



Mark Scheme

June 2018

Pearson BTEC Level 3 – Health and  
Social Care

Unit 2: Working in Health and Social  
Care (31491H)

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June 2018

Publications Code xxxxxxxx\*

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# Unit 2: Working in Health and Social Care marking grid

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## 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

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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 Working in Health and Social Care

Question Number	Answer	Mark
1a	<p>Award <b>one</b> mark for any of the following up to a maximum of <b>two</b> marks.</p> <p>Nurse (clinical/specialist nurse/nurse practitioner) Healthcare assistant/Support Worker/Care Assistant Social worker Psychologist Physiotherapist/respiration therapist Cystic fibrosis care team programme manager Dietitian Radiologist Pharmacist Consultant/Specialist Doctor</p> <p>Do not accept GP, Doctor, Youth Worker, or Health Visitor.</p>	2

Question Number	Answer	Mark
1b	<p>Award <b>one</b> mark for <b>each</b> identification and <b>one</b> additional mark for <b>an</b> appropriate expansion up to a maximum of <b>four</b> marks.</p> <p>Assessment, care and support planning (1) so the family are involved (1).</p> <p>Supporting day-to-day routines re family life and education (1) so the family are not on call 24/7 (1).</p> <p>Training (1) so the family can administer care/medication by themselves (1).</p> <p>Help with psychological needs (1) to support the family to cope with their emotional needs (1).</p> <p>Keeping informed/explaining information (1) so the family understand Daniel's treatment (1).</p> <p>Professionals act as advocates (1) to put the family's point of view forward (1).</p> <p>Respite care offered (1) to give the family a break from 24/7 care (1).</p> <p>Accept any other valid response.</p> <p>Answers must refer to Daniel's family, not specifically to Daniel.</p>	4

Question Number		Indicative content	Mark
1c		<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>Individualised /person-centred care for Daniel, so he is involved in decisions about his care.</p> <p>Promoting Daniel's dignity and independence, for example teaching him to use physio techniques.</p> <p>Supporting Daniel's beliefs and cultural preferences, for example arranging hospital appointments so they do not clash with events Daniel wants to attend.</p> <p>Helping Daniel to express his needs and preferences, for example assertiveness training.</p> <p>Respecting Daniel's confidentiality by ensuring any information about Daniel is on a need to know basis.</p>	6
Level	Mark	Descriptor	
	0	No rewardable material	
1	1-2	<p>Demonstrates isolated elements of knowledge and understanding.</p> <p>Generic statements may be presented rather than linkages being made.</p> <p>Lines of reasoning are unsupported.</p>	
2	3-4	<p>Demonstrates mostly accurate knowledge and understanding.</p> <p>Answers evidences occasional linkages among the elements in the context of the question.</p> <p>Lines of reasoning occasionally supported through the application of recent evidence.</p>	
3	5-6	<p>Demonstrates accurate and thorough knowledge and understanding.</p> <p>Answer evidences comprehensive linkages among the elements in the context of the question.</p> <p>Lines of reasoning supported throughout by sustained application of relevant evidence.</p>	

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 the need to:</p> <ul style="list-style-type: none"> <li>• treat information about patients with confidentiality</li> <li>• Age of Daniel (8 years is too young to give consent)</li> <li>• communicate with relevant individuals pass on medical information, e.g. from GPs to hospital consultants where further treatment is needed</li> <li>• share information with, for example CF support groups, if Daniel's circumstances change/child protection</li> <li>• respect the legal responsibilities of disclosing information/data protection</li> <li>• follow policies and procedures</li> <li>• Implement protection measures, e.g. for those who are the focus of the information, such as Daniel and his family, and the professionals who manage the cases.</li> </ul>	8
Level	Mark	Descriptor	
	0	No rewardable material	
1	1-3	<p>Demonstrates isolated knowledge and understanding of relevant information; there may major gaps omissions. There are few links to the scenario. Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question.</p>	
2	4-6	<p>Demonstrates accurate knowledge and understanding of relevant information with a few gaps or omissions. There are some links to the scenario. Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.</p>	
3	7-8	<p>Demonstrates accurate and thorough knowledge and understanding of relevant information; any gaps or omissions are minor. There are comprehensive links to the scenario. Logical reasoning evidenced throughout the response, which is clear and uses specialist technical language consistently.</p>	

Question Number	Answer	Mark
2 a	<p>Award <b>one</b> mark for any of the following up to a maximum of <b>two</b> marks.</p> <p>Respecting Finn’s personal beliefs (1).</p> <p>Not to be discriminated against (1).</p> <p>To be communicated effectively with (1).</p> <p>His information kept confidential (1).</p> <p>Treat him with respect to maintain his dignity (1).</p> <p>Protecting Finn from abuse (1).</p> <p>Providing individualised care for Finn (1).</p> <p>Reference to a specific human rights, for example privacy, freedom of speech (1).</p> <p>Provide an advocate (1).</p> <p>Provide assistive technology e.g. hearing aids (1).</p> <p>Providing choice/involving Finn (1).</p> <p>Accept any other valid response.</p> <p>Answers should refer to hospital staff.</p>	2



Question Number	Answer	Mark
2b	<p>Award <b>one</b> mark for <b>each</b> identification and <b>one</b> additional mark for <b>an</b> appropriate expansion up to a maximum of <b>four</b> marks.</p> <p>Assessment of his individual needs (1) so as to provide specialist staff support (1).</p> <p>Provide resources (1) to allow Finn to fulfil his potential (1).</p> <p>Encouraging Finn to express his needs and preferences (1) so he feels valued/involved/empowered in the plans (1).</p> <p>Making Finn feel welcomed and engaged in the process (1) so he views the support/intervention positively (1).</p> <p>Involving/informing Finn and/or his family (1) so support can continue at home (1).</p> <p>Providing access to support groups (1) where Finn can develop his social skills (1).</p> <p>Identify appropriate goals (1) to allow progress to be monitored (1).</p> <p>Accept any other valid response and any other appropriate wording.</p> <p>Do not accept educational services.</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.</p> <p>Assessing individual needs, identifying and allocating appropriate resources.</p> <p>Supporting individuals to express their needs and preferences by involving formal and informal support.</p> <p>Sign posting to organisations such as MENCAP to support people with learning disabilities.</p> <p>Working with and training the family to promote effective communication.</p> <p>Monitoring and reviewing care plans.</p> <p>Supporting children with communication strategies such as Makaton.</p> <p>Staff training.</p> <p>Role modelling effective communication skills etc.</p> <p>Positive response to children's attempts at communication.</p>	6
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Demonstrates isolated elements of knowledge and understanding.</p> <p>Generic statements may be presented rather than linkages being made.</p> <p>Lines of reasoning are unsupported.</p>
2	3-4	<p>Demonstrates mostly accurate knowledge and understanding.</p> <p>Answers evidences occasional linkages among the elements in the context of the question.</p> <p>Lines of reasoning occasionally supported through the application of recent evidence.</p>
3	5-6	<p>Demonstrates accurate and thorough knowledge and understanding.</p>

		Answer evidences comprehensive linkages among the elements in the context of the question. Lines of reasoning supported throughout by sustained application of relevant evidence.
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Question Number		Answer	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>Possible barriers to access:</p> <p>Cognitive barriers. Not understanding the information that is provided.</p> <p>Perception issues –lack of accurate information and support.</p> <p>Physical and sensory disabilities – additional support needed to access the services.</p> <p>Poverty and associated extra costs related to managing an impairment – social care support, other mobility and communication adaptation aids.</p> <p>Discrimination / equality issues.</p> <p>Emotional barriers caused by other people's attitudes leading to feelings of isolation or being stigmatised. Lack of confidence.</p> <p>Individual preferences to see a specific health or social care worker.</p> <p>Lack of awareness of the resources available.</p> <p>Lack of funding for services.</p> <p>Mobility barriers such as unmarked steps.</p> <p>Geographical location and cost of transport to get to the service providers.</p> <p>Do not accept reference to communication barriers.</p>	8
Level	Mark	Descriptor	
	0	No rewardable material	
1	1-3	Demonstrates isolated knowledge and understanding of	

		<p>relevant information; there may major gaps omissions. There are few links to the scenario. Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question.</p>
2	4-6	<p>Demonstrates accurate knowledge and understanding of relevant information with a few gaps or omissions. There are some links to the scenario. Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.</p>
3	7-8	<p>Demonstrates accurate and thorough knowledge and understanding of relevant information; any gaps or omissions are minor. There are comprehensive links to the scenario. Logical reasoning evidenced throughout the response, which is clear and uses specialist technical language consistently.</p>

Question Number	Answer	Mark
3a	<p>Award <b>one</b> mark for any of the following up to a maximum of <b>two</b> marks.</p> <p>Providing personal care/toileting/feeding/washing (1).</p> <p>Effective communicator/active listener (1).</p> <p>Empathetic/compassionate/caring (1).</p> <p>Can remain calm (1).</p> <p>Takes advice (1).</p> <p>Follows rules/regulations/instructions (1).</p> <p>Patience (1).</p> <p>Literacy/record keeping (1).</p> <p>Time management (1).</p> <p>Observation (1).</p> <p>Accept any other valid response.</p> <p>Accept any other wording.</p> <p>Accept responses that refer specifically to supporting people with MS.</p>	2

Question Number	Answer	Mark
3b	<p>Award <b>one</b> mark for <b>each</b> identification and <b>one</b> additional mark for <b>an</b> appropriate expansion up to a maximum of <b>four</b> marks.</p> <p>Benchmarking against national standards/ assessed against quality criteria/organisation's code of practice (1) applying quality standards (1).</p> <p>Monitoring, reviewing, evaluating service provision (1) to implement improvements (1).</p> <p>Acting on CQC/external agency feedback (1) to address weaknesses (1).</p> <p>Provide staff training/CPD (1) to fill skill gaps (1).</p> <p>Service user feedback (1) to reduce gaps in provision (1)</p> <p>Accept any other valid response.</p>	4

Question Number	Indicative content	Mark
3c	<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 can refer to <b>any voluntary support agency or no specific agency.</b></p> <p>Practical and emotional advice and support, for example providing specialist information and guidance.</p> <p>Online information can be accessed from home. Supports independent living and works with families – gives practical solutions.</p> <p>Information about personal independence payments (pips) so can access disability benefits.</p> <p>Gives service users a voice /empowerment. Supporting specific needs, for example providing supportive holiday accommodation for their family/friends.</p> <p>Fundraising/raising awareness.</p> <p>Providing additional equipment/resources.</p> <p>Provide advocacy to speak or act on their behalf.</p>	6
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	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	Demonstrates mostly accurate knowledge and understanding. Answers 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	Demonstrates accurate and thorough knowledge and



		<p>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.</p>
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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> <p>Must refer to professional bodies (NMC, HCPC, GMC, CCW, NISCC) but does not have to name them.</p> <p>Being familiar with and applying current codes of practice.</p> <p>Following the organisation’s codes of conduct.</p> <p>Ensuring that revalidation procedures are followed, for example nurses to complete 450 hours of practice every three years to keep their professional status.</p> <p>Following procedures for raising concerns/complaint and redress/ whistleblowing.</p> <p>Failure to follow codes of practice can lead to striking off the register.</p> <p>If safeguarding is not maintained social care professionals will be held accountable, for example not ensuring confidentiality of information.</p>		8
Level	Mark	Descriptor	
	0	No rewardable material	
1	1-3	<p>Demonstrates isolated knowledge and understanding of relevant information; there may major gaps omissions.</p> <p>There are few links to the scenario.</p> <p>Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question.</p>	
2	4-6	<p>Demonstrates accurate knowledge and understanding of relevant information with a few gaps or omissions.</p> <p>There are some links to the scenario.</p> <p>Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.</p>	
3	7-8	<p>Demonstrates accurate and thorough knowledge and understanding of relevant information; any</p>	

		<p>gaps or omissions are minor. There are comprehensive links to the scenario. Logical reasoning evidenced throughout the response, which is clear and uses specialist technical language consistently.</p>
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Question Number	Answer	Mark
4a	<p>Award <b>one</b> mark for any of the following up to a maximum of <b>two</b> marks.</p> <p>Promoting independence (1).</p> <p>Giving Della a routine (1).</p> <p>Promoting emotional wellbeing (1).</p> <p>Empower Della (1).</p> <p>Access to professional support (1).</p> <p>Keep physically active (1).</p> <p>Help with personal hygiene (1).</p> <p>Promote intellectually (1).</p> <p>Keeping Della safe (1).</p> <p>Providing nutrition (1).</p> <p>DO NOT ACCEPT SOCIAL INTERACTION, since already given.</p> <p>Accept any other valid response.</p> <p>Accept any other wording.</p>	2

Question Number	Answer	Mark
4b	<p>Award <b>one</b> mark for <b>each</b> identification and <b>one</b> additional mark for <b>an</b> appropriate expansion up to a maximum of <b>four</b> marks.</p> <p>Meeting personal physical care needs (1) to maintain dignity/hygiene (1).</p> <p>Support with medication (1) right amount/keeping records (1).</p> <p>Support with food preparation (1) to meet Della's nutritional needs (1).</p> <p>Taking Della out (1) to broaden her horizons (1).</p> <p>Meeting her social needs (1) by talking and listening to Della (1).</p> <p>Raising her confidence/self-esteem levels (1) by showing interest in her (1).</p> <p>Stimulating intellectual needs (1) by doing puzzles/thinking games with Della (1).</p> <p>Accept 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>Be aware and comply with current relevant legislation.</p> <p>Make their staff aware of legislation.</p> <p>Identification of other policies/procedures the day centre should have in place.</p> <p>Staff safety – risk assessments undertaken.</p> <p>Protecting staff from accidents and work-related illness and infection.</p> <p>Safe control and disposal of substances harmful to staff health.</p> <p>Responds to external inspection reports.</p> <p>Effective complaints and whistleblowing policy in place.</p> <p>Staff performance management observation, reports and recommendations to help staff to improve the way they work.</p> <p>CPD – additional training to help staff to improve the work they do.</p> <p>Staff mentoring support provided, if improvements are required.</p> <p>Staff feedback encouraged</p>	6
Level	Mark	Descriptor	
	0	No rewardable material	
1	1-2	<p>Demonstrates isolated elements of knowledge and understanding.</p> <p>Generic statements may be presented rather than linkages being made.</p>	

		Lines of reasoning are unsupported.
2	3-4	Demonstrates mostly accurate knowledge and understanding. Answers 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	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
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.</p> <p>Improved recruitment, training and supervision of workers.</p> <p>Improved safeguarding training for staff working with vulnerable individuals.</p> <p>Introduction of enhanced vetting procedures.</p> <p>Introduction of the care certificate, all new workers must complete this within 12 weeks.</p> <p>Regulatory Body spot checks and action plans.</p> <p>Increased encouragement of whistleblowing.</p> <p>Raised media coverage leading to greater public awareness.</p> <p>Updating policies and procedures.</p> <p>Making buildings safer.</p> <p>Bringing in new staff.</p>		8
Level	Mark	Descriptor	
	0	No rewardable material	
1	1-3	<p>Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions.</p> <p>There are few links to the scenario.</p> <p>Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question.</p>	
2	4-6	<p>Demonstrates accurate knowledge and understanding of relevant information with a few gaps or omissions.</p> <p>There are some links to the scenario.</p> <p>Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical</p>	



		language.
3	7-8	Demonstrates accurate and thorough knowledge and understanding of relevant information; any gaps or omissions are minor. There are comprehensive links to the scenario. Logical reasoning evidenced throughout the response, which is clear and uses specialist technical language consistently.

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