



NCFE CACHE Level 2 Technical Award in Health and Social Care (603/3294/3)

February 2020

Assessment code: TAHSCSAE

Paper number: Past Paper

Mark Scheme

v3.1 Pre-standardisation

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

The purpose of this mark scheme is to give you:

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

Marking guidelines

General guidelines

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

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

Guidelines for using extended response marking grids

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

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

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. Standardisation materials, marked by the Chief Examiner, will help you with determining a mark. You will be able to use exemplar learner responses to compare to live responses, to decide if it is the same, better or worse.

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

Assessment objectives

This unit requires learners to:

AO1	Recall of knowledge and understanding
AO2	Application of knowledge and understanding
AO3	Analyse to demonstrate understanding of concepts and theories.

Qu	Mark scheme	Total marks
1 (a)	<p>Current legislation informs the policies and procedures that the social workers follow.</p> <p>Name one (1) piece of legislation that informs inclusive practice to support children and families.</p> <p>Award one (1) mark for one of the following:</p> <ul style="list-style-type: none"> • Equality Act 2010 (1) • Health and Social Care Act 2008 (1) • Human Rights Act 1998 (1) • Children and Families Act 2014 (1). 	<p>1</p> <p>AO1=1</p>
1 (b)	<p>Name one (1) piece of legislation that informs practice around storing and sharing information about children and families.</p> <p>Award one (1) mark for one of the following:</p> <ul style="list-style-type: none"> • Data Protection Act (1) • General Data Protection Regulations (allow GDPR) (1). 	<p>1</p> <p>AO1=1</p>
1 (c)	<p>Which one (1) of the following is a health and social care value?</p> <p>Award one (1) mark for:</p> <p>B Independence (1).</p>	<p>1</p> <p>AO1=1</p>
1 (d)	<p>Identify three (3) procedures that social workers must follow to make sure information is protected.</p> <p>Award one (1) mark for each relevant procedure, up to a maximum of three (3) marks.</p> <p>Relevant procedures may include:</p> <ul style="list-style-type: none"> • storing confidential documents securely (1) • maintaining professional relationships with children/parents (1) • only using a work mobile phone in the setting (1) • not storing work information on a personal mobile phone (1) • ensuring that only relevant practitioners have access to a child and family’s information (1) 	<p>3</p> <p>AO1=3</p>

	<ul style="list-style-type: none"> • not posting any personal details on social media (1) • only sharing confidential information on a need-to-know basis (1) • not speaking about children/families outside of the work environment (1). <p>Allow appropriate example for ‘storing confidential documents securely’, eg password protect computer, take bag with file into the family home.</p> <p>Do not credit any references to ‘not sharing information with anyone’.</p>	
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<p>1 (e)</p>	<p>Explain two (2) reasons why social workers in the Adoption and Fostering team should value diversity.</p> <p>Award up to two (2) marks for each explanation of why diversity should be valued by social workers in the Adoption and Fostering team (2x2).</p> <p>For example:</p> <ul style="list-style-type: none"> • children live in a range of family structures and cultural backgrounds (1) when these are valued it teaches children that they are important and that their voices are heard (1) • families have different values and beliefs which they celebrate (1). When these are accepted, it can lead to improved relationships and more effective partnership working between practitioners and families (1) • different foster parents and adoptive parents are needed by children (1) and so valuing diversity encourages people to apply. They will feel accepted (1). 	<p>4</p> <p>AO2=2</p> <p>AO3=2</p>
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2	<p>Sarah and the social workers reflect on their own practice through meetings with the rest of the team. They also have individual meetings with their team leader.</p> <p>Explain why the social workers should continuously reflect on their practice.</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5-6</td> <td> <p>Application of knowledge is appropriate and accurate and shows clear understanding of why social workers should reflect on their practice.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective showing awareness of the importance of reflective practice. Clear links are made.</p> </td> </tr> <tr> <td style="text-align: center;">3-4</td> <td> <p>Application of knowledge is mostly appropriate showing some understanding of why social workers should reflect on their practice. There may be a few errors.</p> <p>Analysis to demonstrate understanding of concepts and theories is effective. Awareness of the importance of reflective practice is mostly relevant. Some clear links are made.</p> </td> </tr> <tr> <td style="text-align: center;">1-2</td> <td> <p>Application of knowledge is limited and may show a lack of understanding of why social workers should reflect on their practice. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness. There is a lack of awareness of the importance of reflective practice. Links may be made but are often inappropriate.</p> </td> </tr> <tr> <td style="text-align: center;">0</td> <td>No relevant material.</td> </tr> </tbody> </table> <p>Indicative content</p> <p>Explanation of why the social workers should continuously reflect on their practice may include:</p> <ul style="list-style-type: none"> • review the appropriateness of actions/steps taken with each child/family to see if any changes are needed • decide on future provision for children/families including discontinuing support where appropriate • review the suitability of applications to become a foster parent/adoptive parent to match children with suitable carers 	Marks	Description	5-6	<p>Application of knowledge is appropriate and accurate and shows clear understanding of why social workers should reflect on their practice.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective showing awareness of the importance of reflective practice. Clear links are made.</p>	3-4	<p>Application of knowledge is mostly appropriate showing some understanding of why social workers should reflect on their practice. There may be a few errors.</p> <p>Analysis to demonstrate understanding of concepts and theories is effective. Awareness of the importance of reflective practice is mostly relevant. Some clear links are made.</p>	1-2	<p>Application of knowledge is limited and may show a lack of understanding of why social workers should reflect on their practice. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness. There is a lack of awareness of the importance of reflective practice. Links may be made but are often inappropriate.</p>	0	No relevant material.	<p>6</p> <p>AO2=3</p> <p>AO3=3</p>
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	<ul style="list-style-type: none"> analyse the support required for specific families as many children in care have additional needs that require individualised care consider the other practitioners who could further support identified families and children - for example a speech and language therapist for a child with speech delay consider effective strategies for children/families not making expected progress, including stepping up the level of care and support being provided. 	
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3	<p>Explain two (2) reasons why Sarah should work in partnership with the families and children she supports.</p> <p>Award up to two (2) marks for each explanation of why Sarah should work in partnership with the families and children she is supporting (2x2).</p> <p>For example:</p> <ul style="list-style-type: none"> to ensure that children and families are empowered to give their opinion on interventions (1) so that they are more likely to be actively involved in engaging with the process (1) so that Sarah understands the viewpoint of families/children (1) which can lead to more informed suggestions about suitable care and support arrangements (1) to support co-operation between all parties (1) as the goals and outcomes are shared (1). 	<p>4</p> <p>AO2=2</p> <p>AO3=2</p>
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4 (a)	<p>Practitioners like Sarah need professional skills, behaviours and attributes. Which one (1) of the following is not one of these professional skills, behaviours or attributes?</p> <p>Award one (1) mark for:</p> <p>C: Using leadership skills (1).</p>	<p>1</p> <p>AO1=1</p>
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4 (b)	<p>Discuss how Sarah and the rest of the Adoption and Fostering team will make sure that they value families and children who access the service.</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5-6</td> <td>Analysis to demonstrate an understanding of how Sarah and the rest of the Adoption and Fostering team will ensure that families and children accessing the</td> </tr> </tbody> </table>	Marks	Description	5-6	Analysis to demonstrate an understanding of how Sarah and the rest of the Adoption and Fostering team will ensure that families and children accessing the	<p>6</p> <p>AO3=6</p>
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	service are valued is detailed and highly effective, with clearly reasoned conclusions.
3-4	Analysis to demonstrate an understanding of how Sarah and the rest of the Adoption and Fostering team will ensure that families and children accessing the service are valued is effective and mostly relevant, with simplistic conclusions.
1-2	Analysis to demonstrate an understanding of how Sarah and the rest of the Adoption and Fostering team will ensure that families and children accessing the service are valued lacks detail and may have limited effectiveness and relevance.
0	No relevant material.

Indicative content:

Analysis of how Sarah and the rest of the Adoption and Fostering team will ensure that families and children accessing the service are valued may include:

- considering the routines of a family, eg not arranging visits during worship times
- taking positive steps to ensure that children and families are involved in the decision-making process
- making any appropriate arrangements to facilitate access, e.g. communication requirements, rooming requirements, access to an advocate
- considering the needs and preferences of children, for example foster placements with extended family members, keeping siblings together
- making informed choices about a suitable age group to offer foster/adoption place to (as a parent/carer)
- ensuring that all procedural and policy requirements around confidentiality are followed
- placing the child at the centre of care decisions
- promoting the health and safety of children and families
- suggesting suitable activities to help the child/family make progress
- refer and involve relevant practitioners as the need arises/needs change.

<p>5 (a)</p>	<p>Describe what is meant by ‘person-centred practice’.</p> <p>Award one (1) mark for each description, up to a maximum of two (2) marks.</p> <p>Descriptions may include:</p> <ul style="list-style-type: none"> • Based on a theory proposed by Carl Rogers (1) • All care is focused on the individual (1) • They are active participants in their care (1) • All parties work together (1) • Decisions are shared (1). 	<p>2</p> <p>AO1=2</p>
<p>5 (b)</p>	<p>The Adoption and Fostering team has children in its care. Identify two (2) impacts of person-centred practice on these children.</p> <p>Award one (1) mark for each impact, up to a maximum of two (2) marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • children’s needs are more likely to be met (1) • children have their rights promoted (1) • children’s rights are more likely to be maintained (1) • the child’s holistic health and well-being is likely to improve (1) • the child is more likely to feel supported (1). 	<p>2</p> <p>AO1=2</p>
<p>6</p>	<p>Explain two (2) benefits of the social workers in the Adoption and Fostering team working in partnership with other professionals and organisations.</p> <p>Award up to two (2) marks for each explanation of a benefit of the social workers in the Adoption and Fostering team working in partnership (2x2).</p> <p>For example:</p> <ul style="list-style-type: none"> • social workers can benefit from the expertise of others (1) who may have more experience or who may have a different set of skills (1) • shared goals can be established (1) which are collectively worked on to increase the likelihood of success (1) • there is shared responsibility for the child (1) so everyone knows they can rely on other professionals to contribute to effective care (1) 	<p>4</p> <p>AO2=2</p> <p>AO3=2</p>

	<ul style="list-style-type: none"> • consistent and continuous care is provided (1) even if one member of staff is not available (1) • safeguarding is maintained (1) as professionals are sharing information (1) • children have their individual needs met (1) as different professionals and services can offer different support (1) • it can contribute to budget savings (1) as external expertise can be commissioned (1). 	
<p>7</p>	<p>Explain two (2) reasons why Sarah should work within the boundaries of her own role.</p> <p>Award up to two (2) marks for each explanation of why Sarah should work within the boundaries of her own role (2x2).</p> <p>For example:</p> <ul style="list-style-type: none"> • she is qualified to a certain level (1) and should work within legal guidelines(1) • settings will have clear roles and responsibilities for staff at different levels (1) to help ensure that no mistakes are made (1) • adhering to legislation (1) so that neither the setting or Sarah face prosecution (1) • it is her professional responsibility (1) to ensure that she only performs those tasks she is qualified to do (1) • it helps to ensure that she is an effective member of the team (1) as her own responsibilities are not left as she works on others (1). 	<p>4</p> <p>AO2=2</p> <p>AO3=2</p>
<p>8</p>	<p>Identify three (3) informal carers who could support children and families.</p> <p>Award one (1) mark for each identification, up to a maximum of three (3) marks.</p> <p>Informal carers may include:</p> <ul style="list-style-type: none"> • extended/wider family • friends • neighbours • community groups • volunteers. 	<p>3</p> <p>AO1=3</p>

	Accept other appropriate examples.	
9	<p>Identify two (2) opportunities for career development in health and social care.</p> <p>Award one (1) mark for each identification, up to a maximum of two (2) marks.</p> <p>Career development opportunities may include:</p> <ul style="list-style-type: none"> • volunteering • education • employment • progression. 	<p>2</p> <p>AO1=2</p>
10 (a)	<p>Some of the individuals Sarah supports are in the life stage of infancy.</p> <p>Give three (3) pre-birth experiences that can affect the development of an infant.</p> <p>Award one (1) mark for each identification, up to a maximum of three (3) marks:</p> <ul style="list-style-type: none"> • alcohol • drugs • smoking • diet • antenatal care • health of the mother • environment • complications during pregnancy. <p>Allow reference to relevant positive factors as well as negative factors.</p>	<p>3</p> <p>AO1=3</p>
10 (b)	<p>Explain three (3) ways that an individual develops between conception and birth.</p> <p>Award up to two (2) marks for each way that an individual develops between conception and birth, up to a maximum of six (6) marks.</p> <p>For example:</p>	<p>6</p> <p>AO3=6</p>

	<ul style="list-style-type: none"> • at 8-9 weeks the baby is referred to as a foetus instead of an embryo (1). Face slowly forming, eyes more defined, feet and hands begin to develop and ridges where fingers and toes will appear (1) • at 10-12 weeks: foetus is fully formed (1). Almost all organs and structures have formed and continue to grow until delivery (1) • at 13-20 weeks: the baby grows rapidly (1). The face takes on human appearance, hair is beginning to grow, including eyebrows and eyelashes (1) • at 21-24 weeks: lanugo covers the baby (1) and movement may be felt by the mother (1) • at 25-26 weeks: vigorous movement of the baby (1) that is also responsive to touch and sound (1) • at 27-29 weeks: heartbeat strong enough to be heard using a stethoscope (1) Vernix covers the baby (1) • 30-36 weeks: movement is strong and co-ordinated (1) development of the lungs is rapid in preparation for birth (1) • 37-40 weeks: baby can put on up to half a pound of weight per week (1) skin becomes thicker as new skin replaces outer skin cells (1). <p>Accept other appropriate responses.</p>	
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10 (c)	<p>Explain how having a baby can affect a new mother’s social development.</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 15%;">Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3-4</td> <td> <p>Application of knowledge of how having a baby can affect a new mother’s social development is effective and clear.</p> <p>Analysis to demonstrate understanding of relevant concepts, theory or framework is effective.</p> </td> </tr> <tr> <td style="text-align: center;">1-2</td> <td> <p>Application of knowledge of how having a baby can affect a new mother’s social development is mainly effective but may lack clarity.</p> <p>Analyse to demonstrate understanding of relevant concepts, theory or framework, if present, has limited effectiveness.</p> </td> </tr> <tr> <td style="text-align: center;">0</td> <td>No relevant evidence</td> </tr> </tbody> </table> <p>Indicative content</p>	Marks	Description	3-4	<p>Application of knowledge of how having a baby can affect a new mother’s social development is effective and clear.</p> <p>Analysis to demonstrate understanding of relevant concepts, theory or framework is effective.</p>	1-2	<p>Application of knowledge of how having a baby can affect a new mother’s social development is mainly effective but may lack clarity.</p> <p>Analyse to demonstrate understanding of relevant concepts, theory or framework, if present, has limited effectiveness.</p>	0	No relevant evidence	<p>4</p> <p>AO2=2</p> <p>AO3=2</p>
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	<p>Explanation of how having a baby can affect a new mother’s social development may include:</p> <ul style="list-style-type: none"> • less contact with work friends and colleagues whilst on maternity leave • could experience social isolation • lack of contact with adults during the day • increased contact with health care professionals • may make new friends though baby groups • increased contact with wider family network • less contact with friends that do not have children • changes to work patterns/relationships when returning to work. 	
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<p>11</p>	<p>Families and children may find it difficult to access health and social care services. Identify and briefly explain two (2) reasons for this.</p> <p>Award one (1) mark for each identification of a barrier (2 x 1) and up to two (2) marks for the explanation of the barrier to accessing health and social care services (2 x 2).</p> <p>For example:</p> <ul style="list-style-type: none"> • communication could be a barrier (1) as the service user may have English as their second language (1) and so they struggle to engage with the professional to ask for help (1) • cultural beliefs may be a barrier (1) as a service user may not think it is appropriate for a woman to be seen by a male professional (1) but there might not be any female staff available (1) • cost could be a barrier (1) as someone may require a prescription to help deal with their illness (1) but they may be on a low income and not entitled to support from benefits (1) • location could be a barrier (1) as someone may live in a rural location that is a distance from the service (1) and they may be unable to drive (1) • physical access could be a barrier (1) as the service user may have difficulties with their mobility (1) and the service could be up a flight of stairs, without a lift (1) • there could be a psychological barrier (1) as someone may be scared of the dentist (1) and so avoid their routine check-ups (1) 	<p>6</p> <p>AO1=2</p> <p>AO2=4</p>
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	<ul style="list-style-type: none"> • lack of resources may be a barrier (1) if someone is unable to get a GP appointment at a convenient time (1) if the service is not open in the evenings or at the weekend when the service user is not in work (1) • time could be a barrier (1) as an individual with caring responsibilities may not be able to take time away from their caring role (1) if they have no other support to draw on (1). 	
<p>12</p>	<p>Identify three (3) services that Ofsted inspects.</p> <p>Award one (1) mark for each service that Ofsted inspects, up to a maximum of three (3) marks:</p> <p>Services may include:</p> <ul style="list-style-type: none"> • primary schools • secondary schools • childminders • initial teacher training providers • nurseries • adoption and fostering organisations <p>Allow reference to other appropriate education providers eg prison education services, pupil referral units, hospital schools.</p>	<p>3</p> <p>AO1=3</p>
<p>13</p>	<p>Identify three (3) factors that can affect an individual’s growth and development.</p> <p>Award one (1) mark for each factor that can affect an individual’s growth and development, up to a maximum of three (3) marks:</p> <p>Factors may include:</p> <ul style="list-style-type: none"> • biological influences (1) • lifestyle (1) • education (1) • socio-economic (1) • supportive and unsupportive relationships (1) • physical environment (1). 	<p>3</p> <p>AO1=3</p>

<p>14</p>	<p>Health and social care practitioners must recognise and respond to concerns about an individual’s development. Explain two (2) reasons why.</p> <p>Award up to two (2) marks for each explanation (2x2).</p> <p>For example:</p> <ul style="list-style-type: none"> • it promotes action and ‘something to be done’ (1) which can help ensure the same issue is not repeated (1) • able to spot minor issues before they escalate (1) so the health and well-being of the individual is maintained (1) • meeting individual needs (1) as it may not be immediately obvious what an individual’s needs are (1) • contributing towards reflective practice (1) so that the care provided is always improving (1) • duty of care towards individuals (1) which is set out in professional codes of practice (1). 	<p>4</p> <p>AO2=2</p> <p>AO3=2</p>
<p>15 (a)</p>	<p>What is holistic development?</p> <p>Award one (1) mark for reference to:</p> <p>For example:</p> <ul style="list-style-type: none"> • takes into account all aspects of health and well-being (1) • mental and physical health (1) • physical, intellectual, emotional and social (1). 	<p>1</p> <p>AO1=1</p>
<p>15 (b)</p>	<p>Give two (2) examples of gross motor skills.</p> <p>Allow one (1) mark for each example, up to a maximum of two (2) marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • running (1) • kicking a ball (1) • riding a bicycle (1). <p>Allow reference to other appropriate examples.</p>	<p>2</p> <p>AO1=2</p>
<p>15 (c)</p>	<p>Give two (2) examples of fine motor skills.</p> <p>Award one (1) mark for each example, up to a maximum of two (2) marks:</p>	<p>2</p> <p>AO1=2</p>

	<p>For example:</p> <ul style="list-style-type: none"> • Fastening a button (1) • Threading a needle (1) • Picking up beads (1) <p>Allow reference to other appropriate examples.</p>	
<p>16</p>	<p>Identify and briefly explain three (3) responsibilities of a health and social care practitioner.</p> <p>Award one (1) mark for correct identification of a responsibility and one (1) mark for a brief explanation of the role (3x3).</p> <p>For example:</p> <ul style="list-style-type: none"> • adhere to policies and procedures (1) which are specific to the work of the setting (1) • being a keyworker (1) – which is the central point of contact for a service user and their family/friends (1) • providing an assessment of needs (1) – finding out what individual needs a service user has (1) • to discuss, explore and reassure (1) – around options available to the service user (1) • to develop and maintain positive relationships (1) – so that the service user feels supported and listened to (1) • to work in partnership (1) – with different services and professionals to meet individual needs (1) • promoting access to services (1) – which may mean making changes to accommodate a service user (1) • safeguarding (1) – having a duty of care towards vulnerable individuals (1) • understanding the implications for well-being of an individual if they are not properly supported (1) – the possible longer-term effects of insufficient care (1). 	<p>6</p> <p>AO1=3</p> <p>AO2=3</p>

Assessment Objective Grid

Question	AO1	AO2	AO3	Total
1a	1			1
1b	1			1
1c	1			1
1d	3			3
1e		2	2	4
2		3	3	6
3		2	2	4
4a	1			1
4b			6	6
5a	2			2
5b	2			2
6		2	2	4
7		2	2	4
8	3			3
9	2			2
10a	3			3
10b			6	6
10c		2	2	4
11	2	4		6
12	3			3
13	3			3
14		2	2	4
15a	1			1
15b	2			2
15c	2			2
16	3	3		6
Total	35	22	27	84