



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)

Summer 2025

Assessment code: AGA/HSC

Paper number: P002773

Mark Scheme

v1.2 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 objectives (AOs) 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.
- 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 (AOs), 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 compare exemplar learner responses to live responses, to decide if they are 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 that learners must cover all the indicative content to be awarded full marks.

Assessment objectives (AOs)

This unit requires learners to:

AO1	Recall knowledge and show understanding.
AO2	Apply knowledge and understanding.
AO3	Analyse and evaluate knowledge and understanding.

The weightings of each assessment objective (AO) can be found in the Qualification Specification.

PAST PAPER

Qu	Mark Scheme	Total marks
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Sally and Pat are foster parents to Lily aged 4 years and Ryan aged 18 months old. Lily has lived with her foster parents since she was 3 years old.

Ryan was 6 months old when he came into their care as an emergency placement. This was due to his mother’s alcohol addiction.

Sally and Pat meet regularly with other professionals, including social workers, as part of working in partnership to support the children’s needs.

Sally and Pat recently found out they are expecting their first child and are looking forward to the birth.

1 (a)	<p>At the time of fertilisation, the single cell will divide.</p> <p>Name this mass of cells.</p> <p>Award one mark for the correct name:</p> <ul style="list-style-type: none"> • Zygote 	<p>1</p> <p>AO1=1</p>
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1 (b)	<p>Sally is 10 weeks pregnant. She will be due her first scan at 12 weeks.</p> <p>Identify two developments of an embryo before the 12-week scan.</p> <p>Award one mark for each stage of development, up to a maximum of two marks:</p> <ul style="list-style-type: none"> • the brain and spinal cord develop as the neural tube (1) • brain circulation begins (1) • the heart starts to develop (1) • the brain develops distinct areas (1) • ears and eyes begin to form (1) • ‘limb buds’ appear as early arm and leg development (1) • the face forms (1) • hands and feet grow and there are early signs of fingers and toes developing (1) • at 12 weeks the baby is fully formed, including organs and structures (1). <p>Accept any other suitable response.</p>	<p>2</p> <p>AO1=2</p>
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1 (c)	<p>Sally has an appointment with a midwife. The midwife needs to follow the 6 Cs in line with skills, behaviours, and attitudes of her role.</p> <p>List four of the 6 Cs.</p> <p>Award one mark for each 6 C listed, up to a maximum of four marks:</p> <ul style="list-style-type: none">• care (1)• compassion (1)• competence (1)• communication (1)• courage (1)• commitment (1).	4 AO1=4
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1 (d)	<p>Ryan was fostered by Sally and Pat due to his mother's addiction to alcohol during the pregnancy.</p> <p>Describe two ways this addiction may have affected Ryan's health and development.</p> <p>Award two marks for each description, up to a maximum of four marks.</p> <ul style="list-style-type: none">• Ryan may have been born prematurely with a low birth weight (1) which may impact on his development in the short term (1).• Drinking alcohol may have caused Ryan to have foetal alcohol spectrum disorder (1) which may lead to his poor growth or facial abnormalities (1).• Drinking alcohol during pregnancy may lead to Ryan having developmental delay (1) causing learning disabilities including difficulties with concentrating and memory (1).• Ryan may have difficulty with communication (1) and have speech delay (1).• In future Ryan may have problems with vision or hearing (1) which may affect his balance and movement (1). <p>Accept any other suitable response.</p>	4 AO2=4
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2 (a)	<p>Define what is meant by private healthcare services and give two examples of private healthcare services Sally and Pat could access.</p> <p>Award one mark for a definition of private healthcare service and one mark for each example, up to a maximum of two marks:</p> <ul style="list-style-type: none"> • Definition: A profit-making service, that is not funded by the NHS and is paid for by the patient (1). <p>Examples may include:</p> <ul style="list-style-type: none"> • private hospital (1) • private GP surgery (1) • private dental surgery (1) • private counselling service (1). <p>Note: Private does not need to be given in the response.</p> <p>Accept any other suitable response.</p>	<p>3 AO1=3</p>
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2 (b)	<p>Sally and Pat are considering using private healthcare services.</p> <p>Discuss the advantages and disadvantages for Sally and Pat using private healthcare services compared to statutory healthcare services.</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: center;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: top;">3</td> <td style="text-align: center; vertical-align: top;">5 to 6</td> <td> <p>Application of knowledge is appropriate and accurate and shows clear understanding.</p> <p>Discussion to demonstrate understanding of statutory and private healthcare is detailed and highly effective. Clear links are made.</p> </td> </tr> <tr> <td style="text-align: center; vertical-align: top;">2</td> <td style="text-align: center; vertical-align: top;">3 to 4</td> <td> <p>Application of knowledge is mostly appropriate, showing some clear understanding. There may be a few errors.</p> <p>Discussion to demonstrate understanding of statutory and private healthcare is effective and mostly relevant. Some clear links are made.</p> </td> </tr> <tr> <td style="text-align: center; vertical-align: top;">1</td> <td style="text-align: center; vertical-align: top;">1 to 2</td> <td> <p>Application of knowledge is limited and may show a lack of understanding. There may be several errors.</p> <p>Discussion to demonstrate understanding of statutory and private healthcare lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate.</p> </td> </tr> </tbody> </table>	Level	Mark	Description	3	5 to 6	<p>Application of knowledge is appropriate and accurate and shows clear understanding.</p> <p>Discussion to demonstrate understanding of statutory and private healthcare is detailed and highly effective. Clear links are made.</p>	2	3 to 4	<p>Application of knowledge is mostly appropriate, showing some clear understanding. There may be a few errors.</p> <p>Discussion to demonstrate understanding of statutory and private healthcare is effective and mostly relevant. Some clear links are made.</p>	1	1 to 2	<p>Application of knowledge is limited and may show a lack of understanding. There may be several errors.</p> <p>Discussion to demonstrate understanding of statutory and private healthcare lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate.</p>	<p>6 AO2=3 AO3=3</p>
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AO2			
<ul style="list-style-type: none">• private healthcare services may have shorter waiting times• Sally and Pat may be able to access very specific services with private healthcare services rather than wait for referrals• private healthcare services can be expensive• statutory healthcare services are free at the point of delivery• there may be longer waiting times for statutory healthcare services• private healthcare services may only be available outside of the local area.			
AO3			
<ul style="list-style-type: none">• not having to wait for long periods of time for private healthcare services may appeal to Sally during her pregnancy so she can receive specialist scans and consultations faster• having access to a wider range of specialist services, for example trauma counselling, will enable a more tailored approach in meeting the needs of the family in a timely way• private healthcare services may put a financial strain on Sally and Pat, and they may have to evaluate whether their finances will meet the costs alongside other family needs• having free / statutory healthcare through the National Health Service (NHS) will alleviate any financial strain for the family• waiting lists may cause more stress for Sally and Pat which may cause further health implications• having private healthcare services outside of the local area may mean that Sally and Pat need to travel further, causing financial / childcare implications.			
Accept any other suitable response.			

3 (a)	<p>Sally and Pat’s commitment to fostering requires ongoing communication with a range of professionals.</p> <p>It is important that the professionals promote and apply care values within their practice to support the needs of the families.</p> <p>Discuss how effective communication within partnership working helps promote the care values.</p>	<p>9</p> <p>AO1=3</p> <p>AO2=3</p> <p>AO3=3</p>															
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	<p>AO1</p> <ul style="list-style-type: none"> • clear communication • active listening • empathetic. <p>AO2</p> <ul style="list-style-type: none"> • ensures that all information about the processes, expectations, and available support is clearly explained and everyone has clarity • actively listening demonstrates a genuine interest in their views and opinions, and these views are acknowledged • having empathy builds the relationships and acknowledges the potential stress and concerns individuals may have. <p>AO3</p> <ul style="list-style-type: none"> • clear verbal communication without using jargon or technical terminology ensures that all members of the team are informed, supported, and empowered • active listening helps the team members feel heard, valued, and supported, it validates their feelings and fosters partnership to develop a trusting and collaborative relationship • recognising the emotions behind words and validating experiences and opinions shows that they are invested in working together. <p>Accept any other suitable response.</p>	
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<p>3 (b)</p>	<p>Sally and Pat meet with the social worker regularly to discuss Lily and Ryan’s progress, health and wellbeing.</p> <p>Describe three ways the social worker should maintain confidentiality during these meetings.</p> <p>Award one mark for each description of how to maintain confidentiality, up to a maximum of three marks:</p> <ul style="list-style-type: none"> • ensure information shared electronically is password encrypted (1) • meetings are held in a private room, so other individuals do not overhear conversations (1) • ensure only the relevant people are invited to the meetings that need to know the information (1). <p>Accept any other suitable response.</p>	<p>3</p> <p>AO2=3</p>
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4 (a)	<p>Lily is in the childhood life stage.</p> <p>Identify four key areas of cognitive development that typically occur during childhood.</p> <p>Award one mark for each identification, up to a maximum of four marks:</p> <ul style="list-style-type: none">• language (1)• memory (1)• reasoning and thinking (1)• problem solving (1)• abstract/symbolic thinking (1)• creative thinking (1). <p>Accept any other suitable response.</p>	4 AO1=4
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4 (b)	<p>Piaget studied how children's cognitive abilities develop over time.</p> <p>Explain two of his developmental stages.</p> <p>Award up to two marks for each explanation, up to a maximum of four marks:</p> <p>Piaget suggested children went through four different stages of cognitive learning:</p> <ul style="list-style-type: none">• Sensory motor stage / children learn through their senses (1) as they are egocentric and develop object permanence where they understand that objects exist even when they are not seen (1).• Pre-operational stage / children begin to use symbolic behaviour (1). They cannot think logically and are unable to conserve. They continue to be egocentric and only see the work from their point of view (1).• Concrete operational stage / children will use practical resources (1) to help them understand, such as multi-link cubes when adding and subtracting in math calculations (1).• Formal operations - young children can think abstractly (1) and have rational thought and understanding, such as complex model reasoning / problem solving (1). <p>Accept any other suitable response.</p>	4 AO2=4
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<p>5 (a)</p>	<p>Ryan began living with Sally and Pat when he was 6 months old.</p> <p>Identify four basic care needs Ryan would require.</p> <p>Award one mark for each care need identified, up to a maximum of four marks:</p> <ul style="list-style-type: none"> • washing / bathing (1) • feeding (1) • changing nappies (1) • dressing (1) • medical care / immunisations (1). <p>Accept any other suitable response.</p>	<p>4</p> <p>AO1=4</p>
<p>5 (b)</p>	<p>Lily was 3 years old when Ryan joined the family. This was a significant event in her life. Lily displayed various behaviours as a result.</p> <p>Discuss one type of behaviour that Lily may have displayed in response to this event.</p> <p>AO2 Award one mark for discussion point, up to a maximum of one mark:</p> <ul style="list-style-type: none"> • Lily may have been clingy and wanting constant attention from adults (1) • Lily may have started bedwetting despite being toilet trained (1) • Lily may have demonstrated regressive language using simplified language when communicating (1) • Lily may have shown an increase in her independence (1). <p>AO3 Award up to two marks for discussion point, up to a maximum of two marks:</p> <ul style="list-style-type: none"> • the arrival of Ryan could have led Lily to feel unwanted as she may not get the attention she had before (1) causing her to show feelings of insecurity and jealousy which may cause changes in her behaviour (1) • reverting to younger behaviours such as bedwetting could have been caused by heightened feelings of anxiety (1) Lily might have been indicating a need for comfort or reassurance from her foster parents which may cause other health-related problems (1) 	<p>3</p> <p>AO2=1</p> <p>AO3=2</p>

	<ul style="list-style-type: none"> • regressing in language could have impacted her interactions with others as she may have struggled to express herself which could lead to frustration and changes in her behaviour (1), leading to foster parents or practitioners to have concerns over her holistic development (1) • showing more independence, for example by completing everyday tasks by herself, could be a way of showing everyone how grown up she is now she is an older sibling, which could increase her confidence in other areas (1). <p>Accept any other suitable response.</p>	
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<p>5 (c)</p>	<p>Sally and Pat worry that Lily may develop low self-esteem when the new baby arrives.</p> <p>Define what is meant by self-esteem and explain one reason why they may be concerned.</p> <p>AO2 Award one mark for a definition of self-esteem, up to a maximum of one mark:</p> <ul style="list-style-type: none"> • self-esteem is how a person feels about themselves and the confidence they have in their own self-worth (1) • how a person perceives their own value and self-worth (1) • confidence in one's own worth, abilities or morals (1). <p>AO3 Award one mark for each explanation point, up to a maximum of two marks:</p> <ul style="list-style-type: none"> • Sally and Pat may worry Lily will develop anxiety and other unhealthy ways of dealing with problems (1), which may develop into psychological or social problems (1). • Sally and Pat may worry about Lily showing regressive behaviour (1), which could lead to developmental delays (1). <p>Accept any other suitable response.</p>	<p>3</p> <p>AO2=1</p> <p>AO3=2</p>
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6	<p>Maslow’s hierarchy of needs is a motivational theory that shows a pyramid of five levels of human needs.</p> <p>Sally and Pat are aware of the importance of meeting Lily and Ryan’s needs. They understand that the arrival of the new baby may bring new challenges when meeting these needs.</p> <p>Assess how the birth of Sally and Pat’s baby may affect Lily and Ryan’s needs in relation to Maslow’s theory.</p>	<p>12</p> <p>AO2=6</p> <p>AO3=6</p>															
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	<p>Indicative content</p> <p>AO2</p> <ul style="list-style-type: none">• Physiological needs: Lily and Ryan may receive less attention if Sally and Pat are preoccupied with caring for the baby, which could affect basic care like timely meals or assistance with daily routines• Safety needs: Ryan and Lily may feel less secure if they receive less physical or emotional availability from Sally and Pat• Love and belonging needs: the arrival of a new baby could make Lily and Ryan feel less loved or valued, express jealousy or become clingy or withdrawn• Esteem needs: if Lily and Ryan feel excluded, it could lower their self-esteem• Self-actualisation: if the lower-level needs (love, safety) are unmet, Lily and Ryan may struggle to focus on personal growth and reach their full potential. <p>AO3</p> <ul style="list-style-type: none">• Lily and Ryan’s routines should remain consistent, such as mealtimes, bedtime, and hygiene practices to maintain their physiological needs• Lily and Ryan may feel a sense of insecurity with the changes and will require physical and verbal reassurance within a safe and secure environment, that offers stability and protection for both children• Lily and Ryan may feel a sense of abandonment and will need to feel a sense of belonging, which will require including both children in caring for the baby• Lily and Ryan may develop low self-esteem as attention is given to the new baby so they will require praise and encouragement to boost their confidence• Lily and Ryan may feel overwhelmed and will require positive interaction from Sally and Pat to support their growth and development. <p>Accept any other suitable response.</p>	
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<p>7 (a)</p>	<p>State four principles of the Children Act 1989.</p> <p>Award one mark for each principle stated, up to a maximum of four marks:</p> <ul style="list-style-type: none"> • the welfare of the child is paramount (1) • children should be raised by their families wherever possible (1) • children need to be kept safe (1) • children have the right to be consulted (1) • children have the right to an advocate (1) • encourages partnership working (1). <p>Accept any other suitable response.</p>	<p>4</p> <p>AO1=4</p>
<p>7 (b)</p>	<p>A range of professionals care about and support Lily and Ryan. These professionals must ensure they follow the Children Act 1989 legislation.</p> <p>Explain two ways professionals apply this legislation in their day-to-day practice.</p> <p>Award up to two marks for an explanation, up to a maximum of four marks:</p> <ul style="list-style-type: none"> • report any safeguarding concerns (1) to the designated safeguarding lead (DSL) in line with policy and procedures (1) • relevant DBS (Disclosure and Barring Service) checks on professionals working with children (1) this verifies an individual's criminal record to ensure they are suitable for working with children and vulnerable individuals • listen to children's views and opinions (1) ensures that decisions made by professionals align with the child's wishes and feelings (1) • give child an advocate to speak on their behalf (1) ensures the child's voice is central to all decisions (1) • practitioners work in partnership with parents / other professionals involved in the child's care (1) ensures that all aspects of the child's holistic wellbeing are addressed • safeguarding boards develop policies and procedures, train staff in how to protect children from harm and abuse (1) to give professionals the skills, knowledge, and confidence needed to recognise and respond to safeguarding concerns effectively (1). <p>Accept any other suitable response.</p>	<p>4</p> <p>AO2=4</p>

8	<p>Health and social care practitioners must follow a code of practice, which includes promoting equality and diversity.</p> <p>Discuss how health and social care practitioners can promote equality and diversity when working with families.</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: center;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5 to 6</td> <td> <p>Application of knowledge is appropriate and accurate and shows clear understanding.</p> <p>Discussion to demonstrate understanding of how to promote equality when working with families 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 to 4</td> <td> <p>Application of knowledge is mostly appropriate, showing some clear understanding. There may be a few errors.</p> <p>Discussion to demonstrate understanding of how to promote equality when working with families 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 to 2</td> <td> <p>Application of knowledge is limited and may show a lack of understanding. There may be a number of errors.</p> <p>Discussion to demonstrate understanding of how to promote equality when working with families 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;"></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"> • treat families fairly giving equal access to support • celebrate cultural, religious, and personal differences • actively challenge discrimination • provide person-centred approach. <p>AO3</p> <ul style="list-style-type: none"> • recognising that every family has individual needs, values and preferences ensures that individuals receive the same level of support and resources as other families • showing respect for differences in culture, ethnicity, religion by incorporating needs and support into care plans • through challenging discrimination at the time, practitioners can advocate for children and their families to ensure that they are treated fairly, and their needs are met 	Level	Mark	Description	3	5 to 6	<p>Application of knowledge is appropriate and accurate and shows clear understanding.</p> <p>Discussion to demonstrate understanding of how to promote equality when working with families is detailed and highly effective. Clear links are made.</p>	2	3 to 4	<p>Application of knowledge is mostly appropriate, showing some clear understanding. There may be a few errors.</p> <p>Discussion to demonstrate understanding of how to promote equality when working with families is effective and mostly relevant. Some clear links are made.</p>	1	1 to 2	<p>Application of knowledge is limited and may show a lack of understanding. There may be a number of errors.</p> <p>Discussion to demonstrate understanding of how to promote equality when working with families 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>
Level	Mark	Description															
3	5 to 6	<p>Application of knowledge is appropriate and accurate and shows clear understanding.</p> <p>Discussion to demonstrate understanding of how to promote equality when working with families is detailed and highly effective. Clear links are made.</p>															
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	0	No relevant material.															

	<ul style="list-style-type: none"> • person-centred approach enables professionals to take specific factors into account when delivering care and support, tailoring the care around the individual needs of the family. <p>Accept any other suitable response.</p>	
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<p>9 (a)</p>	<p>Identify four roles and responsibilities of practitioners when working in partnership.</p> <p>Award one mark for each role and responsibility, up to a maximum of four marks:</p> <ul style="list-style-type: none"> • disseminate information • exchange knowledge, understanding and skills • practise positive communication • carry out care assessments and care planning • intervene • protect and safeguard • manage risk • make referrals • advocate • secure resources • manage information. <p>Accept any other suitable response.</p>	<p>4</p> <p>AO1=4</p>
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<p>9 (b)</p>	<p>Lily and Ryan attend day nursery. Their childcare practitioner must use reflective practice to support the nursery in meeting Lily and Ryan’s needs.</p> <p>Explain one reason why it is important for the childcare practitioner to use reflective practice.</p> <p>Award one mark for an explanation point, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • enables the practitioner to be reflective on training they have taken part in (1) so they can improve their practice in meeting Lily and Ryan’s needs (1) • enables the practitioner to learn from situations such as conflict (1) and learn from the experience to come up with different solutions (1) • enables the practitioner to share ideas and best practice (1) which supports professional partnerships towards positive relationships (1) 	<p>2</p> <p>AO2=2</p>
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	<ul style="list-style-type: none"> enables the practitioner to recognise strengths and weaknesses within their practice (1) so that they can improve the quality of care they provide for Lily and Ryan (1). <p>Accept any other suitable response.</p>	
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<p>10</p>	<p>Sally and Pat are working in collaboration with a multi-agency team to gain support around the needs of their family.</p> <p>Explain the importance of multi-agency working in supporting different family needs.</p> <p>Award up to two marks for an explanation:</p> <ul style="list-style-type: none"> different agencies can work together to provide tailored support (1) that considers each family member's wellbeing, ensuring no one is overlooked (1) combining expertise (1) allows for better outcomes for children and families (1) regular sharing of information (1) between agencies prevents gaps in services (1) multi-agency working ensures families receive consistent, holistic care (1) to meet their needs effectively (1). <p>Accept any other suitable response.</p>	<p>2</p> <p>AO3=2</p>
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Assessment Objective (AO) Grid

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