



Mark Scheme

Additional Sample Assessment materials
for first teaching September 2016

Pearson BTEC Level 3 Health and Social Care

Unit 2: Working in Health & Social Care

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Unit 2: Working in Health & Social Care – sample marking grid

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do, rather than be penalised for omissions.
- Examiners should mark according to the marking grid, not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks, if the learner's response is not rewardable according to the marking grid.
- Where judgement is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

Specific marking guidance

The marking grids have been designed to assess learner work holistically. Rows in the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer, in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band, depending on how they have evidenced each of the descriptor bullet points.

BTEC Next Generation Mark Scheme

Unit 2: Working in Health & Social Care

| Question Number | Answer | Mark |
|-----------------|---|------|
| 1a | <p>Identify TWO from:</p> <p>Doctor Nurse Social worker Occupational therapist Physiotherapist</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 1b | <p>Identify one benefit (1) describe the benefit (1) (2 +2 =4 marks)</p> <p>The benefits could be: (2 marks)</p> <ul style="list-style-type: none"> • Improved partnership working to share information (1) to ensure no gaps in service (1) • Teamwork approach, sharing experience / expertise (1) maximising skills to ensure a holistic approach (1) • Wider resource base made available (1) enabling individualised care (1) <p>Accept any other valid response.</p> | 4 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 1c | <p>1 mark per identification of need, 2 marks per description (2x3)</p> <ul style="list-style-type: none"> • His ability to move around without support from others (1) so he can maintain safety (1) and cook for himself (1) • His cognitive abilities (1) so he shows he understands what is happening to him (1) so he is able to live independently (1) • His ability to communicate (1) so he is able to express his needs (1) and get help when he needs it (1) • His confidence levels (1) feels he is able to look after himself (1) so he does not get anxious / upset / depressed (1) • Ability to maintain relationships (1) he can | 6 |

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| | <p>interact with others (1) so he maintains contacts with friends and family (1)</p> <p>Accept any other valid response.</p> | |
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| Question number | Indicative content | Mark |
|-----------------|---|------|
| 1d | <p>Answers will be credited according to the learner’s demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p>Answers might refer to:</p> <ul style="list-style-type: none"> • Definition – an advocate is a person who represents the interests of the service user and speaks or acts on their behalf. • Empowers service user to identify and express desired goals /outcomes; finding ways to support the service user to achieve desired wishes • Reduces anxiety / concerns of the service user • Ensuring service users views are taken into account in the care planning process • Raising self-esteem of service users; service users more involved and in control of their treatment decisions <p>However, there may be problems/ drawbacks:</p> <ul style="list-style-type: none"> • Mr Khan’s son may misinterpret or not correctly identify or update his father’s requirements • The views of Mr Khan may not be in his best interests and his son disagrees; conflicts over what actions are needed • Mr Khan’s son may not have appropriate skills or knowledge • The son’s emotional involvement may mean he finds it difficult to be an effective advocate <p>Award marks for any other valid responses.</p> | 8 |

Mark scheme (award up to 8 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.

| Level | Mark | Descriptor |
|---------|------|--|
| Level 0 | 0 | No rewardable material. |
| Level 1 | 1–3 | <ul style="list-style-type: none"> • Demonstrates isolated knowledge and understanding of relevant information; there may major gaps omissions. • Provides little evidence of weighing up of competing arguments/pros and cons in context; discussion likely to consist of basic description of information. • Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question. |
| Level | Mark | Descriptor |
| Level 2 | 4-6 | <ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of relevant |

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| | | <p>information with a few gaps or omissions.</p> <ul style="list-style-type: none"> • Discussion is partially developed and related to the scenario, but will be imbalanced; evidences the weighing up of competing arguments/pros and cons in context. • Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language. |
| Level 3 | 7-8 | <ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding of relevant information; any gaps or omissions are minor. • Displays a well-developed and balanced discussion clearly related to the scenario, demonstrating a thorough grasp of competing arguments/pros and cons in context. • Logical reasoning evidenced throughout the response, which is clear and uses specialist technical language consistently. |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 2a | <p>Identify a role (1) Outline that role (1)</p> <p>Answers might refer to:</p> <p>2 marks</p> <ul style="list-style-type: none"> • Inspection to monitor and grade (1) against national standards and benchmarks (1) • Present a report to inform interested parties (1) with the findings of the inspection (1) • To make the organisation accountable (1) <ul style="list-style-type: none"> - Overall effectiveness - Outcomes for service users - Quality of provision and care - Service user's safety - Leadership and management of provision - Compliance with the national minimum standards for health and social care services <p>Accept any appropriate alternatives.</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 2b | <p>Two activities could be undertaken by an occupational therapist employed in a special school (2+2 = 4 marks) 2 marks per activity. 1 mark awarded for a simple point and additional mark given for an expansion.</p> <p>Role/activities:</p> <ul style="list-style-type: none"> • To enable them to carry out personal care (1) to increase personal autonomy (1) • Initial assessment of needs and abilities (1) to identify appropriate support (1) • Advising on how to undertake tasks differently (1) using equipment /assistive technology (1) <p>Finding strategies to meet an individual's goals (1) adapting the living/working environment (1)</p> | 4 |

| Question number | Indicative content | Mark |
|-----------------|--|------|
| 2c | <p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers. Answers might refer to:</p> <ul style="list-style-type: none"> • Individualised / personalised care; person-centred. • Promoting and supporting individuals' rights to dignity and independence. • Providing active support consistent with beliefs, cultures and preferences of service user. • Supporting service user to express their needs and preferences. • Promoting the rights choices and wellbeing; respect the individual, equal opportunities, anti-discriminatory and non-judgemental, choices offered, effective communication, confidentiality, safe and secure. • Dealing with potential conflict with other people/ organisations. <p>Accept any other valid response.</p> | 6 |

Mark scheme (award up to 6 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.

| Level | Mark | Descriptor |
|---------|------|---|
| Level 0 | 0 | No rewardable material. |
| Level 1 | 1-2 | <ul style="list-style-type: none"> • Demonstrates isolated elements of knowledge and understanding. • Generic statements may be presented rather than linkages being made. • Lines of reasoning are unsupported. |
| Level 2 | 3-4 | <ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding. • Answer evidences occasional links to the scenario, among the elements in the context of the question. • Lines of reasoning occasionally supported through the application of recent evidence. |
| Level 3 | 5-6 | <ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding. • Answer evidences comprehensive links to the scenario, among the elements in the context of the question. • Lines of reasoning supported throughout by sustained application of relevant evidence. |

| Question number | Indicative content | Mark |
|-----------------|--|------|
| 2d | <p>Answers will be credited according to the learner’s demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p>Answers might refer to:</p> <ul style="list-style-type: none"> • Identifying appropriate opportunities to prepare and play team sports • Ensure safeguarding procedures are followed • Risk assessments are carried out and implemented • Promoting anti-discrimination – including teachers and parents of those from the opposite team • Working with fellow team members to enable them to support Stacey • Enabling Stacey to develop her social skills • Supporting Stacey’s individual needs and preferences • Help Stacey communicate effectively with her peers <p>Award marks for any other valid responses.</p> | 8 |

Mark scheme (award up to 8 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.

| Level | Mark | Descriptor |
|---------|------|--|
| Level 0 | 0 | No rewardable material. |
| Level 1 | 1–3 | <ul style="list-style-type: none"> • Demonstrates isolated knowledge and understanding of relevant information; there may major gaps omissions. • Provides little evidence of weighing up of competing arguments/pros and cons in context; discussion likely to consist of basic description of information. • Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question. |
| Level 2 | 4–6 | <ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of relevant information with a few gaps or omissions. • Discussion is partially developed, but will be imbalanced; evidence includes links to the scenario, the weighing up of competing arguments/pros and cons in context. • Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language. |
| Level 3 | 7–8 | <ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding of relevant information; any gaps or omissions are minor. • Displays a well-developed and balanced discussion, demonstrating a thorough grasp of competing arguments/pros and cons in |

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| | | <p>context.</p> <ul style="list-style-type: none"> Logical reasoning evidenced throughout the response, which is clear and uses specialist technical language consistently. |
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| Question Number | Answer | Mark |
|-----------------|--|------|
| 3a | <p>Outline ONE UK LAW or ACT which promotes the rights of those with a disability. (1+1 =2 marks)</p> <p>1 mark for stating the LAW, 1 mark for some information about it.</p> <p>Answers might refer to:</p> <p>For ONE LAW ...examples could be:</p> <p>Equality Act 2010 (1):</p> <ul style="list-style-type: none"> Simplifies the previous discrimination laws and puts them altogether in one piece of legislation. (1) To cover discrimination of groups with protected characteristics Protection from indirect as well as direct discrimination. (1) <p>Human Rights Act 1998:(1)</p> <ul style="list-style-type: none"> Examples of rights eg: <ul style="list-style-type: none"> Right to education Right to life-saving medical treatment to prolong the life of a disabled person Right to be protected from any form of neglect (1) Disabled have the same equal rights and opportunities as everyone else. (1) <p>The question asks for DISABILITY so do not accept answers that refer to race, gender, age etc.</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 3b | <p>Describe TWO BARRIERS which Camilla, as a service user with a sensory disability could face when accessing health and social care services.</p> <p>(2+2 = 4 marks)</p> <p>1 mark per barrier, 1 mark per description</p> <ul style="list-style-type: none"> • Cannot see the literature due to visual impairment, (1) so does not know the services that are available (1) • Mobility barriers such as unmarked steps (1) means reduced confidence in accessing the building (1) • Hearing problems could hinder communication (1) causing low self-esteem (1) • Sensory barrier can make social interaction difficult (1) making it difficult to communicate individual preferences (1) • Emotional barriers caused by other people's attitudes (1) can lead to feelings of being stigmatised <p>Accept any other valid response.</p> | 4 |

| Question number | Indicative content | Mark |
|-----------------|---|------|
| 3c | <p>Explain the responsibilities which health and social care organisations have towards their service users. (6 marks)</p> <p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p>Answers might refer to the need to provide:</p> <ul style="list-style-type: none"> • Follow policies and procedures in place in their work setting • Undergo regular CPD • Services user feedback encouraged • Reference to the principles that underpin care delivery • Providing equipment and adaptations to support people to become more independent • Providing washing and feeding • Supporting individual preferences and routines e.g. leisure activities, religious ceremonies • Assessment and care and support planning to involve the service user and their families • Making information available so service users are informed and aware of their rights, understanding anti-discriminatory legislation/ reference to Equality Legislation e.g. Equality Act 2010/ aware of complaints procedures • Access to support /advice e.g. financial - Making information available that is in a form someone with a sensory impairment can access <p>Award marks for any other valid responses.</p> | 6 |

Mark scheme (award up to 6 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.

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|---------|------|---|
| Level 0 | 0 | No rewardable material. |
| Level 1 | 1-2 | <ul style="list-style-type: none"> • Demonstrates isolated elements of knowledge and understanding. • Generic statements may be presented rather than linkages being made. • Lines of reasoning are unsupported. |
| Level 2 | 3-4 | <ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding. |

| | | |
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| | | <ul style="list-style-type: none"> • Answers evidences occasional linkages among the elements in the context of the question. • Lines of reasoning occasionally supported through the application of recent evidence. |
| Level 3 | 5-6 | <ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding. • Answer evidences comprehensive linkages among the elements in the context of the question. • Lines of reasoning supported throughout by sustained application of relevant evidence. |

| Question number | Indicative content | Mark |
|-----------------|--|------|
| 3d | <p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <ul style="list-style-type: none"> • Following professional codes of conduct e.g. 'The British Association of Social Workers' for social workers. • Being familiar with and applying current codes of practice • Ensuring that revalidation procedures are followed • Following the relevant legislation identified in the codes of practice • Following procedure for raising concerns / complaint and redress/ whistleblowing • Failure to follow codes of practice can lead to striking off the register, although this is rare <p>Award marks for any other valid responses.</p> | 8 |

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|---------|------|--|
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| Level 1 | 1-3 | <ul style="list-style-type: none"> • Demonstrates isolated knowledge and understanding of relevant information; there may major gaps omissions. • Provides little evidence of weighing up of competing arguments/pros and cons in context; discussion likely to consist of basic description of information. • Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question. |
| Level 2 | 4-6 | <ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of relevant information with a few gaps or omissions. • Discussion is partially developed, but will be imbalanced; evidences the weighing up of competing arguments/pros and cons in context. • Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language. |
| Level 3 | 7-8 | <ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding of relevant information; any gaps or omissions are minor. • Displays a well-developed and balanced discussion, demonstrating a thorough grasp of competing arguments/pros and cons in context. • Logical reasoning evidenced throughout the response, which is clear and uses specialist technical language consistently. |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 4a | <p>Outline one personal risk if you did not wash your hands following nappy changing. (2)</p> <p>Answers could be:</p> <ul style="list-style-type: none"> • Cross infections to others (1) may lead to bacterial, viral, fungal and parasitic diseases (1) • Transfer of faecal to oral diseases (1) e.g. sickness and diarrhoea (1) <p>Award marks for any other valid responses. Named infections if appropriate.</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 4b | <p>1 mark per reason, 1 mark for an expansion elaboration/example x2</p> <p>Answers could be:</p> <ul style="list-style-type: none"> • Risk assessments done (1) risks identified and managed (1) • Accidents and near misses reported (1) action taken to reduce reoccurrence (1) • Reduces the incidence of accidents (1) reducing complaints/redress/compensation (1) <p>Award marks for any other valid responses</p> | 4 |

| Question number | Indicative content | Mark |
|-----------------|---|------|
| 4c | <p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p>Answers could be:</p> <ul style="list-style-type: none"> • They should follow relevant legislation • There should be a performance management procedure to identify problems • They should respond to external inspection reports. • There should be an effective whistleblowing procedure • Service user feedback should be acted on where appropriate • Identification of other policies/procedures the organisation should have in place. | 6 |

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| Level 2 | 3-4 | <ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding. • Answer evidences occasional links to the scenario, among the elements in the context of the question. • Lines of reasoning occasionally supported through the application of recent evidence. |
| Level 3 | 5-6 | <ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding. • Answer evidences comprehensive links to the scenario, among the elements in the context of the question. • Lines of reasoning supported throughout by sustained application of relevant evidence. |

| Question number | Indicative content | Mark |
|-----------------|---|------|
| 4d | <p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers. Answers could be:</p> <ul style="list-style-type: none"> • Safeguarding issues not identified • Safeguarding issues identified but not acted on • Poor standard of care for the service user • Increases stress for family members dealing with the problems • Increased chance of infections for service user. • Increased anxiety/illness for the member of staff means disruption of the service for the service user. | 8 |

Mark scheme (award up to 8 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.

| Level | Mark | Descriptor |
|---------|------|--|
| Level 0 | 0 | No rewardable material. |
| Level 1 | 1-3 | <ul style="list-style-type: none"> • Demonstrated isolated knowledge and understanding of relevant information: there may be major gaps or omissions. • Provides little evidence of application and links between relevant information. Discussion likely to consist of basic description of information. • Conclusions may be presented but are likely to be generic assertions rather than supported by evidence. • Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question. |
| Level 2 | 4-6 | <ul style="list-style-type: none"> • Demonstrated accurate knowledge and understanding of relevant information with a few omissions. • Evidence of application demonstrating some linkages and interrelationships leading to a judgement being made. • Justification is presented leading to conclusions being reached but some may lack support. • Demonstrates the use of logical reasoning, clarity and appropriate specialist technical language. |
| Level 3 | 7-8 | <ul style="list-style-type: none"> • Demonstrated accurate knowledge and understanding of relevant information with a few minor omissions. • Evidence of application demonstrating linkages and interrelationships between factors leading to a clear supported overall judgement/conclusion. • Displays a balanced justification demonstrating an awareness of competing arguments, leading to conclusions. • Demonstrates the use of logical reasoning, clarity and appropriate specialist technical language. |

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Welsh Assembly Government

