



# Mark Scheme (Results)

June 2019

BTEC Level 3 Nationals  
Sector: Health and Social Care

Unit 2: Working in Health and Social  
Care

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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 1906

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

Question Number	Answer	Mark
1b	Award <b>one</b> mark for each identification and <b>one</b> additional mark for each appropriate expansion to a maximum of <b>four</b> 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

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
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"> <li>• Following policies and procedures.</li> <li>• Working as a part of a team to provide Jason's personalised care.</li> <li>• Assisting in giving medication/treatments.</li> <li>• Monitor Jason's condition.</li> <li>• Providing personal care/ supporting washing and dressing.</li> <li>• Supporting Jason's eating and drinking.</li> <li>• Providing advice/emotional support to Jason.</li> </ul>	6

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
Level 0	0	No rewardable material.
Level 1	1-2	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of knowledge and understanding.</li> <li>• Generic statements may be presented rather than links being made.</li> <li>• Lines of reasoning are unsupported in relation to the scenario.</li> </ul>
Level 2	3-4	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding.</li> <li>• Evidence of occasional links to the scenario.</li> <li>• Lines of reasoning occasionally supported through the application to the scenario.</li> </ul>
Level 3	5-6	<ul style="list-style-type: none"> <li>• Demonstrates accurate and thorough knowledge and understanding.</li> <li>• Evidence of comprehensive links to the scenario.</li> <li>• Lines of reasoning supported by sustained application to the scenario.</li> </ul>

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
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"> <li>• Specific needs, e.g. availability of specialist units.</li> <li>• Individual preferences and emotional needs.</li> <li>• Financial, e.g. personal or services.</li> <li>• Geographical, e.g. location of services or home.</li> <li>• Social, e.g. family commitments.</li> <li>• Cultural e.g. religious beliefs or community expectations.</li> <li>• Communication/understanding issues</li> </ul>	8

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

Question Number	Answer	Mark
2a	<p>Award <b>one</b> mark for any of the following up to a maximum of <b>two</b> 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 <b>one</b> mark for the identification and <b>one</b> 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

<b>Question Number</b>	<b>Indicative content</b>	<b>Mark</b>
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"> <li>• Following policies and procedures.</li> <li>• Using risk assessments to identify hazards.</li> <li>• Organising regular equipment safety checks.</li> <li>• Appoint a designated first-aider.</li> <li>• Safeguarding and protecting from abuse.</li> <li>• Undertaking training /CPD/education/awareness raising about safety issues.</li> <li>• Controlling substances harmful to their health.</li> <li>• Providing necessary protective clothing and equipment.</li> <li>• Keeping to food hygiene standards.</li> <li>• Following complaints procedures.</li> <li>• Using whistleblowing opportunity.</li> </ul>	6
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
0	0	No rewardable material
1	1-2	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of knowledge and understanding.</li> <li>• Generic statements may be presented rather than links being made.</li> <li>• Lines of reasoning are unsupported in relation to the scenario.</li> </ul>
2	3-4	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding.</li> <li>• Evidence of occasional links to the scenario.</li> <li>• Lines of reasoning occasionally supported through the application to the scenario.</li> </ul>
3	5-6	<ul style="list-style-type: none"> <li>• Demonstrates accurate and thorough knowledge and understanding.</li> <li>• Evidence of comprehensive links to the scenario.</li> <li>• Lines of reasoning supported by sustained application to the scenario.</li> </ul>



<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
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

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

		and considers how they interrelate, in a sustained way.
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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>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 <b>one</b> mark for identification and <b>one</b> 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 <b>one</b> for identification and <b>one</b> 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"> <li>• Use of regular inspection feedback.</li> <li>• A nationwide standard for service.</li> <li>• Use of feedback from all stakeholders including service users.</li> <li>• Information obtained from inspection is used to produce an action plan.</li> <li>• Services respond to action plan.</li> <li>• Recommendations for improvement are made and must be actioned.</li> <li>• Legislation and regulations in place ensures services improve if required.</li> <li>• Inspection report is available to the public.</li> </ul>	6

Level	Mark	Descriptor
0	0	No rewardable material
1	1-2	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of knowledge and understanding.</li> <li>• Generic statements may be presented rather than links being made.</li> </ul> <p>Lines of reasoning are unsupported in relation to the scenario.</p>
2	3-4	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding.</li> <li>• Evidence of occasional links to the scenario.</li> </ul> <p>Lines of reasoning occasionally supported through the application to the scenario.</p>
3	5-6	<ul style="list-style-type: none"> <li>• Demonstrates accurate and thorough knowledge and understanding.</li> <li>• Evidence of comprehensive links to the scenario.</li> </ul> <p>Lines of reasoning supported by sustained application to the scenario.</p>

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

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>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><b>Accept any other valid response.</b></p>	2

Question Number	Answer	Mark
4b	<p>Award <b>one</b> mark for each descriptive point, award up to <b>two</b> marks for each role, to a maximum of <b>four</b> marks.</p> <p><b>Midwife</b></p> <ul style="list-style-type: none"> <li>• Monitoring women during pregnancy (1).</li> <li>• Providing advice for women (1).</li> <li>• Supports women during labour (1)</li> <li>• Providing care for the mother (1).</li> <li>• Works with mothers during the early postnatal period (1).</li> </ul> <p><b>Social worker</b></p> <ul style="list-style-type: none"> <li>• Assesses the needs of groups of people (1).</li> <li>• To support identified needs (1).</li> <li>• Works with families (1).</li> <li>• To provide support with social emotional needs (1).</li> <li>• Protect vulnerable people (1).</li> <li>• Liaise with other agencies (1).</li> </ul> <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"> <li>• Outcomes</li> <li>• Applying care values and principles</li> <li>• Information management and communication</li> <li>• Accountability to professional bodies</li> <li>• Line management</li> <li>• Implementation of code of practice.</li> <li>• Meeting national occupational standards</li> <li>• Policies and procedures</li> <li>• Staff having relevant skill.</li> <li>• Identification of poor working practice</li> <li>• Safeguarding</li> </ul>	6

Level	Mark	Descriptor
0	0	No rewardable material
1	1-2	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of knowledge and understanding.</li> <li>• Generic statements may be presented rather than links being made.</li> </ul> <p>Lines of reasoning are unsupported in relation to the scenario.</p>
2	3-4	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding.</li> <li>• Evidence of occasional links to the scenario.</li> </ul> <p>Lines of reasoning occasionally supported through the application to the scenario.</p>
3	5-6	<ul style="list-style-type: none"> <li>• Demonstrates accurate and thorough knowledge and understanding.</li> <li>• Evidence of comprehensive links to the scenario.</li> </ul> <p>Lines of reasoning supported by sustained application to the scenario.</p>

<b>Question Number</b>	<b>Indicative content</b>	<b>Mark</b>
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"> <li>• Applying the Data Protection legislation.</li> <li>• Following the hospital code of practice re information management and communication.</li> <li>• Correct and safe recording, storage and retrieval of medical and personal information (electronic, mobile phones, social media, written records, use of photos).</li> <li>• Communicating in appropriate settings such as a private room.</li> <li>• Information only shared with those who need to know.</li> <li>• Respecting Josie's rights/getting family consent (on Josie's behalf), feedback and asking questions.</li> </ul>	8

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

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