



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

Examined Assessment

Paper Number: **Sample Assessment**

Date: **Sample 2021**

## **Mark Scheme**

v1.1 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. You must also consider the relative weightings of the assessment objectives, so as not to over/under credit a response. Standardisation materials, marked by the Chief Examiner, will help you with determining a mark. You will be able to use exemplar learner responses to compare to live responses, to decide if it is the same, better or worse.

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

## Assessment objectives

This unit requires learners to:

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

The weightings of each assessment objective 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	<p>Which <b>one</b> is provided by a clinic?</p> <p><b>A:</b> Addiction services  <b>B:</b> Dispensing services  <b>C:</b> Emergency treatment  <b>D:</b> Minor surgery</p> <p><b>Answer:</b> A – Addiction services</p>	<p>1</p> <p><b>AO1 = 1</b></p>
2	<p>Which <b>one</b> setting is inspected by the Care Quality Commission (CQC)?</p> <p><b>A:</b> Breakfast club  <b>B:</b> Childminder  <b>C:</b> Children’s home  <b>D:</b> Hospice</p> <p><b>Answer:</b> D – Hospice</p>	<p>1</p> <p><b>AO1 = 1</b></p>
3 (a)	<p>Jake is 58 years old and has moderate learning difficulties. Jake often fails to attend health and social care appointments.</p> <p>Jake’s Social Worker has referred him to a Family Support Worker.</p> <p>Name the type of referral.</p> <p>Award <b>one mark</b> for the correct answer:</p> <ul style="list-style-type: none"> <li>• professional (1).</li> </ul>	<p>1</p> <p><b>AO2 = 1</b></p>
3 (b)	<p>Give <b>two</b> ways having a learning difficulty can affect Jakes ability to attend appointments.</p> <p>Award <b>one mark</b> for each way a learning difficulty can affect Jakes ability to attend appointments.</p> <p>Jake may find it difficult to attend appointments due not being able to:</p> <ul style="list-style-type: none"> <li>• read a bus timetable (1)</li> <li>• know the correct bus route (1)</li> <li>• record the correct day and time (of an appointment) (1)</li> <li>• plan and manage his time (to attend an appointment) (1).</li> </ul> <p><b>Accept any other suitable response.</b></p>	<p>2</p> <p><b>AO2 = 2</b></p>

4	<p>Identify <b>two</b> ways a practitioner can help to reduce the risk of a fire in a setting.</p> <p>Award <b>one</b> mark for each appropriate way to reduce the risk of fires in settings up to a maximum of <b>two marks</b>:</p> <ul style="list-style-type: none"> <li>• do not block fire exits (1)</li> <li>• always keep fire doors closed (1)</li> <li>• be aware of the positioning of fire exits (1)</li> <li>• be aware of the positioning of firefighting equipment (1)</li> <li>• enforce the 'no smoking' policy (1).</li> </ul> <p><b>Accept any other suitable response.</b></p>	<p><b>2</b></p> <p><b>AO1 = 2</b></p>
5	<p>Give <b>two</b> responsibilities of a Paramedic.</p> <p>Award <b>one mark</b> for each of the following up to a maximum of <b>two marks</b>:</p> <ul style="list-style-type: none"> <li>• give emergency medical care (1)</li> <li>• treat an individual before being taken to hospital (1)</li> <li>• assess the extent of injury/illness (1)</li> <li>• decide if the individual needs hospital care (1)</li> <li>• work closely with other agencies/police/fire service at the site (1).</li> </ul> <p><b>NB:</b> Accept specific detail or role such as, giving CPR, administer medication.</p> <p><b>Accept any other suitable response.</b></p>	<p><b>2</b></p> <p><b>AO1 = 2</b></p>
6 (a)	<p>Sam works as an Activities Co-ordinator in a day centre for individuals with mental health problems.</p> <p>He has a duty of care for the individuals who attend the centre.</p> <p>Sam is planning a trip to the seaside for members of the day centre.</p> <p>Define the term 'duty of care'.</p> <p>Award <b>up to two marks</b> for a definition of the term duty of care:</p> <ul style="list-style-type: none"> <li>• legal requirement to protect the individual (1) and act in their best interests (1).</li> </ul> <p><b>Accept any other suitable response.</b></p>	<p><b>2</b></p> <p><b>AO1 = 2</b></p>

<b>6 (b)</b>	<p>Identify <b>one</b> action Sam can take when planning the trip. Briefly explain how this action meets his duty of care.</p> <p>Award <b>one mark</b> for one action Sam can take and up to <b>two marks</b> for an explanation:</p> <ul style="list-style-type: none"><li>• undertake a risk assessment (1) to identify hazards (1). Strategies can be put in place which can reduce the risk of injury (1)</li><li>• plan to ensure all individual needs are met during the trip (1) such as taking all medications/walking aids with them for the trip (1) this will promote independence (1).</li></ul> <p><b>Accept any other suitable response.</b></p>	<b>3</b> <b>AO2 = 3</b>
<b>7</b>	<p>Explain two reasons why a health care practitioner protects an individual's personal data.</p> <p>Award <b>one mark</b> for each of the following points up to a maximum of <b>four marks</b>:</p> <ul style="list-style-type: none"><li>• maintains confidentiality so reducing embarrassment or distress to the individual (1) that would be caused if personal data was shared inappropriately (1)</li><li>• increases trust with more open and honest dialogue between an individual and health care practitioner (1) and ensures information is more effectively shared to support appropriate care planning (1).</li></ul> <p><b>Accept any other suitable response.</b></p>	<b>4</b> <b>AO3 = 4</b>

<b>8</b>	Discuss the value to an individual of a health care practitioner using the 6Cs in their practice.	<b>6</b>										
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Examiners are reminded that indicative content reflects content-related points that a learner 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 learner formulate a response specifically against each assessment objective as laid out in the indicative content (IC).**

**A learner's demonstration of recall (AO1) and application (AO2) of knowledge and understanding can be implied through the learner's ability to discuss the question topic required of AO3.**

**Indicative content:**

**AO1 – Learners will recall knowledge and understanding of the 6Cs that may include the following:**

- care: a practitioner delivers high quality care
- compassion: how a practitioner delivers care
- competence: a practitioner's capability to carrying out their role
- communication: a practitioner's effective communication
- courage: a practitioner's courage in carrying out the role
- commitment: a practitioner's dedication to the care they provide.

**AO2 – Learners will apply knowledge and understanding of the 6Cs by using examples of person-centred practice that may include the following:**

- (care) – a practitioner provides high quality care that is focused on an individual's needs, such as in their care planning which will include offering a choice of mealtimes and preferences to meet the individual's requirements
- (compassion) – care is delivered with empathy, respectfully and with dignity, such as maintaining privacy and dignity when carrying out personal care routines by closing curtains, being unobtrusive and gaining consent from the individual
- (competence) – a competent practitioner provides effective care because it is based on research and evidence and is carried out within the boundaries of their job role, such as undertaking CPD, whilst ensuring they use, wear and dispose of PPE correctly
- (communication) – an ability to explain and to listen, such as when a patient has a question or wants to discuss their condition or another issue



	<ul style="list-style-type: none"><li>• (courage) – a practitioner having courage to be honest about the individual’s health diagnosis and to raise concerns and be open to new ways of providing care</li><li>• (commitment) – a practitioner is dedicated to improving an individual’s experience of care and committed to their care through challenges they face such as ensuring they have excellent attendance and work well as a team and report any concerns regarding the team.</li></ul> <p><b>AO3 – Learners will discuss the value to an individual of a health care practitioner using the 6Cs in their practice which may include the following:</b></p> <ul style="list-style-type: none"><li>• (care) – when care is high quality and meets the individual’s needs, is of value as it increases the appropriateness and effectiveness of the care – improved outcomes, individual satisfaction, wellbeing</li><li>• (compassion) – care delivered with empathy, respect, and dignity of the individual, is of value as it supports the practitioner in being aware of the individual’s needs and in doing so motivates them to provide care that meets these needs</li><li>• (competence) – a competent practitioner provides care, based on research and evidence, is of value as it will ensure the most appropriate care is given</li><li>• (communication) – effective communication is of value as it increases effective care, builds relationships, and supports teamwork</li><li>• (courage) – a practitioner having courage will raise concerns and be open to new ways of providing care, is of value as the individual will be safeguarded and receive the appropriate care to meet changing needs</li><li>• (commitment) – a practitioner who is dedicated is of value as they will improve an individual’s experience of care. A practitioner having commitment to care of a service user is of value as the individual will be supported through all the challenges they face.</li></ul> <p><b>Accept any other suitable response.</b></p>	
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**Section B****Total for this section: [18 marks]**

<b>9</b>	<p>Which <b>one</b> is a socio-economic factor?</p> <p><b>A:</b> Employment  <b>B:</b> Family  <b>C:</b> Genetics  <b>D:</b> Ill health</p> <p>Answer: <b>A</b> – Employment</p>	<p><b>1</b></p> <p><b>AO1 = 1</b></p>
<b>10</b>	<p>Which <b>one</b> is an example of cognitive development?</p> <p><b>A:</b> Catching a ball  <b>B:</b> Laughing at a joke  <b>C:</b> Reading a book  <b>D:</b> Tying a shoelace</p> <p>Answer: <b>C</b> – Reading a book</p>	<p><b>1</b></p> <p><b>AO1 = 1</b></p>
<b>11</b>	<p>Give <b>two</b> environmental influences that may impact on human development.</p> <p>Award <b>one mark</b> for any of the following influences on human development up to a <b>maximum of two marks</b>:</p> <p>Lifestyle:</p> <ul style="list-style-type: none"> <li>• rest (1)</li> <li>• physical activity (1)</li> <li>• diet (1)</li> <li>• drugs and alcohol (1)</li> </ul> <p>socio-economic:</p> <ul style="list-style-type: none"> <li>• education (1)</li> <li>• opportunities and attainment (1)</li> <li>• employment (1)</li> <li>• income (1)</li> </ul> <p>relationships:</p> <ul style="list-style-type: none"> <li>• family (1)</li> <li>• partners (1)</li> <li>• friendships (1)</li> </ul> <p>culture:</p> <ul style="list-style-type: none"> <li>• values (1)</li> <li>• traditions and expectations (1)</li> </ul>	<p><b>2</b></p> <p><b>AO1 = 2</b></p>

	physical environment: <ul style="list-style-type: none"> <li>• urban (1)</li> <li>• rural (1)</li> </ul>	
<b>12 (a)</b>	<p>Emily works as a Care Assistant. She cares for individuals in late adulthood.</p> <p>Explain <b>two</b> reasons why individuals in late adulthood may experience loneliness.</p> <p><b>AO1</b></p> <p>Award <b>one</b> mark for each identification of why individuals experience loneliness up to a maximum of <b>two marks</b>:</p> <ul style="list-style-type: none"> <li>• loss of their spouse (1)</li> <li>• children have left home/have their own family/work commitment/moved out of the area (1)</li> <li>• reduced mobility/health problems (1)</li> <li>• lack of money for transport to meet friends (1)</li> <li>• retirement/no longer working (1).</li> </ul> <p><b>AO2</b></p> <p>Award <b>one</b> mark for each explanation of why individuals experience loneliness up to a maximum of <b>two marks</b>:</p> <ul style="list-style-type: none"> <li>• (loss of their spouse/husband/wife) – they may no longer have companionship/someone to talk to/go places with (1)</li> <li>• (children have left home/have their own family/work commitment/moved out of the area) – so may not visit regularly (1)</li> <li>• (reduced mobility/health problems) – may reduce/make social interactions difficult (1)</li> <li>• (lack of money for transport) – unable to meet up with friends/attend social activities (1)</li> <li>• (retirement/no longer working) – reducing social interactions in the workplace (1).</li> </ul> <p><b>Accept any other suitable response.</b></p>	<p style="text-align: center;"><b>4</b></p> <p><b>AO1 = 2</b> <b>AO2 = 2</b></p>
<b>12 (b)</b>	<p>Explain <b>one</b> way that Emily can help an individual overcome loneliness.</p> <p><b>AO1</b></p> <p>Award <b>one</b> mark for the identification of a way to overcome loneliness.</p>	<p style="text-align: center;"><b>2</b></p> <p><b>AO1 = 1</b> <b>AO2 = 1</b></p>

	<ul style="list-style-type: none"><li>• Spend time talking with the individual (1)</li><li>• Provide support to enable the individual to take part in a leisure activity (1)</li><li>• Gain support from a voluntary group (1)</li><li>• Teach/give access to technology (1).</li></ul> <p><b>AO2</b></p> <p>Award <b>one</b> mark for an explanation of how the way helps to overcome loneliness.</p> <ul style="list-style-type: none"><li>• (Spend time talking with the individual) – this will provide them with social contact (1)</li><li>• (Provide support to enable the individual to take part in a leisure activity) – this will support interactions/allow the individual to spend time with other people (1)</li><li>• (Gain support from a voluntary group) – who will be able to visit the individual (1)</li><li>• (Teach/give access to technology) – to help the individual interact with family and friends remotely (1).</li></ul> <p><b>Accept any other suitable response.</b></p>	
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<b>13</b>	<p>Give <b>two</b> changes in physical development that occur during late adulthood.</p> <p>Award <b>one mark</b> for each change in physical development:</p> <ul style="list-style-type: none"> <li>• reduced mobility (1)</li> <li>• reduced balance (1)</li> <li>• visual decline (1)</li> <li>• hearing decline (1)</li> <li>• loss of bone density (1).</li> </ul> <p><b>Accept any other suitable response.</b></p>	<p><b>2</b></p> <p><b>AO1 = 2</b></p>
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<b>14</b>	<p>Ayesha is 4 years old. She lives with her parents. Ayesha is not developing at the expected rate. She is underweight and has poor language skills.</p> <p>Discuss the possible causes for Ayesha’s weight and poor language skills.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Marks</th> <th style="text-align: left;">Description</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"><b>5–6</b></td> <td> <p><b>AO3 – Excellent</b> analysis and evaluation of the causes of being underweight and poor language skills that is <b>comprehensive</b> and <b>highly relevant</b>. Supported with <b>excellent</b> justifications for the causes of Ayesha’s weight and poor language skills that are <b>comprehensive</b> and <b>highly detailed</b>.</p> <p><b>AO2 – Excellent</b> application of knowledge and understanding of causes of being underweight and poor language skills that is <b>comprehensive</b> and <b>highly detailed</b> and <b>highly relevant</b> to the question.</p> </td> </tr> <tr> <td style="vertical-align: top;"><b>3–4</b></td> <td> <p><b>AO3 – Good</b> analysis and evaluation of the causes of being underweight and poor language skills that is <b>detailed</b> and <b>mostly relevant</b>. Supported with <b>good</b> justifications for the causes of Ayesha’s weight and poor language skills that are <b>detailed</b>.</p> <p><b>AO2 – Good</b> application of knowledge and understanding of causes of being underweight and poor language skills that is <b>detailed</b> and <b>mostly relevant</b> to the question.</p> </td> </tr> </tbody> </table>	Marks	Description	<b>5–6</b>	<p><b>AO3 – Excellent</b> analysis and evaluation of the causes of being underweight and poor language skills that is <b>comprehensive</b> and <b>highly relevant</b>. Supported with <b>excellent</b> justifications for the causes of Ayesha’s weight and poor language skills that are <b>comprehensive</b> and <b>highly detailed</b>.</p> <p><b>AO2 – Excellent</b> application of knowledge and understanding of causes of being underweight and poor language skills that is <b>comprehensive</b> and <b>highly detailed</b> and <b>highly relevant</b> to the question.</p>	<b>3–4</b>	<p><b>AO3 – Good</b> analysis and evaluation of the causes of being underweight and poor language skills that is <b>detailed</b> and <b>mostly relevant</b>. Supported with <b>good</b> justifications for the causes of Ayesha’s weight and poor language skills that are <b>detailed</b>.</p> <p><b>AO2 – Good</b> application of knowledge and understanding of causes of being underweight and poor language skills that is <b>detailed</b> and <b>mostly relevant</b> to the question.</p>	<p><b>6</b></p> <p><b>AO2 = 3</b></p> <p><b>AO3 = 3</b></p>
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**It is not a requirement that the learner formulate a response specifically against each assessment objective as laid out in the indicative content (IC).**

**A learners demonstration of recall (AO1) and application (AO2) of knowledge and understanding can be implied through the learner’s ability to discuss the question topic required of AO3.**

**Indicative content**

**AO2 – Learners will apply knowledge and understanding of the possible causes of being underweight and poor language skills that may include the following:**

- Ayesha may have a health problem/illness such as recurring sickness, which may affect weight gain
- Ayesha may have a learning difficulty, such as ADHD, or autism which can affect language skills, this may slow down the ability to develop language, as social interactions may be more difficult
- the parents’ may not have English as their first language
- Ayesha may not be attending nursery and nursery experience can support children’s development
- the parents may have a low income/poverty and may not be able to afford a healthy diet or resources to support Ayesha’s development
- poor nutrition/diet can result in malnutrition, slow down growth, physical weakness, weight-loss and inability to gain weight

**AO3 – Learners will analyse and evaluate the possible causes of being underweight and poor language skills that may include the following:**

- parents not having English as their first language may impact on Ayesha's ability to acquire and develop language, as she may not have opportunities at home to practice her English skills
- not attending nursery may limit Ayesha's social interactions and opportunities to engage in and practice language with other children and practitioners. She will have reduced opportunity to experience a language rich environment, activities and resources that can support the development of her language
- low income/poverty would reduce Ayesha's access to learning resources such as a range of books and technology, such as software to support reading, which can develop Ayesha's language skills, comprehension and pronunciation
- low income/poverty could impact on Ayesha's having an insufficient nutritional intake which could cause weight-loss and slow down growth, for example, protein is needed for growth
- a lack of parental knowledge could result in poor understanding of Ayesha's needs for a healthy diet or how to support her language development
- if Ayesha is not experiencing a language rich environment in or outside the home, she will not have the opportunity to acquire and practise her language skills.

**Accept any other suitable response.**

**Section C****Total for this section: [20 marks]**

<b>15</b>	<p>Which <b>one</b> describes an acute condition?</p> <p><b>A:</b> Develops gradually over a long period of time  <b>B:</b> Develops quickly over a short period of time  <b>C:</b> Lasts more than 3 months  <b>D:</b> Has a lasting effect on an individual's health</p> <p>Answer: <b>B</b> – Develops quickly over a short period of time</p>	<p><b>1</b></p> <p><b>AO1 = 1</b></p>
<b>16</b>	<p>Which <b>one</b> best describes a characteristic of an individual who is self-actualising?</p> <p><b>A:</b> They are achieving their potential  <b>B:</b> They are being independent  <b>C:</b> They have high self-esteem  <b>D:</b> They are showing resilience</p> <p>Answer: <b>A</b> – They are achieving their potential</p>	<p><b>1</b></p> <p><b>AO1 = 1</b></p>
<b>17</b>	<p>Explain <b>one</b> way person-centred practice benefits an individual.</p> <p><b>AO2</b></p> <p>Award <b>one</b> mark for a benefit:</p> <ul style="list-style-type: none"> <li>• meets an individual's needs/choices/preferences (1)</li> <li>• promotes an individual's independence and dignity (1)</li> <li>• supports effective partnership work (1)</li> <li>• promotes an individual's rights (1).</li> </ul> <p><b>AO3</b></p> <p>Award up to <b>two marks</b> for an explanation of why person-centred care benefits an individual.</p> <ul style="list-style-type: none"> <li>• (meets an individual's needs/choices/preferences) – can influence care decisions (1) which improves the appropriateness of care received (1)</li> <li>• (promotes an individual's independence and dignity) – which improves an individual's mental health and wellbeing (1) and ensures they feel valued (1)</li> <li>• (supports effective partnership work) – which improves information sharing (1) and develops trust (1)</li> <li>• (promotes an individual's rights) – to enable individuals to make person centred decisions (1) and empowers them to make decisions about their care (1).</li> </ul>	<p><b>3</b></p> <p><b>AO2 = 1</b>  <b>AO3 = 2</b></p>



	<b>Accept any other suitable response.</b>	
<b>18</b>	<p>Fill in the missing parts of the care planning cycle.</p> <p>Award <b>one</b> mark for each correct answer in the correct order up to a <b>maximum of two marks</b>.</p> <p><b>Assess – Implement –Review</b></p>	<p><b>2</b></p> <p><b>AO1 = 2</b></p>
<b>19</b>	<p>The company Jack works for is closing; he will lose his job. Jack has lost his job before and found another job.</p> <p>Explain why resilience can help Jack deal with the loss of his job.</p> <p>Award up to <b>two marks</b> for an explanation:</p> <ul style="list-style-type: none"> <li>as Jack has overcome difficulties before, he knows he can do this again/overcome problems again/bounce back (1) his previous experience/positive mind set supports his ability to be resilient (1).</li> </ul> <p><b>Accept any other suitable response.</b></p>	<p><b>2</b></p> <p><b>AO2 = 2</b></p>
<b>20</b>	<p>Define the term ‘financial security’.</p> <p>Award <b>one mark</b> for a definition of financial security:</p> <ul style="list-style-type: none"> <li>having enough money or income to meet needs/maintain their lifestyle (1).</li> </ul>	<p><b>1</b></p> <p><b>AO1 = 1</b></p>
<b>21</b>	<p>Name <b>one</b> care need. Describe <b>one</b> effect on an individual if this care need is not met.</p> <p><b>AO1</b></p> <p>Award <b>one mark</b> for naming one care need affected by financial security:</p> <ul style="list-style-type: none"> <li>food and water (1)</li> <li>rest and sleep (1)</li> <li>dignity (1)</li> <li>clothing (1).</li> </ul> <p><b>AO2</b></p>	<p><b>2</b></p> <p><b>AO1 = 1</b></p> <p><b>AO2 = 1</b></p>

	<p>Award <b>one mark</b> for a description of how care need is affected by financial security:</p> <ul style="list-style-type: none"> <li>• (food and water) – this will affect an individual's health due to poor diet, causing weight loss/increase risk of illness/disease (1)</li> <li>• (rest and sleep) – this will affect an individual's energy levels causing fatigue/lack of energy/difficulty in concentration (1)</li> <li>• (dignity) – this will affect an individual emotional development making them feel devalued/lacking in control/lacking confidence/humiliated/embarrassed (1)</li> <li>• (clothing) – this will affect an individual's health due to unsuitable/poor quality clothing (in bad/hot weather)/emotional development causing feelings of embarrassment (1).</li> </ul> <p><b>Accept any other suitable response.</b></p>	
<p><b>22</b></p>	<p>Sebastian lives alone. He recently had a stroke. The stroke has left Sebastian with severe mobility problems, making everyday tasks difficult.</p> <p>Explain <b>one</b> way that Sebastian can be supported with these everyday tasks.</p> <p><b>AO1</b></p> <p>Award <b>one mark</b> for identifying a way Sebastian's care needs can be supported:</p> <ul style="list-style-type: none"> <li>• support with bathing, washing hair, shaving, dressing (1)</li> <li>• provide aids and adaptations (1)</li> <li>• shop for food/prepare meals for Sebastian (1).</li> </ul> <p><b>AO2</b></p> <p>Award <b>one mark</b> for explaining how that way supports Sebastian's care needs:</p> <ul style="list-style-type: none"> <li>• (support with bathing, washing hair, shaving, dressing) – to maintain Sebastian's personal hygiene (1)</li> <li>• (provide aids and adaptations) – to support Sebastian in undertaking tasks independently (1)</li> <li>• (shop for food/prepare meals for Sebastian) – to ensure he receives adequate nutrition (1).</li> </ul> <p><b>Accept any other suitable response.</b></p>	<p><b>2</b></p> <p><b>AO1 = 1</b> <b>AO2 = 1</b></p>

23	<p>Charlie has learning difficulties and uses a wheelchair. He is living independently with support. Oscar is Charlie’s Social Worker.</p> <p>Oscar will work in partnership with other health and social care practitioners.</p> <p>Discuss the benefits of this for Charlie.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Marks</th> <th style="text-align: left;">Description</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">5–6</td> <td> <p><b>AO3 – Excellent</b> analysis and evaluation of how partnership working will benefit Charlie that is <b>comprehensive</b> and <b>highly relevant</b>. Supported with <b>excellent</b> justifications that are <b>comprehensive</b> and <b>highly detailed</b>.</p> <p><b>AO2 – Excellent</b> application of knowledge and understanding of the benefits of working in partnership that is <b>comprehensive</b> and <b>highly detailed</b> and <b>highly relevant</b> to the question.</p> </td> </tr> <tr> <td style="vertical-align: top;">3–4</td> <td> <p><b>AO3 – Good</b> analysis and evaluation of how partnership working will benefit Charlie that is <b>detailed</b> and <b>mostly relevant</b>. Supported with <b>good</b> justifications that are <b>detailed</b>.</p> <p><b>AO2 – Good</b> application of knowledge and understanding of the benefits of working in partnership that is <b>detailed</b> and <b>mostly relevant</b> to the question.</p> </td> </tr> <tr> <td style="vertical-align: top;">1–2</td> <td> <p><b>AO3 – Limited</b> analysis and evaluation of how partnership working will benefit Charlie. Supported with <b>limited</b> justifications that have <b>minimal detail</b> and are <b>mostly superficial</b>.</p> <p><b>AO2 – Limited</b> application of knowledge and understanding of the benefits of working in partnership that has <b>minimal detail</b> and are <b>mostly superficial</b>. With <b>minimal relevance</b> to the question.</p> </td> </tr> <tr> <td style="vertical-align: top;">0</td> <td>No relevant material.</td> </tr> </tbody> </table> <p>Examiners are reminded that indicative content reflects content-related points that a learner 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.</p> <p><b>It is not a requirement that the learner formulate a response specifically against each assessment objective as laid out in the indicative content (IC).</b></p>	Marks	Description	5–6	<p><b>AO3 – Excellent</b> analysis and evaluation of how partnership working will benefit Charlie that is <b>comprehensive</b> and <b>highly relevant</b>. Supported with <b>excellent</b> justifications that are <b>comprehensive</b> and <b>highly detailed</b>.</p> <p><b>AO2 – Excellent</b> application of knowledge and understanding of the benefits of working in partnership that is <b>comprehensive</b> and <b>highly detailed</b> and <b>highly relevant</b> to the question.</p>	3–4	<p><b>AO3 – Good</b> analysis and evaluation of how partnership working will benefit Charlie that is <b>detailed</b> and <b>mostly relevant</b>. Supported with <b>good</b> justifications that are <b>detailed</b>.</p> <p><b>AO2 – Good</b> application of knowledge and understanding of the benefits of working in partnership that is <b>detailed</b> and <b>mostly relevant</b> to the question.</p>	1–2	<p><b>AO3 – Limited</b> analysis and evaluation of how partnership working will benefit Charlie. Supported with <b>limited</b> justifications that have <b>minimal detail</b> and are <b>mostly superficial</b>.</p> <p><b>AO2 – Limited</b> application of knowledge and understanding of the benefits of working in partnership that has <b>minimal detail</b> and are <b>mostly superficial</b>. With <b>minimal relevance</b> to the question.</p>	0	No relevant material.	<p><b>6</b></p> <p><b>AO2 = 3</b> <b>AO3 = 3</b></p>
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**Indicative content**

**AO2 – Learners will apply knowledge and understanding of the benefits of working in partnership that may include the following:**

- Oscar will access the expertise of other practitioners, who will have knowledge and skills that Oscar does not have, such as strategies to support Charlie living independently
- Charlie will be able to work with other practitioners towards the shared goal of meeting Charlie’s individual needs, for example, Social Care Prescriber: signposts individuals to community support for wellbeing and an Outreach Worker: provides emotional and practical support to individuals within the community to help them take part in all aspects of everyday life
- working in partnership supports interventions and referrals
- Charlie will be interacting with a range of practitioners and these practitioners will communicate regularly with each other.

**AO3 – Learners will analyse and evaluate of how partnership working will benefit Charlie that may include the following:**

- the expertise of other practitioners will help to ensure that Charlie can live independently
- goals are more likely to be met as they are shared, and each practitioner has their own roles and responsibilities. This will benefit Charlie as it increases the likelihood that his needs will be met
- interventions and referrals are more effective when working in partnership, this supports Charlie since this will establish care to meet Charlie’s individual needs and preferences
- communication between practitioners supports consistency in care, and person-centred practice is firmly established
- effective communication between practitioners ensures any issue with safeguarding are noticed and shared.

**NB:** Do not credit responses for Charlie and Oscar working in partnership.

**Accept any other suitable response.**

## Section D

Total for this section: [18 marks]

<b>24</b>	<p>Isaac and Jacob are identical twin brothers. Isaac lives with his father in a wealthy part of town. Jacob lives with his mother in a disadvantaged part of town.</p> <p>They both have different friendship groups and go to different schools in the area where they live.</p> <p>Isaac achieved good results in his GCSEs, but Jacob did not.</p> <p>Assess how the influence of nature and nurture could explain the differences in Isaacs's and Jacob's GCSE results.</p>	<b>9</b>  <b>AO1 = 3</b> <b>AO2 = 3</b> <b>AO3 = 3</b>						
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<p><b>0</b></p>	<p>No relevant material.</p>	

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**Indicative content**

**AO1 – Learners will recall knowledge and understanding of nature and nurture on human development that may include the following:**

- influence of nature and nurture states the extent to which an individual’s behaviour is due to their genetic inherited and biology (nature), or due to their environment (nurture) such as school, social groups, culture, family, income etc.

**AO2 – Learners will apply knowledge and understanding of how the influence of nature and nurture could explain the differences between Isaac and Jacob, that may include the following:**

- Isaac and Jacob both have the same parents and as they are twins and have the same genetics. Nature would suggest there should be no differences in their intelligence, and so their ability to both achieve good results in their GCSEs
- they live with different parents, go to different schools, and live in different parts of the same town. Nurture would suggest that these differences will account for the differences in their GCSE results.

**AO3 – Learners will analyse and evaluate how the nature versus nurture debate could explain the differences between Isaac and Jacob, that may include the following:**

- Jacob’s school is in a disadvantaged area and may struggle to pay for resources. Isaac’s school may not. Isaac’s school may provide a better learning experience
- Isaac’s father may be able to provide learning resources for Isaac and opportunities to enhance his learning, such as a place to study, desk, books, tutoring, computer equipment, school trips and holidays. Jacob’s mother may not be able to afford these resources
- Jacob may have friends and peers that are not motivated to learn and achieve at school. This may influence Jacob to not study or to skip school. Isaac may have a positive peer group and role-models, which would encourage him to study.

**Accept any other suitable response.**

<b>25</b>	<p>Discuss the impact on an individual’s social and emotional development when they become a new parent.</p>	<b>9</b>								
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		<p><b>AO1 – Limited</b> recall of knowledge and understanding of emotional and social development that has <b>minimal detail</b>. Subject specific terminology is often <b>inappropriate</b>, and a lack of understanding is evident.</p>		
	0	No relevant material.		
<p>Examiners are reminded that indicative content reflects content-related points that a learner 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.</p> <p><b>It is not a requirement that the learner formulates a response specifically against each assessment objective (AO) as laid out in the indicative content (IC).</b></p> <p><b>A learners demonstration of recall (AO1) and application (AO2) of knowledge and understanding can be implied through the learner’s ability to discuss the question topic required of AO3.</b></p> <p><b>Indicative content</b></p> <p><b>AO1 – Learners will recall knowledge and understanding of emotional and social development that may include the following:</b></p> <ul style="list-style-type: none"> <li>• social development includes the individual’s ability to build relationships and interact with others</li> <li>• emotional development concerns an individual’s ability to develop, manage and express feelings and show empathy for others.</li> </ul> <p><b>AO2 – Learners will apply knowledge and understanding of the impact of being a new parent on an individual’s emotional and social development that may include the following:</b></p> <ul style="list-style-type: none"> <li>• a new parent will develop a new relationship with their child. They may also experience other new social interactions, for example, with other new parents and practitioners, such as Health Visitors, Nurses, etc. However, they may have left work to have/care for their child. This may reduce their social interactions and increase feelings of loneliness</li> <li>• social interactions with friends are reduced, as they have responsibility for their child, for example, they cannot go out to socialise</li> </ul>				

	<ul style="list-style-type: none"><li>• if a new parent feels overwhelmed by parenthood, they may feel resentful toward the child, or feel they are not a good parent This will negatively impact on their self-concept and self-esteem</li><li>• a parent's health and wellbeing may be affected both mentally and physically, for example, due to the stress of becoming a new parent and not feeling confident or happy</li><li>• being a new parent brings financial cost and may impact on life chances since not all new parents can return to paid employment. This impacts on their social interaction and could also have an impact on their confidence which may cause stress and anxiety.</li></ul> <p><b>AO3 – Learners will analyse and evaluate the impact of being a new parent on an individual's emotional and social development that may include the following:</b></p> <ul style="list-style-type: none"><li>• new parents can maintain interactions with friends with external support, for example, from grandparents</li><li>• with access to services provided by a General Practitioner (GP), the woman can be supported in managing any confidence issues or isolation causing loneliness</li><li>• outside support from agencies and professionals may help them cope with becoming a new parent</li><li>• the social and emotional development of new parents can be affected by many factors such as health, their relationships with others and independence.</li></ul> <p><b>Accept any other suitable response.</b></p>	
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### Assessment objective (AO) grid

#### Section A

Question	AO1	AO2	AO3	Total
1	1*			1
2	1*			1
3 (a)		1		1
3 (b)		2		2
4	2*			2
5	2*			2
6 (a)	2			2
6 (b)		3		3
7			4	4
8	2	2	2	6
<b>Total</b>	<b>10</b>	<b>8</b>	<b>6</b>	<b>24</b>
<b>Total required</b>	<b>9–11</b>	<b>8–10</b>	<b>4–6</b>	<b>24</b>
<b>*Kil</b>	<b>6</b>			

#### Section B

Question	AO1	AO2	AO3	Total
9	1*			1
10	1*			1
11	2*			2
12 (a)	2	2		4
12 (b)	1	1		2
13	2*			2
14		3	3	6
<b>Total</b>	<b>9</b>	<b>6</b>	<b>3</b>	<b>18</b>
<b>Total required</b>	<b>7–9</b>	<b>6–8</b>	<b>3–5</b>	<b>18</b>
<b>*Kil</b>	<b>6</b>			

### Section C

Question	AO1	AO2	AO3	Total
15	1*			1
16	1*			1
17		1	2	3
18	2*			2
19		2		2
20	1*			1
21	1	1		2
22	1	1		2
23		3	3	6
<b>Total</b>	<b>7</b>	<b>8</b>	<b>5</b>	<b>20</b>
<b>Total required</b>	<b>7–9</b>	<b>6–8</b>	<b>4–6</b>	<b>20</b>
<b>*Kil</b>	<b>5</b>			

### Section D

Question	AO1	AO2	AO3	Total
24	3	3	3	9
25	3	3	3	9
<b>Total</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>18</b>
<b>Total required</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>18</b>

### Overall AO weightings

**AO1** – 40–45% 32–36 marks

**AO2** – 35–40% 28–32 marks

**AO3** – 20–25% 16–20 marks