

Pearson BTEC Level 3 Nationals

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Surname	Forename
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Learner Registration Number

Centre Number

Level

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3

Health and Social Care

Unit 2: Working in Health and Social Care

Extended Certificate, Foundation Diploma, Diploma, Extended Diploma
Diploma in Health and Social Care

Sample Assessment materials for first teaching September 2016

Time: 1 hour 30 minutes

Total



marks

You do not need any other materials.

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and learner registration number.
- This paper is divided into four sections.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in grey boxes
– *use this as a guide as to how much time to spend on each question.*
- You should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Paper reference

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Turn over ►

PEARSON

SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Scenario 1: Ill health

Brian is morbidly obese. Following an appointment with his GP, he was referred to a consultant surgeon at his local hospital. The surgeon recommended that Brian has surgery to help him lose weight.

When Brian is admitted to hospital, a nurse asks him questions about his health and wellbeing and ensures that the necessary risk assessment is in place. The nurse records this information in his records before admitting him onto the ward.

After his operation, Brian must spend two days in hospital as part of his recovery. During this time, nursing staff provide him with necessary medication and monitor his progress. Brian is also looked after by healthcare assistants.

Following his discharge from hospital, Brian will have to attend an out-patient clinic where medical staff continue to monitor his progress.

- 1 (a) Identify **two** factors that a risk assessment might highlight when Brian is admitted to hospital.

2 marks

1

2

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(b) Describe **two** responsibilities of healthcare assistants when looking after patients on hospital wards.

4 marks

1

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(c) Explain how the nurses who provide Brian with care during his stay in hospital are monitored to ensure that they maintain professional standards.

6 marks

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(d) Discuss ways that health and social care staff could empower Brian to continue to improve his health when he is discharged from hospital.

8 marks

Area for writing the answer, consisting of a large rectangular box with horizontal dotted lines.

Total for Question 1 = 20 marks

SECTION B

Scenario 2: Learning disability

Debbie has a moderate learning disability. She receives a personal budget from her local council. She has a care manager who helps her use her budget to buy support so that she can live in her own flat, carry out her day-to-day routine, and plan for the future. The care manager sometimes acts as Debbie's advocate.

Debbie has just got a part-time job at her local supermarket. She also attends her local college on a part-time basis. She needs to travel to work and college on the bus.

Debbie's boyfriend, Dexter, also has a moderate learning disability. He has recently asked her to marry him.

- 2 (a) Identify **two** ways that a support worker might help Debbie get to her new job.

2 marks

1

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2

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- (b) (i) Describe how Debbie would use an advocate.

2 marks

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(ii) Describe **one** challenge that Debbie's care manager might face when acting as her advocate.

2 marks

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(c) Explain how the college could prevent discrimination towards people such as Debbie who have learning disabilities.

6 marks

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SECTION C

Scenario 3: Physical/sensory disabilities

Conan is 30 and he has a serious hearing impairment. In order to maintain his independence, Conan has a hearing dog. This was provided for him by the charity 'Hearing Dogs for Deaf People'. Conan's hearing dog has been trained to alert him to household sounds and signals, such as when his mobile phone rings or if his smoke alarm is activated.

The effect of Conan's hearing impairment causes him to become depressed from time to time. However, he has continued with his job with no absence from work. At this stage, Conan is not sure what he can do to overcome his depression and feels that he may need more support.

- 3 (a) Apart from providing them with a hearing dog, identify **two** other ways that people with hearing impairments might be supported.

2 marks

1

2

- (b) Describe **two** barriers that people such as Conan might face when attending a GP surgery.

4 marks

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2

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(d) Discuss how personal information about Conan might be managed by professionals who assess his hearing needs.

8 marks

A large rectangular box containing 20 horizontal dotted lines for writing the answer.

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Total for Question 3 = 20 marks

SECTION D**Scenario 4: Age-related needs**

Regina is 85. She lives in sheltered housing which has been adapted to meet her needs but she finds it difficult to care for herself and her home without support.

When she was 80, Regina needed a hip replacement. She had the operation in her local hospital. While she is frail, her cognitive skills are very good and she participates in a range of activities, including playing internet chess, going to the opera and keeping a diary.

You are one of her team of support workers. You work for a local, private-sector organisation that provides services and support to older people like Regina. You have five years' experience in your role and you hope to be promoted to the role of team leader in the near future.

- 4 (a) Identify **two** health needs that a frail, older person like Regina might have.

2 marks

- 1
- 2

Unit 2: Working in Health and Social Care – sample mark scheme

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.
- Mark schemes 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 mark scheme, not according to their perception of where the grade boundaries may lie.
- All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the learner's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a learner's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the learner has replaced it with an alternative response.

Specific marking guidance for levels-based mark schemes*

Levels-based mark schemes (LBMS) have been designed to assess learner work holistically. They consist of two parts: indicative content, and levels-based descriptors. Indicative content reflects specific content-related points that a learner might make. Levels-based descriptors articulate the skills that a learner is likely to demonstrate in relation to the assessment outcomes being targeted by the question. Different rows within the levels represent the progression of these skills.

When using a levels-based mark scheme, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner 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/objective 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.

Section A

Question number	Answer	Mark
1(a)	<p>Answers might refer to:</p> <ul style="list-style-type: none"> • manual handling issues/hoists/availability of staff to move patient (1) • availability of suitable wheelchairs/trolleys (1) • availability of suitable hospital clothing (1) • infection control/MRSA (1) • blood pressure. (1). <p>Accept any other valid response.</p>	(2)

Question number	Answer	Mark
1(b)	<p>Award 2 marks for each description.</p> <p>Healthcare assistants will:</p> <ul style="list-style-type: none"> • ensure that the dignity of the patient is preserved (1) by providing screens around their bed when they are being washed (1) • enable patients to mobilise (1) so that they can be moved from the ward to where their operation/surgery is carried out (1). <p>Accept any other valid response.</p>	(4)

Question number	Indicative content	Mark
1(c)	<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 ways nursing staff on wards:</p> <ul style="list-style-type: none"> • are monitored by senior staff/managers • have to demonstrate competencies at a basic standard, e.g. washing a patient • must keep notes about the patient up to date • must follow instructions regarding medication • must record observations/baseline measures in patient’s notes. <p>Or answers might refer to the ways that nursing staff maintain professional standards through:</p> <ul style="list-style-type: none"> • registering with the Nursing and Midwifery Council NMC • regulation by NMC • following codes of professional conduct • revalidation – where right to practice is reviewed/renewed every three years. <p>Do not award marks for carrying out a risk assessment. Accept any other valid response.</p>	(6)
Level	Mark	Descriptor
	0	No rewardable material.
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.
2	3–4	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding. • Answer evidences occasional linkages among the elements in the context of the question. • Lines of reasoning occasionally supported through the application of recent evidence.
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
1(d)	<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 how staff empower patients by:</p> <ul style="list-style-type: none"> • providing active support • enabling patients to express their needs and preferences • involving a dietitian/counsellor/physiotherapist • adapting Brian’s home/occupational therapy • applying care principles • raising self-esteem • devising a care plan. <p>Examples might include:</p> <ul style="list-style-type: none"> • Raising self-esteem: where staff use appropriate/non-judgemental/non-discriminatory language when talking to patients about their conditions. • Involving other medical professionals: to provide a holistic approach to recovery/to address other related medical issues/to support other people related to the patient. <p>Award marks for any other valid responses.</p>	(8)
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or 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.
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.
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 response, which is

		clear and uses specialist technical language consistently.
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Question number	Answer	Mark
2(a)	<p>Answers might refer to:</p> <ul style="list-style-type: none"> • practice finding the bus stop (1) • finding route to work from bus stop (1) • setting alarm to remind her when to leave (1) • getting money/pass ready for the bus (1). <p>Accept any other valid response.</p>	(2)

Question number	Answer	Mark
2(b) (i)	<p>Example answer: Debbie would use an advocate in order to express her views and concerns (1). The advocate could help her when she prepares for/attends the interview for her job at the supermarket (1).</p> <p>Do not accept description of advocate's role without reference to Debbie. Accept any other valid response.</p>	(2)

Question number	Answer	Mark
2(b) (ii)	<p>Answers will link two of the following for 2 marks.</p> <p>Debbie's care manager:</p> <ul style="list-style-type: none"> • might feel that Debbie's decisions are not in her best interests • might have views that conflict with Debbie's family • must ensure that Debbie's independence is maintained as far as possible • must ensure that Debbie's decisions are taken seriously. <p>Accept any other valid response.</p>	(2)

Question number	Indicative content	Mark
2(c)	<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"> college policies and procedures, which are designed to prevent discrimination and respond to it when it occurs having trained staff in place to support people like Debbie involving Debbie in decisions about her educational needs/future having resources that meet her needs having a curriculum that promotes positive images of people with learning (and other) disabilities involving support workers if, for example, she exhibits any challenging behaviour promote anti-discriminatory practice. <p>Accept any other valid response.</p>	(6)
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<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.
2	4–6	<ul style="list-style-type: none"> Demonstrates mostly accurate knowledge and understanding. Answer evidences occasional linkages among the elements in the context of the question. Lines of reasoning occasionally supported through the application of recent evidence.
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
2(d)	<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"> • providing active support, professional/paid and/or informal • enabling Debbie and Dexter to express their needs and preferences to each other • enabling them to live independently by <ul style="list-style-type: none"> ○ helping them to plan their wedding ○ helping them to find the most appropriate accommodation, e.g. in their own home or in supported living ○ discussing issues relating to sex and starting a family ○ have access to properly-funded individual budgets if they want them • decisions that are taken to ensure that Debbie and Dexter are safe • enabling them to maintain contact with family members/other people who might provide care for them. <p>Award marks for any other valid responses.</p>		(8)
Level	Mark	Descriptor	
	0	No rewardable material.	
1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or 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. 	
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. 	
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 response, which is clear and uses specialist technical language 	

		consistently.
Question number	Answer	Mark
3(a)	<p>Answers might refer to:</p> <ul style="list-style-type: none"> • sign language support (1) • voice recognition software (1) • T-loops for people who use hearing aids (1) • providing information about hearing impairments for other people (1) • subtitles/surtitles (1). <p>Do not accept answers that refer to other sensory impairments apart from hearing loss. Accept any other valid response.</p>	(2)

Question number	Answer	Mark
3(b)	<p>Award 2 marks for each description.</p> <p>Answers might refer to</p> <ul style="list-style-type: none"> • when booking an appointment there is often no alternative to the telephone (1) which might be a problem if no hearing loop is provided (1) • explaining his situation to a receptionist might be stressful (1), because he cannot hear clearly (1) • Conan might not hear his appointment being called (1) if there is no visual display monitor (1) • Conan might not be able to lip-read (1) if the doctor is looking at a computer rather than at him (1). <p>Do not award marks for negative actions. Accept any other valid response.</p>	(4)

Question number	Indicative content	Mark
3(c)	<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:</p> <ul style="list-style-type: none"> • be able to sign British Sign Language (BSL) • be able to assess the living environment of someone who has a hearing impairment and make recommendations for change/improvement • have knowledge of the technology available • have knowledge of the allowances available to people with hearing impairments, e.g. Personal Independence Payments (PIP) • be familiar with relevant government schemes • utilise their communication skills effectively • understand the impact of hearing impairment on the individual, which might cause <ul style="list-style-type: none"> ○ communication difficulties ○ social isolation ○ mental ill health • recognise how to spot the signs of decreasing ability to hear, which might be <ul style="list-style-type: none"> ○ a need to have statements repeated several times ○ having a TV/radio at a high volume ○ failure to react to other people. <p>Award marks for any other valid responses.</p>	(6)
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Limited generic knowledge not applied to the context of the question. • Points raised are not interlinked and presented as a list. • Answer is unbalanced with limited number of aspects of the scenario considered.
2	4–6	<ul style="list-style-type: none"> • Accurate knowledge but not always applied to the context of the question. • Some points are explained and interlinked. • Answer considers a number of aspects of the scenario, but they may not be given appropriate weight.
3	5–6	<ul style="list-style-type: none"> • Accurate knowledge applied consistently to the context of the question. • Points are interlinked and explanation is coherent. • Answer is balanced with weight given to range of aspects of the scenario.

Question number	Indicative content		Mark
3(d)	<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:</p> <ul style="list-style-type: none"> • treat information about patients with confidentiality • communicate with relevant individuals • pass on medical information, e.g. from GPs to hospital consultants where further treatment is needed • obtain Conan’s permission when information about him is shared • share information with, for example Hearing Dogs for Deaf People, if Conan’s circumstances change • respect the legal responsibilities of disclosing information/data protection • follow policies and procedures • implement protection measures, e.g. for those who are the focus of the information and the professionals who manage the cases. <p>Other significant aspects should be considered and rewarded where appropriate. Accept any other valid response.</p>		(8)
Level	Mark	Descriptor	
	0	No rewardable material.	
1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or 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. 	
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. 	
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 response which is clear and uses specialist technical language consistently. 	

Question number	Answer	Mark
4(a)	<p>Answers might refer to:</p> <ul style="list-style-type: none"> prone to falling (1) hearing/sight loss (1) unable to walk far without assistance (1) depression (1) personal care (1) food preparation (1). <p>Do not award marks for dementia. Accept any other valid response.</p>	(2)

Question number	Answer	Mark
4(b)	<p>Award 2 marks for each description.</p> <p>Organisations should:</p> <ul style="list-style-type: none"> ensure that you understand their policies and procedures (1) and how to follow them (1) provide you with necessary training (1) to enable you to meet professional standards (1) ensure that you are safe when carrying out your work (1) by having necessary equipment available (1). <p>Accept any other valid response, including specific examples.</p>	(4)

Question number	Indicative content		Mark
4(c)	<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. Responses 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"> • meets widest range of needs • is appropriate, e.g. hospitals are where operations are carried out, GP surgeries are where initial diagnosis/treatment is provided • is cost efficient • provides widest range of expertise • sectors often work in partnership in order to provide necessary services • best way of involving services users in planning and managing their care. <p>Accept any other valid response.</p>		(6)
Level	Mark	Descriptor	
	0	No rewardable material.	
1	1-3	<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. 	
2	4-6	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding • Answer evidences occasional linkages between the elements in the context of the question. • Lines of reasoning occasionally supported through the application of recent evidence. 	
3	5-6	<ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding • Answer evidences comprehensive linkages between the elements in the context of the question. • Lines of reasoning supported throughout by sustained application of relevant evidence. 	

Question number	Indicative content		Mark
4(d)	<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. Responses may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p>Answers might refer to:</p> <p>Your responsibilities towards your client to include:</p> <ul style="list-style-type: none"> • providing intimate personal care • preparing meals • being responsible for handling the client’s money • how to support her activities • supporting the client to access healthcare • appropriate liaison with family members. <p>Your responsibilities towards the organisation that employs you, to include:</p> <ul style="list-style-type: none"> • ensuring consistency in services you provide to all clients • following their policies and procedures • maintaining confidentiality for all your clients. <p>Examples might include:</p> <ul style="list-style-type: none"> • being responsible for handling the client’s money: collecting her pension/doing her shopping • supporting the client to access healthcare: collecting prescriptions/ensuring her medication is accessible. <p>Award marks for any other valid responses.</p>		(8)
Level	Mark	Descriptor	
	0	No rewardable material.	
1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or 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. 	
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. 	

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 response which is clear and uses specialist technical language consistently.
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Unit 2: Working in Health and Social Care – mapping grid

Question	Specification reference	Marks
1(a)	A.3 (a)	2
1(b)	A.3 (b)	4
1(c)	A.2, A.5, B.4	6
1(d)	A.3 (c)	8
2(a)	A.2	2
2(b) (i)	A.4	2
2(b) (ii)	A.4	2
2(c)	A.3 (c)	6
2(d)	A.1, A.2,	8
3(a)	B.3	2
3(b)	B.2	4
3(c)	A.3 (b)	6
3(d)	C.1, C.2	8
4(a)	C.1	2
4(b)	B.5	4
4(c)	B.1	6
4(d)	C.1, C.2	8
Total		80