



NCFE CACHE Level 1/2 Technical Award in Health and Social Care (603/7013/0)

Examined assessment

Paper number: PAST PAPER

Date: Summer 2024

Mark Scheme

v1.3 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.
- The marks awarded for each response should be clearly and legibly recorded in the grid at the end 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 (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 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 (AOs)

This unit requires learners to:

AO1	Recall knowledge and show understanding. The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.
AO2	Apply knowledge and understanding. The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations.
AO3	Analyse and evaluate knowledge and understanding. The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.

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

Qu	Mark scheme	Total marks
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Section A

Total for this section: 24 marks

1	Which one is an informal carer? A Charity worker B Dentist C Family member D General Practitioner (GP) Answer: C – Family member	1 AO1 = 1
2	Which type of provision is a National Health Service (NHS) hospital? A Informal B Private C Statutory D Voluntary Answer: C – Statutory	1 AO1 = 1
3 (a)	Jenny works part-time as a healthcare assistant in a hospital. Describe one reason a patient might be attending the hospital. Award up to two marks for a correct description: • They have had an accident and injured themselves (1) and need emergency treatment and aftercare such as an X-ray or stitches (1). • They have become unwell (1) and need urgent treatment for infections, diseases or conditions (1). • They have a health condition (1) that requires them to have an operation (1). • They need follow-up care in outpatient departments and clinics (1) following an operation or treatment to check their recovery (1). • They may need medical advice (1) from a referral / test results / further investigations (1). Accept blood test Accept any other suitable response.	2 AO2 = 2

3 (b)	Jenny must follow the 6Cs in her everyday work. One of the 6Cs is to communicate effectively with patients at the hospital. Describe one way Jenny could communicate effectively with the patients. Award up to two marks for a correct description: • avoiding the use of jargon and acronyms (1) to avoid confusion that may have consequences (1) • make use of specialist communication methods (1) such as British Sign Language (BSL) / or a translator (1) • speak with a clear tone and at an appropriate pace (1) to ensure understanding and avoid misunderstandings (1) • use of positive non-verbal communication (1) such as facial expressions / gestures (1). Accept listening as a way. Accept any other suitable response.	2 AO2 = 2
4	There is a fire in the hospital. Identify two ways a practitioner can carry out an emergency evacuation. Award one mark for each appropriate way to carry out an emergency evacuation up to a maximum of two marks: • leave the building via fire exits (1) • keep fire / all doors closed (1) • sound the alarm (1) • follow the evacuation policy and procedure (1) • take a register of all individuals evacuated (1) • most mobile patients evacuated first / use of equipment to immobilise patients (1). Do not accept extinguishing the fire. Accept any other suitable response.	2 AO1 = 2
5	Give two roles of a General Practitioner (GP). Award one mark for each of the following up to a maximum of two marks: • prescribe medication (1) • diagnose illnesses (1)	2 AO1 = 2

	• treat physical health conditions (1) • mental health conditions (1) • monitor health / check-ups (1) • give advice (1) • minor operations (1). Accept any other suitable response.	
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Past paper

6 (a)	A family support worker must uphold the care values for all family members they support within a children's centre. Define the term 'person-centred care' and give an example. Award one mark for a definition of person-centred care and award one mark for an example: • The individual is central to their care (1) • The individual is in control of their care (1) • The individual is equal partners / involved / has a say in their care (1). Examples could include: • Individual has control over decisions made (1) • Gives the individual choices in how their needs are met (1) • An Individual is listened to (1) • Credit specific examples of person-centred care (1). Accept any other suitable response.	2 AO1 = 2
6 (b)	A family support worker has a duty of care to maintain confidentiality when carrying out assessments with children and their families. Explain how the family support worker can maintain confidentiality. Award up to two marks for an explanation: • Do not leave reports or private information lying around (1) this protects the needs of the family which can reduce the risk of information being in the wrong hands (1). • Ensure conversations about patients are carried out in a private room with the door closed (1), this means the individual will feel valued and respected knowing private information will not be overheard by others (1). • Maintain the privacy of personal information (1) and ensure the security by filing information and keeping information locked away (1). Accept any other suitable response.	2 AO2 = 2
7	Sam works in a care home. There has been an outbreak of norovirus and some residents have to go to hospital.	4 AO3 = 4

	Explain two ways that infection prevention and control procedures might have prevented this. Award up to two marks for each explanation up to a maximum of four marks: • Staff wearing protective personal equipment (PPE) such as disposable gloves (1) to prevent cross-contamination of bacteria from the hands to the patient (1). • Staff undertaking routine handwashing before and after personal care to remove all bacteria / pathogens (1) to prevent passing infections on to one person to another (1). • Staff to dispose of clinical waste appropriately into correct receptacles to follow relevant legislation (1) ensures bacteria and pathogens that could be hazardous are disposed of correctly and do not result in injury or infection (1). Do not accept treating the virus. Accept any other suitable response.	
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8	The manager of the day care centre has been asked to provide training to all practitioners on how the equality and inclusion policy can be put into practice. Discuss how practitioners working at the day care centre should follow the equality and inclusion policy to meet the needs of the service users. <table border="1"> <thead> <tr> <th>Level</th><th>Mark</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>3</td><td>5 to 6</td><td> AO3 – Excellent discussion of the inclusion and equality policy in their practice that is comprehensive and highly relevant. Supported with excellent justification for the inclusion and equality policy to an individual that are comprehensive and highly detailed. AO2 – Excellent application of knowledge and understanding of the inclusion and equality policy in practice that is comprehensive and highly detailed, and highly relevant to the question. AO1 – Excellent recall of knowledge and understanding of the inclusion and equality policy that is comprehensive. Subject-specific terminology is used consistently throughout. </td></tr> </tbody> </table>	Level	Mark	Descriptor	3	5 to 6	AO3 – Excellent discussion of the inclusion and equality policy in their practice that is comprehensive and highly relevant. Supported with excellent justification for the inclusion and equality policy to an individual that are comprehensive and highly detailed. AO2 – Excellent application of knowledge and understanding of the inclusion and equality policy in practice that is comprehensive and highly detailed, and highly relevant to the question. AO1 – Excellent recall of knowledge and understanding of the inclusion and equality policy that is comprehensive. Subject-specific terminology is used consistently throughout.	6 AO1 = 2 AO2 = 2 AO3 = 2
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2	3 to 4	AO3 – Good discussion of the inclusion and equality policy in their practice that is detailed and mostly relevant. Supported with good justification for the inclusion and equality policy to an individual that are detailed. AO2 – Good application of knowledge and understanding of the inclusion and equality policy in practice that is detailed and mostly relevant to the question. AO1 – Good recall of knowledge and understanding of the inclusion and equality policy that is mostly detailed. Subject-specific terminology is used, but not always consistently.
1	1 to 2	AO3 – Limited discussion of the inclusion and equality policy in their practice. Supported with limited justification for the inclusion and equality policy to an individual that have minimal detail and are mostly superficial. AO2 – Limited application of knowledge and understanding of the inclusion and equality policy in practice that has minimal detail and are mostly superficial, with minimal relevance to the question. AO1 – Limited recall of knowledge and understanding of the inclusion and equality policy that has minimal detail. Subject-specific terminology is often inappropriate, and a lack of understanding is evident.
	0	No relevant material.

Examiners are reminded that indicative content reflects content-related points that learners may make but is not an exhaustive list, nor is it a model answer. Learners may make all, some or none of the points included in the indicative content. Learners must be credited for any other appropriate response.

It is not a requirement that the learners formulate a response specifically against each assessment objective (AO) as laid out in the indicative content (IC).

Indicative content

AO1 – Learners will recall knowledge and understanding of the inclusion and equality policy that may include the following:

	• respect and value diversity • ensure access for all individuals • do not discriminate against protected characteristics. AO2 – Learners will apply knowledge and understanding of the inclusion and equality policy by using examples of person-centred practice that may include the following: • (respect and value diversity) – building trust and secure relationships, through celebrating individual differences • (ensure access for all individuals) – to ensure individuals needs are addressed and they not marginalised • (do not discriminate against protected characteristics) – follows legislation which can empower the service users. AO3 – Learners will discuss the value to an individual of a healthcare practitioner using the inclusion and equality policy in their practice which may include the following: • (respect and value diversity) – showing respect for an individual and valuing their opinions and differences, this will raise self-esteem and confidence in the care being provided • (ensure access for all individuals) – providing suitable adaptations such as ramps handrails and lifts so that individuals do not feel discriminated against and feel a sense of inclusion • (do not discriminate against protected characteristics) – practitioners should challenge discrimination if they see or hear it happening by following policies and procedures which support the Equality Act 2010 which states disability is a protected characteristic. Accept any other suitable response.	
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Section B

Total for this section: 18 marks

9	Which emotion is likely to be expressed in the infancy life stage? A Attachments form with main carer B Become more self-conscious C Feelings of loneliness D Show affection to younger children Answer: A – Attachments form with main carer	1 AO1 = 1																
10	Which one is an example of physical development in infancy? A Can catch a ball B Can roll over C Increase muscle mass D Stand on one leg Answer: B – Can roll over	1 AO1 = 1																
11	Complete the table below to show the life stages in relation to age. One has been completed for you. <table><tr><th>Life stage</th><th>Age</th></tr><tr><td>Childhood</td><td></td></tr><tr><td>Adolescence</td><td>11 to 17 years</td></tr><tr><td></td><td>30 to 60 years</td></tr></table> Award one mark for each correct answer up to two marks. <table><tr><th>Life stage</th><th>Age</th></tr><tr><td>Childhood</td><td>3 to 10 years (1 mark)</td></tr><tr><td>Adolescence</td><td>11 to 17 years</td></tr><tr><td>Middle adulthood (1 mark) Accept adulthood (1)</td><td>30 to 60 years</td></tr></table>	Life stage	Age	Childhood		Adolescence	11 to 17 years		30 to 60 years	Life stage	Age	Childhood	3 to 10 years (1 mark)	Adolescence	11 to 17 years	Middle adulthood (1 mark) Accept adulthood (1)	30 to 60 years	2 AO1 = 2
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12 (a)	Simon works in a nursery caring for children aged from 0 to 3 years old. During this time the children may have experienced a transition. Define the term ‘transition’ and give one example.	2 AO1 = 2																

	Award one mark for the definition of a transition and one mark for an appropriate example: - The change from one life event / state / stage to another in an individual's life (1) Examples could include: - starting a nursery (1) - birth of a sibling (1). Accept any other suitable response.	
12 (b)	Explain how Simon can support children in the nursery who are experiencing transitions. Award up to three marks for an explanation of how Simon can support in the transition: - build and maintain positive relationships with the child and their families (1) helping the child feel safe and secure (1) to prepare for separation anxiety (1) - provide families with information and advice (1) sharing resources and booklets to appropriate services (1) ensure that needs are met (1). Accept any other suitable response.	3 AO2 = 3
13	Name one way language develops in infancy. Award one mark for a named way language develops: - The infant first communicates through babbling / jargon (1). - The infant will begin to use single words (1). - The infant saying simple words together (1). - The infant will learn a range of 200 words (1). Accept any other suitable response.	1 AO1 = 1

14	Name two physical changes that occur in middle adulthood. Award up to two marks for naming two physical changes: • Menopause occurs / peri-menopausal / periods stopping (1). • Greying of hair (1) • Loss of hair (1) • Bones become stiffer / pain (1) • Skin loses elasticity / wrinkles (1) • Muscles start to lose strength / weaker / mass decreases (1) • Weight gain (1) • Changes in vision / hearing (1). Accept any other suitable response.	2 AO1 = 2									
15	Roger is 56. He works full time in an office. Roger is slightly overweight and is not very active as he spends a lot of time sitting at his desk. Discuss how increasing physical activity can impact Roger's development. <table border="1" data-bbox="300 1046 1246 1859"> <thead> <tr> <th>Level</th><th>Mark</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>3</td><td>5 to 6</td><td> AO3 – Excellent discussion of how physical activity can impact health and wellbeing that is comprehensive and highly relevant. Supported with excellent justification for the need for Roger to be physically active that are comprehensive and highly detailed. AO2 – Excellent application of knowledge and understanding of the impact of physical activity on health and wellbeing that is comprehensive and highly detailed and highly relevant to the question. </td></tr> <tr> <td>2</td><td>3 to 4</td><td> AO3 – Good discussion of how physical activity can impact health and wellbeing that is detailed and mostly relevant. Supported with good justification for the need for Roger to be physically active that are detailed. AO2 – Good application of the impact of physical activity on health and wellbeing that is detailed and mostly relevant to the question. </td></tr> </tbody> </table>	Level	Mark	Descriptor	3	5 to 6	AO3 – Excellent discussion of how physical activity can impact health and wellbeing that is comprehensive and highly relevant. Supported with excellent justification for the need for Roger to be physically active that are comprehensive and highly detailed. AO2 – Excellent application of knowledge and understanding of the impact of physical activity on health and wellbeing that is comprehensive and highly detailed and highly relevant to the question.	2	3 to 4	AO3 – Good discussion of how physical activity can impact health and wellbeing that is detailed and mostly relevant. Supported with good justification for the need for Roger to be physically active that are detailed. AO2 – Good application of the impact of physical activity on health and wellbeing that is detailed and mostly relevant to the question.	6 AO2 = 3 AO3 = 3
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Indicative content

AO2 – Learners will apply knowledge and understanding of the possible ways physical activity can impact health and wellbeing that may include the following:

- Roger may lose weight.
- Roger may have better mental health.
- Roger will be less likely to have a stroke / heart attack or develop diabetes.
- He may have a better sleep pattern.
- Roger may have a higher self-esteem.
- He may meet new people if he joins a gym or physical activity sessions.

AO3 – Learners will analyse and evaluate the ways physical activity can impact health and wellbeing that may include the following:

- By losing weight Roger may feel the physical health impact such as not getting out of breath.
- Physical exercise is known to improve mental health such as reduce anxiety and depression.
- Roger will be healthier so less likely to take time off work, may increase chance of promotion or higher income.

	• By improving sleep, Roger will be more alert and able to focus on his work being more efficient, which will help him to stay positive and motivated. • Roger's self-esteem will grow over time as his overall physical and mental wellbeing improves from engaging in physical activity. • Group exercise activities can help build social interactions and improve Roger's self-confidence. Accept any other suitable response.	
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Past paper

Section C

Total for this section: 20 marks

16	Maslow introduced the theory of the Hierarchy of Needs. Which one of the following best describes the first level of his theory? A Esteem needs B Love and belonging C Physiological needs D Safety needs Answer: C – Physiological needs	1 AO1 = 1
17	One stage of the care plan process is to assess. Which one of the following best relates to this process? A Agree any changes needed B Identify the individuals needs and preferences C Offer advice and guidance to the individual D Update the care plan Answer: B – Identify the individuals needs and preferences	1 AO1 = 1
18 (a)	Julian works as a social worker. He must work in partnership with service users and other care practitioners. He often rearranges meetings because of his workload. This can cause difficulties between other professionals and service users. Identify the type of barrier that prevents Julian from working in partnership. Award one mark for: • Time / communication management barrier (1).	1 AO2 = 1

18 (b)	Explain how Julian might prevent this barrier from happening in the future. Award up to two marks for an explanation of how barriers may be overcome: - Julian can establish and find out other practitioners' commitments and availability for meetings reducing his workload (1) so that Julian can allocate sufficient time to the job, which means tasks can be completed on time (1). - Julian can select agreed dates, times, and venues that are appropriate for him to attend (1) so he can plan and prioritise effectively (1). - Julian can consider the use of technology and other methods of communication / time management (1) to improve his organisational skills and performance (1). Accept any other suitable response.	2 AO3 = 2
19	A nurse is caring for patients on a hospital ward. Name two ways a nurse can make sure the patients have privacy and dignity. Award one mark for each correct answer up to a maximum of two marks: - shutting doors (1) - closing curtains (1) - using preferred name (1). Accept any other suitable response.	2 AO1 = 2
20	Paul works as a carer in a residential care home for adults with disabilities. Describe one way the environment may impact on the care needs of individuals. Award up to two marks for a description: - Risks may be present that the individual may not recognise (1) which may cause the individual harm (1). - Care workers may need to monitor keys or use keypads (1) to maintain the security and safety of service users (1).	2 AO2 = 2

	Security measures such as locked doors may prevent them from going where they wish (1) and may impact on their rights and choices (1). Accept responses that relate to the physical environment. Accept any other suitable responses.	
21	Identify one type of disability. Award one mark for correct identification: - Cognitive or example - Mental or example - Physical or example - Sensory or example Accept any other suitable responses.	1 AO1 = 1
22	Fred has been in hospital following a hip operation. Name one physical care need that Fred may have. Award one mark for naming one physical care need: - Mobility / examples e.g. putting to bed (1) - Personal care / examples e.g. dressing, toileting (1). - Cooking (1) - Shopping (1). Do not accept feeding. Accept any other suitable responses.	1 AO1 = 1
23	Define the term ‘partnership working’. Award one mark for a definition: Different practitioners and / or the individual working together to meet needs (1). Accept any other suitable response.	1 AO1=1

24 (a)	Harry is 29, he has cerebral palsy and lives in a care home. He has limited mobility and is a wheelchair user. Harry has communication difficulties. He also needs support with personal care and during mealtimes. Describe how partnership working will support Harry's needs. Award up to two marks for describing how partnership working supports Harry's care needs: • Using the expertise and knowledge of other practitioners' (1) ensure consistent and continuous care for Harry to enable his personal care needs to be met (1). • By clarifying roles and responsibilities of all practitioners (1) ensures every professional knows what they must do to care for Harry to meet his holistic needs (1). • Establishing care to meet the individual's needs and preferences will empower Harry (1), taking into consideration his choices and supporting independence (1). • Enabling interventions to meet the individual's needs and preferences (1) to maintain autonomy and show Harry respect (1). • Everyone ensuring that safeguarding practices are in place (1) this would protect Harry from risks of harm and abuse (1). Accept any other suitable response.	2 AO2 = 2
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24 (b)	Harry has communication difficulties and needs support at mealtimes. Discuss how the staff can implement care values during mealtimes. <table border="1" data-bbox="301 443 1246 1635"> <thead> <tr> <th>Level</th><th>Mark</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>3</td><td>5 to 6</td><td> AO3 – Excellent discussion of how implementing care values at mealtimes will benefit Harry that is comprehensive and highly relevant. Supported with excellent justification that are comprehensive and highly detailed. AO2 – Excellent application of knowledge and understanding of the how implementing care values during mealtimes that is comprehensive and highly detailed and highly relevant to the question. </td></tr> <tr> <td>2</td><td>3 to 4</td><td> AO3 – Good discussion of how implementing the care values during mealtimes will benefit Harry that is detailed and mostly relevant. Supported with good justification that are detailed. AO2 – Good application of knowledge and understanding of how implementing care values during mealtimes will benefit Harry that is detailed and mostly relevant to the question. </td></tr> <tr> <td>1</td><td>1 to 2</td><td> AO3 – Limited discussion of how implementing the care values during mealtimes will benefit Harry. Supported with limited justification that have minimal detail and are mostly superficial. AO2 – Limited application of knowledge and understanding of how implementing care values during mealtimes will benefit Harry that has minimal detail and are mostly superficial. With minimal relevance to the question. </td></tr> <tr> <td></td><td>0</td><td>No relevant material.</td></tr> </tbody> </table> Examiners are reminded that indicative content reflects content-related points that learners may make but is not an exhaustive list, nor is it a model answer. Learners may make all, some or none of the points included in the indicative content. Learners must be credited for any other appropriate response. It is not a requirement that the learners formulate a response specifically against each assessment objective (AO) as laid out in the indicative content (IC).	Level	Mark	Descriptor	3	5 to 6	AO3 – Excellent discussion of how implementing care values at mealtimes will benefit Harry that is comprehensive and highly relevant. Supported with excellent justification that are comprehensive and highly detailed. AO2 – Excellent application of knowledge and understanding of the how implementing care values during mealtimes that is comprehensive and highly detailed and highly relevant to the question.	2	3 to 4	AO3 – Good discussion of how implementing the care values during mealtimes will benefit Harry that is detailed and mostly relevant. Supported with good justification that are detailed. AO2 – Good application of knowledge and understanding of how implementing care values during mealtimes will benefit Harry that is detailed and mostly relevant to the question.	1	1 to 2	AO3 – Limited discussion of how implementing the care values during mealtimes will benefit Harry. Supported with limited justification that have minimal detail and are mostly superficial. AO2 – Limited application of knowledge and understanding of how implementing care values during mealtimes will benefit Harry that has minimal detail and are mostly superficial. With minimal relevance to the question.		0	No relevant material.	6 AO2 = 3 AO3 = 3
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	Indicative content AO2 – Learners will apply knowledge and understanding of the care values during mealtimes that may include the following: • Staff can use appropriate methods of communication such as pictures, or visual menus to establish Harry's choices of food. • Staff can offer Harry different choices and preferences to meet Harry's needs. • Staff can agree with Harry how much support he needs during mealtimes such as cutting up food or feeding him. • Staff can provide appropriate aids such as built-up cutlery and plate guards or anti-slip mats. • Staff can encourage social interaction with other service users and sit with Harry during meals. • Any changes in Harry's dietary needs will need to be documented and shared with relevant professionals. AO3 – Learners will discuss how meeting the care values during mealtimes will benefit Harry and may include the following: • Harry's needs will be taken into consideration when communicating his choices of meals. This will benefit Harry as it increases the likelihood that his dietary needs will be met, and he will feel respected. This will establish care to meet Harry's individual needs and preferences. • Communication between practitioners and Harry supports person-centred practice ensuring his independence is maintained as much as possible. • Providing suitable aids enables Harry to be as independent as possible which will increase his self-esteem and confidence. • Encouraging communication and interaction during mealtimes will provide Harry with a positive experience developing his self-esteem and friendships. • Documenting all dietary intakes will ensure any abnormalities are addressed quickly such as weight loss or weight gain or potential food related health concerns. Harry's likes and dislikes also documented in his care plan will mean his needs are taken into consideration. Accept any other suitable response.	
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Section D

Total for this section: 18 marks

25	Billie had an accident at work which caused paralysis from the waist down. Billie has been in hospital for several months but is due to be discharged. Discuss the impact on Billie's care by professionals using a person-centred care plan. <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>3</td><td>7 to 9</td><td> AO3 – Excellent discussion of how implementing a care plan to ensure person-centred practice will impact on Billie's care is comprehensive and highly relevant. Supported with excellent justification that are comprehensive and highly detailed. AO2 – Excellent application of knowledge and understanding of implementing a care plan to ensure person-centred practice that is comprehensive and highly detailed and highly relevant to the question. AO1 – Excellent recall of knowledge and understanding of person-centred practice that is comprehensive. Subject-specific terminology is used consistently throughout. </td></tr> <tr> <td>2</td><td>4 to 6</td><td> AO3 – Good discussion of how implementing a care plan to ensure person-centred practice will impact on Billie's care that is detailed and mostly relevant. Supported with good justification that are detailed. AO2 – Good application of knowledge and understanding of implementing a care plan to ensure person-centred practice that is detailed and mostly relevant to the question. AO1 – Good recall of knowledge and understanding of implementing a care plan to ensure person-centred practice that is mostly detailed. Subject-specific terminology is used, but not always consistently. </td></tr> <tr> <td>1</td><td>1 to 3</td><td> AO3 – Limited discussion of how implementing a care plan to ensure person-centred practice will impact on Billie's care is supported with limited justification that have minimal detail and are mostly superficial. </td></tr> </tbody> </table>	Level	Marks	Descriptor	3	7 to 9	AO3 – Excellent discussion of how implementing a care plan to ensure person-centred practice will impact on Billie's care is comprehensive and highly relevant. Supported with excellent justification that are comprehensive and highly detailed. AO2 – Excellent application of knowledge and understanding of implementing a care plan to ensure person-centred practice that is comprehensive and highly detailed and highly relevant to the question. AO1 – Excellent recall of knowledge and understanding of person-centred practice that is comprehensive. Subject-specific terminology is used consistently throughout.	2	4 to 6	AO3 – Good discussion of how implementing a care plan to ensure person-centred practice will impact on Billie's care that is detailed and mostly relevant. Supported with good justification that are detailed. AO2 – Good application of knowledge and understanding of implementing a care plan to ensure person-centred practice that is detailed and mostly relevant to the question. AO1 – Good recall of knowledge and understanding of implementing a care plan to ensure person-centred practice that is mostly detailed. Subject-specific terminology is used, but not always consistently.	1	1 to 3	AO3 – Limited discussion of how implementing a care plan to ensure person-centred practice will impact on Billie's care is supported with limited justification that have minimal detail and are mostly superficial.	9 AO1 = 3 AO2 = 3 AO3 = 3
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Examiners are reminded that indicative content reflects content-related points that learners may make but is not an exhaustive list, nor is it a model answer. Learners may make all, some or none of the points included in the indicative content. Learners must be credited for any other appropriate response. It is not a requirement that the learners formulate a response specifically against each assessment objective (AO) as laid out in the indicative content (IC). Indicative content AO1 – Learners will recall knowledge and understanding of implementing a care plan to ensure person-centred practice that may include the following: • Works with individuals when planning their care. • Assess Billie’s needs and preferences. • Identifies any risks when they leave the hospital. • Communication ensures shared goals are planned and agreed. AO2 – Learners will apply knowledge and understanding of how implementing a care plan to ensure person-centred practice will impact Billie’s care, that may include the following: • Working in partnership builds trust between Billie and the practitioners when planning their care and support needs. • Assessing Billie’s holistic needs will ensure practitioners are aware of their condition and preferences. • Completing a risk assessment will identify any risks to Billie and putting measures in place to keep them safe will enhance Billie’s confidence and self-esteem.			

	• By involving Billie in the support plan will empower Billie and increase independence. AO3 – Learners will discuss how implementing a care plan to ensure person-centred practice will impact on Billie’s care, that may include the following: • Practitioners will work together to recognise Billie’s needs and wishes leading to an effective care plan to ensure their needs will be met resulting in no gaps in their care. • By involving Billie in the care plan and providing person-centred care will mean they can manage the physical and emotional challenges since the accident. By having autonomy and control in the planning will encourage decision making and raising confidence in the care provided. • Supports Billie in developing skills, enabling positive collaboration between practitioners to share best practice, which ensures the best outcomes for Billie. • Provides clear guidelines for the standards of care for Billie thereby maintaining or improving quality of life. • Supports Billie to develop their strengths by involving them in decision making, empowering them to make choices and have control around their own care. Accept any other suitable response.	
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26	One transition that may occur during adulthood is divorce. Discuss the impact that divorce may have on health and wellbeing. <table border="1"> <thead> <tr> <th>Level</th><th>Mark</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>3</td><td>7 to 9</td><td> AO3 – Excellent discussion of the impact of divorce on an individual's health and wellbeing that is comprehensive and highly relevant. Supported with excellent justification for the impact of a divorce that are comprehensive and highly detailed. AO2 – Excellent application of knowledge and understanding of the impact of divorce on an individual's health and wellbeing that is comprehensive and highly detailed, and highly relevant to the question. AO1 – Excellent recall of knowledge and understanding of the impact of divorce on an individual's health and wellbeing that is comprehensive. Subject-specific terminology is used consistently throughout. </td></tr> <tr> <td>2</td><td>4 to 6</td><td> AO3 – Good discussion of the impact of divorce on an individual's health and wellbeing that is detailed and mostly relevant. Supported with good justification for the impact of divorce that are detailed. AO2 – Good application of knowledge and understanding of the impact of divorce on an individual's health and wellbeing that is detailed and mostly relevant to the question. AO1 – Good recall of knowledge and understanding of the impact of divorce on health and wellbeing that is mostly detailed. Subject-specific terminology is used, but not always consistently. </td></tr> <tr> <td>1</td><td>1 to 3</td><td> AO3 – Limited discussion of the impact of divorce on an individual's health and wellbeing. Supported with limited justification for the impact of divorce that have minimal detail and are mostly superficial. AO2 – Limited application of knowledge and understanding of the impact of divorce on an individual's health and wellbeing that has minimal </td></tr> </tbody> </table>	Level	Mark	Descriptor	3	7 to 9	AO3 – Excellent discussion of the impact of divorce on an individual's health and wellbeing that is comprehensive and highly relevant. Supported with excellent justification for the impact of a divorce that are comprehensive and highly detailed. AO2 – Excellent application of knowledge and understanding of the impact of divorce on an individual's health and wellbeing that is comprehensive and highly detailed, and highly relevant to the question. AO1 – Excellent recall of knowledge and understanding of the impact of divorce on an individual's health and wellbeing that is comprehensive. Subject-specific terminology is used consistently throughout.	2	4 to 6	AO3 – Good discussion of the impact of divorce on an individual's health and wellbeing that is detailed and mostly relevant. Supported with good justification for the impact of divorce that are detailed. AO2 – Good application of knowledge and understanding of the impact of divorce on an individual's health and wellbeing that is detailed and mostly relevant to the question. AO1 – Good recall of knowledge and understanding of the impact of divorce on health and wellbeing that is mostly detailed. Subject-specific terminology is used, but not always consistently.	1	1 to 3	AO3 – Limited discussion of the impact of divorce on an individual's health and wellbeing. Supported with limited justification for the impact of divorce that have minimal detail and are mostly superficial. AO2 – Limited application of knowledge and understanding of the impact of divorce on an individual's health and wellbeing that has minimal	9 AO1 = 3 AO2 = 3 AO3 = 3
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	- Divorce brings financial changes and may impact on life chances, their social interactions and confidence which may cause stress and anxiety. AO3 – Learners will discuss the impact of divorce on an individual’s health and wellbeing that may include the following: - Individuals can maintain interactions with friends with external support, for example, from family or support groups. - With access to services individuals will manage any confidence issues or isolation causing anxiety. - Outside support from agencies and professionals may help them cope with the divorce. - The divorce may be a positive event such as leaving an abusive relationship causing the individuals self-esteem to increase. - The social and emotional development of individuals can be affected by many factors linked to divorce such as health, their relationships with others and independence. Accept any other suitable response.	
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Assessment objective (AO) grid

Section A

Question	AO1	AO2	AO3	Total
1	1			1
2	1			1
3 (a)		2		2
3 (b)		2		2
4	2			2
5	2			2
6 (a)	2			2
6 (b)		2		2
7			4	4
8	2	2	2	6
Total	10	8	6	24

Section B

Question	AO1	AO2	AO3	Total
9	1			1
10	1			1
11	2			2
12 (a)	2			2
12 (b)		3		3
13	1			1
14	2			2
15		3	3	6
Total	9	6	3	18

Section C

Question	AO1	AO2	AO3	Total
16	1			1
17	1			1
18 (a)		1		1
18 (b)			2	2
19	2			2
20		2		2
21	1			1
22	1			1
23	1			1
24 (a)		2		2
24 (b)		3	3	6
Total	7	8	5	20

Section D

Question	AO1	AO2	AO3	Total
25	3	3	3	9
26	3	3	3	9
Total	6	6	6	18