-style-type: none"> <li>• Be aware of surroundings (1) <ul style="list-style-type: none"> <li>– Respond to noises in her environment (1)</li> <li>– Show an interest in her surroundings (1).</li> </ul> </li> </ul>	<p><b>4</b></p> <p><b>AO1=2</b></p> <p><b>AO3=2</b></p>

	<ul style="list-style-type: none"> <li>• Recognise stimuli (1)             <ul style="list-style-type: none"> <li>– Understand the meaning of some basic words (1)</li> <li>– Recognise familiar pictures or faces (1).</li> </ul> </li> <li>• Language will develop (1)             <ul style="list-style-type: none"> <li>– Adult sounds will be imitated/babbling (1)</li> <li>– A few monosyllabic words will be learnt (1).</li> </ul> </li> </ul> <p>Accept other suitable responses.</p>	
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<b>10</b>	<p><b>Health and social care practitioners work in partnerships.</b></p> <p><b>Analyse how health and social care practitioners work in partnership to meet the needs of a service user in Natalia’s life stage.</b></p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 15%;">Level</th> <th style="width: 15%;">Mark</th> <th style="width: 70%;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>3</b></td> <td style="text-align: center;"><b>9–12</b></td> <td> <p>Application of knowledge is appropriate and accurate and shows clear understanding and relevance to health and social care practitioners working in partnership to meet the needs of a service.</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;"><b>2</b></td> <td style="text-align: center;"><b>5–8</b></td> <td> <p>Application of knowledge is mostly appropriate, showing some clear understanding of health and social care practitioners working in partnership to meet the needs of a service. 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> </tbody> </table>	Level	Mark	Description	<b>3</b>	<b>9–12</b>	<p>Application of knowledge is appropriate and accurate and shows clear understanding and relevance to health and social care practitioners working in partnership to meet the needs of a service.</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>	<b>2</b>	<b>5–8</b>	<p>Application of knowledge is mostly appropriate, showing some clear understanding of health and social care practitioners working in partnership to meet the needs of a service. 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>	<p><b>12</b></p> <p><b>AO2=6</b></p> <p><b>AO3=6</b></p>
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1	1–4	<p>Application of knowledge is limited and may show a lack of understanding of health and social care practitioners working in partnership to meet the needs of a service. 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>
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<p><b>Indicative content</b></p>		
<ul style="list-style-type: none"> <li>• Organisations work in a multi-agency manner to meet the care needs of the individual</li> <li>• Individuals may have complex needs that require more than one agency to work with them</li> <li>• Health services may work with social services and childcare services to ensure that the infant’s needs are met. This may include midwives, health visitors, social workers and early years practitioners</li> <li>• As the infant grows and develops the care needs will change, requiring more input into intellectual, social and emotional support</li> <li>• Issues that may affect growth and development may require partnership working to manage them</li> <li>• There may need to be a multidisciplinary approach involving health visitors, midwives, general practitioners, social workers, childminders or early years practitioners</li> <li>• Other professionals such as consultants or hospital diagnostic services may also be required to work in partnership</li> <li>• Each discipline will have its own roles and responsibilities, but they may need to work together to meet the needs of the infant</li> <li>• These services may be drawn from the statutory, private or voluntary sectors</li> <li>• Agencies and disciplines within them have a statutory responsibility for reporting and partnership working with regard to the safeguarding of an individual</li> </ul>		



	<ul style="list-style-type: none"> <li>• These responsibilities can include national or local approaches to safeguarding or health and well-being.</li> </ul> <p>Accept other suitable responses.</p>	
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### Assessment Objective Grid

Question	AO1	AO2	AO3	Total
1(a)	1			1
1(b)	2	2		4
1(c)	1	2		3
2		3	3	6
3(a)	1			1
3(b)		4		4
4(a)	2	2		4
4(b)		3	3	6
4(c)	4			4
5	3	3	3	9
6(a)	1	3		4
6(b)	2		2	4
6(c)	1	2		3
7(a)	1			1
7(b)	2	2		4
8(a)	3			3
8(b)	2	2		4
8(c)	1		2	3
9	2		2	4
10		6	6	12
<b>Total</b>	<b>29</b>	<b>34</b>	<b>21</b>	<b>84</b>