



Mark Scheme (Final)

Series 1906

BTEC Level 3 Nationals
Sector: Health and Social Care

Unit 2: Working in Health and Social
Care

BTEC Qualifications from Pearson

BTEC qualifications from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.btec.co.uk for our BTEC qualifications.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

June 2019

Publications Code xxxxxxxx*

All the material in this publication is copyright

© Pearson Education Ltd 2019

Unit 2: Working in Health and Social Care 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 Template

Health and Social Care Unit 2 1906

Question Number	Answer	Mark
1a	Award one mark for any of the following up to a maximum of two marks. Private Voluntary/charity/not-for-profit	2

Question Number	Answer	Mark
1b	Award one mark for each identification and one additional mark for each appropriate expansion to a maximum of four marks. Speaks to professionals (1) understand his care and support process (1). Talk about how he feels about his care (1) make decisions (1) Making sure HSC services follow correct procedures (1) challenge decisions about his care (1). Finds information (1) support him if he does not agree with decisions about his care (1) Communicates on Jason's behalf (1) stand up for his rights (1). Supports Jason's choices (1) by completing applications/letters (1). Accept any other valid response.	4

Question Number	Answer	Mark
1c	<p>This is not an exhaustive list, any other plausible content should be considered. Marks should be awarded following the specific marking guidance on page 3.</p> <ul style="list-style-type: none"> • Following policies and procedures. • Working as a part of a team to provide Jason's personalised care. • Assisting in giving medication/treatments. • Monitor Jason's condition. • Providing personal care/ supporting washing and dressing. • Supporting Jason's eating and drinking. • Providing advice/emotional support to Jason. 	6

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 links being made. • Lines of reasoning are unsupported in relation to the scenario.
Level 2	3-4	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding. • Evidence of occasional links to the scenario. • Lines of reasoning occasionally supported through the application to the scenario.
Level 3	5-6	<ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding. • Evidence of comprehensive links to the scenario. • Lines of reasoning supported by sustained application to the scenario.

Question Number	Answer	Mark
1d	<p>This is not an exhaustive list, any other plausible content should be considered. Marks should be awarded following the specific marking guidance on page 3.</p> <ul style="list-style-type: none"> • Specific needs, e.g. availability of specialist units. • Individual preferences and emotional needs. • Financial, e.g. personal or services. • Geographical, e.g. location of services or home. • Social, e.g. family commitments. • Cultural e.g. religious beliefs or community expectations. • Communication/understanding issues 	8

Level	Mark	Descriptor
Level 0	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of knowledge and understanding, with major gaps or omissions. • Few of the points made will be relevant to the context of the question. • Limited discussion which contains generic assertions rather than considering different aspects of the relationship between them.
Level 2	4-6	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions. • Some of the points made will be relevant to the context of the question, but the link may not always be clear. • Displays a partially developed discussion which considers some different aspects and some consideration of how they relate, but not always in a sustained way.
Level 3	7-8	<ul style="list-style-type: none"> • Demonstrates mostly accurate and detailed knowledge and understanding. • Most of the points made will be relevant to the context of the question, and there will be clear links. • Displays a well-developed and logical discussion which clearly considers a range of different aspects and considers how they interrelate, in a sustained way.

Question Number	Answer	Mark
2a	<p>Award one mark for any of the following up to a maximum of two marks.</p> <p>Speech/language therapist (SALT) Support worker Social worker Advocate Doctor/GP Specialist/Learning Disability Nurse</p> <p>Do not accept nurse Do not accept counsellor Accept any other valid response.</p>	2
Question Number	Answer	Mark
2b	<p>Award one mark for the identification and one additional mark for the appropriate expansion.</p> <p>To implement policies (1) ensure equality of care (1).</p> <p>Adhere to codes of practice/professional guidelines (1) ensure good working practices (1).</p> <p>Follow the Equality Act 2010 (1) promote rights (1).</p> <p>Challenging direct/indirect discrimination (1) so Nicky feels valued and included (1).</p> <p>Using communication strategies (1) to enable Nicky to express her choices (1).</p> <p>Empowering Nicky (1) by promoting individualised care (1).</p> <p>Accept any specific examples of relevant policies.</p> <p>Accept any other valid response.</p>	4

Question Number	Indicative content	Mark
2c	<p>This is not an exhaustive list, any other plausible content should be considered. Marks should be awarded following the specific marking guidance on page 3.</p> <ul style="list-style-type: none"> • Following policies and procedures. • Using risk assessments to identify hazards. • Organising regular equipment safety checks. • Appoint a designated first-aider. • Safeguarding and protecting from abuse. • Undertaking training /CPD/education/awareness raising about safety issues. • Controlling substances harmful to their health. • Providing necessary protective clothing and equipment. • Keeping to food hygiene standards. • Following complaints procedures. • Using whistleblowing opportunity. 	6
Level	Mark	Descriptor
0	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 links being made. • Lines of reasoning are unsupported in relation to the scenario.
2	3-4	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding. • Evidence of occasional links to the scenario. • Lines of reasoning occasionally supported through the application to the scenario.
3	5-6	<ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding. • Evidence of comprehensive links to the scenario. • Lines of reasoning supported by sustained application to the scenario.

Question Number	Answer	Mark
2d	<p>This is not an exhaustive list, any other plausible content should be considered. Marks should be awarded following the specific marking guidance on page 3.</p> <p>Balancing Nicky's individual rights with those of other service users.</p> <p>Providing active support consistent with her beliefs/culture.</p> <p>Dealing with possible conflict within the centre.</p> <p>Individualised care/person-centred for Nicky.</p> <p>Promoting Nicky's rights, choices/dignity and independence.</p> <p>Encouraging Nicky's feedback and involvement</p> <p>Providing information/advice to inform Nicky's decisions</p>	8

Level	Mark	Descriptor
Level 0	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of knowledge and understanding, with major gaps or omissions. • Few of the points made will be relevant to the context of the question. • Limited discussion which contains generic assertions rather than considering different aspects of the relationship between them.
Level 2	4-6	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions. • Some of the points made will be relevant to the context of the question, but the link may not always be clear. • Displays a partially developed discussion which considers some different aspects and some consideration of how they relate, but not always in a sustained way.
Level 3	7-8	<ul style="list-style-type: none"> • Demonstrates mostly accurate and detailed knowledge and understanding. • Most of the points made will be relevant to the context of the question, and there will be clear links. • Displays a well-developed and logical discussion which clearly considers a range of different aspects

		and considers how they interrelate, in a sustained way.
--	--	---

Question Number	Answer	Mark
3a	<p>Award one mark for any of the following up to a maximum of two marks.</p> <p>Appoint an advocate Ensure a complaints policy is in place Whistleblowing policies Feedback from charities Feedback from patient groups Raise awareness</p> <p>Accept any other appropriate wording.</p>	2

Question Number	Answer	Mark
3b	<p>Award one mark for identification and one additional mark for appropriate expansion.</p> <p>Assessment of physical needs (1) to identify appropriate adaptations (1).</p> <p>Keep accurate records (1) to monitor effectiveness of adaptations (1).</p> <p>Advise on adaptations (1) to support activities of daily living (1).</p> <p>Teaching use of OT aides (1) to support his independence (1).</p> <p>Attend multi-disciplinary meetings (1) to plan and review ongoing care (1).</p> <p>Follow organisational policies/procedures (1) to provide consistent care (1).</p> <p>Accept examples of appropriate policies/procedures to a maximum of one for identification and one for extension.</p> <p>Accept any other valid response</p>	4

Question Number	Answer	Mark
3c	<p>This is not an exhaustive list, any other plausible content should be considered. Marks should be awarded following the specific marking guidance on page 3.</p> <ul style="list-style-type: none"> • Use of regular inspection feedback. • A nationwide standard for service. • Use of feedback from all stakeholders including service users. • Information obtained from inspection is used to produce an action plan. • Services respond to action plan. • Recommendations for improvement are made and must be actioned. • Legislation and regulations in place ensures services improve if required. • Inspection report is available to the public. 	6

Level	Mark	Descriptor
0	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 links being made. <p>Lines of reasoning are unsupported in relation to the scenario.</p>
2	3-4	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding. • Evidence of occasional links to the scenario. <p>Lines of reasoning occasionally supported through the application to the scenario.</p>
3	5-6	<ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding. • Evidence of comprehensive links to the scenario. <p>Lines of reasoning supported by sustained application to the scenario.</p>

Question Number	Answer	Mark
3d	<p>This is not an exhaustive list, any other plausible content should be considered. Marks should be awarded following the specific marking guidance on page 3.</p> <ul style="list-style-type: none"> • Risk assessment of domiciliary setting has taken place. • Risk assessment of procedures. • Suitable equipment. • Provide PPE. • Systems to keep in touch with employer. • Appropriate training, e.g. manual handling, COSHH, RIDDOR, safeguarding. • Having a lone worker policy. • Clear reporting and line management structure. • Staff encouraged to have trade union or professional association membership 	8
Level	Mark	Descriptor
Level 0	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of knowledge and understanding, with major gaps or omissions. • Few of the points made will be relevant to the context of the question. • Limited discussion which contains generic assertions rather than considering different aspects of the relationship between them.
Level 2	4-6	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions. • Some of the points made will be relevant to the context of the question, but the link may not always be clear. • Displays a partially developed discussion which considers some different aspects and some consideration of how they relate, but not always in a sustained way.
Level 3	7-8	<ul style="list-style-type: none"> • Demonstrates mostly accurate and detailed knowledge and understanding. • Most of the points made will be relevant to the context of the question, and there will be clear links. • Displays a well-developed and logical discussion which clearly considers a range of different aspects and considers how they interrelate, in a sustained way.

Question Number	Answer	Mark
4a	<p>Award one mark for any of the following up to a maximum of two marks.</p> <p>Speaking and listening skills (1). Written communication skills (1). Ability to relate to service users/other stakeholders (1). Ability to interact with sensitivity (1). Observation skills (1). A caring nature (1) An approachable nature (1) The ability to keep sensitive information confidential at all times (1) The ability and desire to take own initiative whilst recognising their limitations (1) Flexibility (1) The ability to work as part of a team (1) The ability to remain patient and calm in tough situations (1) Good organisational skills (1)</p> <p>Accept any other valid response.</p>	2

Question Number	Answer	Mark
4b	<p>Award one mark for each descriptive point, award up to two marks for each role, to a maximum of four marks.</p> <p>Midwife</p> <ul style="list-style-type: none"> • Monitoring women during pregnancy (1). • Providing advice for women (1). • Supports women during labour (1) • Providing care for the mother (1). • Works with mothers during the early postnatal period (1). <p>Social worker</p> <ul style="list-style-type: none"> • Assesses the needs of groups of people (1). • To support identified needs (1). • Works with families (1). • To provide support with social emotional needs (1). • Protect vulnerable people (1). • Liaise with other agencies (1). <p>Accept any other valid response.</p>	4

Question Number	Indicative content	Mark
4c	<p>This is not an exhaustive list, any other plausible content should be considered. Marks should be awarded following the specific marking guidance on page 3.</p> <p>Answers should exemplify practice and effects on children.</p> <ul style="list-style-type: none"> • Outcomes • Applying care values and principles • Information management and communication • Accountability to professional bodies • Line management • Implementation of code of practice. • Meeting national occupational standards • Policies and procedures • Staff having relevant skill. • Identification of poor working practice • Safeguarding 	6
Level	Mark	Descriptor
0	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 links being made. <p>Lines of reasoning are unsupported in relation to the scenario.</p>
2	3-4	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding. • Evidence of occasional links to the scenario. <p>Lines of reasoning occasionally supported through the application to the scenario.</p>
3	5-6	<ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding. • Evidence of comprehensive links to the scenario. <p>Lines of reasoning supported by sustained application to the scenario.</p>

Question Number	Indicative content	Mark
4d	<p>This is not an exhaustive list, any other plausible content should be considered. Marks should be awarded following the specific marking guidance on page 3.</p> <ul style="list-style-type: none"> • Applying the Data Protection legislation. • Following the hospital code of practice re information management and communication. • Correct and safe recording, storage and retrieval of medical and personal information (electronic, mobile phones, social media, written records, use of photos). • Communicating in appropriate settings such as a private room. • Information only shared with those who need to know. • Respecting Josie's rights/getting family consent (on Josie's behalf), feedback and asking questions. 	8

Level	Mark	Descriptor
Level 0	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of knowledge and understanding, with major gaps or omissions. • Few of the points made will be relevant to the context of the question. • Limited discussion which contains generic assertions rather than considering different aspects of the relationship between them.
Level 2	4-6	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions. • Some of the points made will be relevant to the context of the question, but the link may not always be clear. • Displays a partially developed discussion which considers some different aspects and some consideration of how they relate, but not always in a sustained way.
Level 3	7-8	<ul style="list-style-type: none"> • Demonstrates mostly accurate and detailed knowledge and understanding. • Most of the points made will be relevant to the context of the question, and there will be clear links. • Displays a well-developed and logical discussion which clearly considers a range of different aspects and considers how they interrelate, in a sustained way.

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE