



WJEC Level 1/2 Vocational Award Health and Social Care (Technical Award)

SAMPLE ASSESSMENT MATERIALS

UNIT 2

For teaching from 2022

For award from 2024

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**Unit 2: Outcome-focused and person-centred practice
in health and social care**

Assignment 1: Case Study

Assignment 2: Service Provision

SAMPLE ASSESSMENT MATERIALS

16 HOURS

INSTRUCTIONS FOR CANDIDATES

Read the brief carefully prior to starting the assignment.

You will gain marks for key tasks that are completed in the Assessment window. The total time allocated for assessed tasks will be 16 hours. You cannot exceed this time. Recommended timings are given for each task.

Your work should include knowledge and understanding gained from classroom teaching.

Read the information and assignment tasks carefully to make sure you understand what is needed.

It is important that when a task states 'collaboration is not allowed' you must work independently from other candidates and make sure the evidence you produce is your own unaided work.

Check your work carefully to make sure that it is accurate and correct and meets the assessment requirements.

INFORMATION FOR CANDIDATES

You and your teacher will be required to sign a declaration that all work presented is the work of you alone.

You must not discuss or share any details of the case studies or tasks until after 5 May 20XX.

WJEC/Eduqas Level 1/2 Vocational Award in Health and Social Care (Technical Award)

Unit 2: Outcome-focused and person-centred practice in health and social care

Controlled Assessment

Assignment 1: Case Study

50% of Unit 2

This assessment will require each learner to produce a report based on a case study and tasks relating to:

- the range of individual needs across the lifespan
- different types of health and social care provision and how key professionals, family and friends, work together to support individuals to maintain health and well-being
- practitioners' responsibilities and accountabilities within the context of legislative frameworks, standards and codes of conduct and professional practice.

Assignment 2: The **current** changing demands for care on the health and social care sector and individuals

50% of Unit 2

This assessment will require each learner to investigate:

service provision locally and nationally to meet the needs of **one** of the changing demands for care on the health and social care sector and individuals

- the job roles of **two** key professionals.

Learners will produce their findings in a report and will create a safeguarding fact sheet to support key professionals.

Assignment 1

Case Management Inc. (CMI) provides health and social care packages which coordinate care and therapy services to support individuals to achieve their personal outcomes.

You are applying for a role as a carer for *CMI*. As part of the application process you have been asked to produce a report on a case study.

You must:

- read the case study on **page 6**
produce a report to demonstrate your knowledge and understanding of:
 - the range of individual needs across the lifespan – you should consider the following:
 - key theories
 - fundamental human needs across the lifespan
 - the changing needs of physical care and emotional support
 - different types of health and social care provision and how key professionals, family and friends, work together to support individuals to maintain health and well-being – you should consider the following:
 - partnership working
 - access to health and social care services
 - the importance of families, friends and community networks for the well-being of individuals and carers
 - practitioners' responsibilities and accountabilities within the context of legislative frameworks, standards and codes of conduct and professional practice.
– you should consider the following:
 - how standards and legislation support professional practice
 - the use of care values with examples related to professional working roles.

The case study is on **page 6**, you must read this carefully and then complete the tasks on **page 7** to produce your report.

Case study

Ann is 75 and lives in the family home with her husband John, who is also 75. Ann is very close to her daughter Julie, and her grandchildren. She takes medication for high blood pressure and osteoporosis, and attends regular check-ups with her General Practitioner (GP). Ann is also living with the early stages of dementia causing her to have some memory loss and confusion. Every morning John has to remind Ann to take her medication.

Ann's health has not prevented her from managing the family home or enjoying a range of activities and day trips. She enjoys attending a knitting group in her local church where she meets her friends. Ann also likes to have her hair done at the hairdresser, as she takes pride in her appearance.

Ann recently had a stroke and spent two months in an acute stroke unit in hospital receiving medical care and rehabilitation. The stroke left Ann with reduced mobility and strength on her left side. She was unable to wash and dress herself unaided and was unsteady when walking, particularly outside. She had trouble swallowing and needed a soft diet and thickened liquids. A lot of the household jobs became difficult for Ann to do. The stroke also increased Ann's memory loss and she became more confused. It was not clear if this was permanent or would improve in time.

Before being discharged from hospital, Ann and John met with a social worker. The social worker carried out an assessment of Ann's needs by exploring what mattered to Ann and together they discussed her personal well-being outcomes.

Ann said that she would like to:

- be able to do as much as she did before
- be able to look after her own personal care including going to the toilet, washing, dressing and looking good
- be able to get out to keep her links with her friends and local community
- improve her strength and become more confident in getting about inside and outside of her home.

An occupational therapist (OT) arranged a pre-discharge visit to Ann and John's home where a risk assessment was carried out. The house already had previous adaptations that included a raised toilet seat and grab rails in the bathroom. It was decided that a grab rail at the front door and a stairlift would also be needed. Before Ann's discharge from hospital, the social worker agreed a care and support plan with Ann, John and the multi-disciplinary team (MDT). Ann and John felt that rehabilitation was important and would give Ann the chance to recover and build up her strength. Ann left hospital with a wheelchair and some walking aids.

The care and support plan included:

- domiciliary care services from the reablement team to help with personal care
- support from the OT with re-learning everyday skills such as dressing and getting around
- physiotherapy to help Ann to strengthen her muscles and improve her balance and co-ordination.

The reablement team has been supporting Ann at home since she came out of hospital. She is now able to carry out personal care tasks for herself. Ann no longer needs the support of the domiciliary care services and her care and support plan has been updated to reflect this. She is making excellent progress in physiotherapy sessions and she will continue to attend every week. The OT is pleased that her mobility and co-ordination are improving; she will continue to attend weekly sessions. Ann now feels she is ready to meet up with her friends at the knitting group and go to the hairdresser.

Assignment 1

Task 1

Unit content	Tasks	Evidence Required	Recommended Time	Controls	AOs	Marks	
2.1	1.	The range of individual needs across the lifespan.					14
2.1.1	(a) (i)	Apply Maslow's theory to Ann's physical needs immediately after the stroke.	Typed/ written response	2 hours	Supervision: Direct Guidance: Direct Resources: Not permitted Collaboration: Not permitted	AO2	[2]
	(a) (ii)	Identify Ann's psychosocial stage according to Erikson.				AO1	[2]
2.1.2 2.1.3	(b)	Explain how Ann's fundamental, physical, intellectual, emotional and social needs have changed as an immediate result of the stroke.				AO2	[10]

Task 2

Unit content	Tasks	Evidence Required	Recommended Time	Controls	AOs	Marks	
2.2	2.	The different types of health and social care provision and how key professionals, family and friends, work together to support individuals to maintain health and well-being.					30
2.2.2	(a)	Explain how multi-agency and multi-disciplinary partnership working could help to improve Ann's outcomes following her stroke.	Typed/ written response	3 hours	Supervision: Direct Guidance: Direct Resources: Not permitted Collaboration: Not permitted	AO2	[10]
2.2.3	(b)	Explain how Ann could access health and social care services to support her health and well-being, and explain how Ann may overcome any possible challenges.				AO2	[10]
2.2.4	(c)	Using examples from the case study, explain the importance of families, friends and community networks for the well-being of individuals and carers.				AO2	[10]

Task 3

Unit content	Tasks	Evidence Required	Recommended Time	Controls	AOs	Marks	
2.4	3.	Practitioners' responsibilities and accountabilities within the context of legislative frameworks, standards and codes of conduct and professional practice.				16	
2.4.1	(a)	Examine how standards, legislation, regulatory and public bodies support the health and social care workers who are working with Ann.	Typed/ written response.	3 hours	Supervision: Direct Guidance: Direct Resources: Not permitted Collaboration: Not permitted	AO3	[10]
2.4.2	(b)	Examine the use of care values and recommend how the practitioners in the case study could promote these in their work.				AO3	[6]

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Assignment 2

This assignment is about how service provision meets the needs of the current changing demands for care on the health and social care sector and individuals.

Your assignment is to investigate service provision for **one** of the current changing demand for care on the health and social care sector and the job roles of **two** key professionals involved in meeting the needs of the individuals facing this demand. You will then create a safeguarding factsheet to support the key professionals working with individuals facing one of the current changing demands for care.

You will need to:

- describe the changing demands for care on the health and social care sector and individuals
- choose **one** of the changing demands for care and investigate the different ways that care and support is provided across all life stages, both locally and nationally, to meet the needs of individuals facing this demand
- investigate the career routes and roles of **two** key professionals (**one** from health and **one** from social care services)
- create a safeguarding factsheet to support the key professionals working with individuals facing one of the current changing demands for care
- discuss the possible long-term effects of the current changing demands for care on health and social care services, individuals and the wider society.

Assignment 2

Task 1

Unit content	Tasks	Evidence Required	Recommended Time	Controls	AOs	Marks
2.6 2.2	1.	The current changing demands for care on the health and social care sector and individuals. The different types of health and social care provision and how key professionals, family and friends, work together to support individuals to maintain health and well-being.				14
2.6.	(a)	Describe two current changing demands for care on the health and social care sector and individuals.	Typed/ written response in the candidate pack.	2 hours	Supervision: Indirect Guidance: Indirect Resources: Permitted Collaboration: Not permitted.	AO1 [4]
2.2.1	(b)	Choose one current changing demands for care. Investigate different ways that health and social care services provide support across all life stages, both locally and nationally, to meet the needs of individuals facing this demand for care. After carrying out research to investigate the services from each of the health and social care sectors, you should: <ul style="list-style-type: none"> report whether the service is <ul style="list-style-type: none"> local and/or national part of the health or social care sector statutory, private or voluntary explain the main role of each of these services for the current changing demand for care. 				AO2 [10]

Task 2

Unit content	Tasks	Evidence Required	Recommended Time	Controls	AOs	Marks
2.3	2.	The roles of key professionals within the health and social care sector.				18
2.3		Investigate the career routes and roles of two key professionals (one from health and one from social care services). You should: <ul style="list-style-type: none"> select two different key professionals and explain their roles in relation to your chosen current changing demand on care describe the personal skills and qualities needed for these roles identify career opportunities within these roles 	Typed/ written response in the candidate pack.	2 ½ hours	Supervision: Indirect Guidance: Indirect Resources: Permitted Collaboration: Not permitted	AO1 AO2 [8] [10]

		<ul style="list-style-type: none"> explain how the selected professionals are accountable for their actions. 					
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Task 3

Unit content	Tasks	Evidence Required	Recommended Time	Controls	AOs	Marks
2.5	3.	The term 'safeguarding', the main categories of abuse and neglect, common signs and symptoms associated with harm, abuse and neglect.				16
2.5.1 2.5.2	<p>Create a safeguarding factsheet to support the key professionals working with individuals facing one of the following changing demands on care:</p> <ul style="list-style-type: none"> current health concerns the ageing population poverty obesity mental health sexual health <p>In relation to the demand chosen, you should consider the following:</p> <ul style="list-style-type: none"> the main categories of abuse common signs and symptoms of abuse and neglect <p>You should include the role of legislation in safeguarding individuals in relation to demand chosen .</p>	Typed/ written response in the candidate pack.	2 hours	<p>Supervision: Indirect</p> <p>Guidance: Indirect</p> <p>Resources: Permitted</p> <p>Collaboration: Not permitted</p>	AO2	[16]

Task 4

Unit content	Tasks	Evidence Required	Recommended Time	Controls	AOs	Marks
2.6	4.	The current changing demands for care on the health and social care sector and individuals				12
2.6.	<p>Discuss the possible long-term effects of the current changing demands for care on the health and social care sector, individuals and the wider society.</p> <p>You should consider:</p> <ul style="list-style-type: none"> the management of disease the impact on working practices the increase and dependence on informal carers statutory, private and voluntary health and social care provision. 	Typed/ written response in the candidate pack.	1 ½ hours	<p>Supervision: Indirect</p> <p>Guidance: Indirect</p> <p>Resources: Permitted</p> <p>Collaboration: Not permitted</p>	AO3	[12]

Guide to Controls

There are a number of different aspects that are controlled within the internal assessment of our Vocational Awards. These are:

- supervision
- guidance
- resources
- collaboration

Supervision

Two levels of supervision feature throughout the Unit 2 Health and Social Care Controlled Assessment:

Direct	<p>The use of resources is tightly prescribed. The centre must ensure that:</p> <ul style="list-style-type: none">• all candidates are within direct sight of the supervisor throughout the session(s)• display materials which might provide assistance are removed or covered• there is no access to e-mail, the internet or mobile phones• candidates complete their work independently• interaction with other candidates does not occur• no assistance of any description is provided.• candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions. <p>Where direct supervision is specified, the centre must ensure that the JCQ No Mobile Phone poster and JCQ Warning to Candidates is displayed.</p>
Indirect	<p>Candidates do not need to be directly supervised at all times.</p> <p>The centre must ensure that:</p> <ul style="list-style-type: none">• all candidates participate in the assessment• there is sufficient supervision to ensure that work can be authenticated• the work an individual candidate submits for assessment is his/her own. <p>Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions.</p>

Guidance

Two levels of guidance feature throughout the Unit 2 Health and Social Care Controlled Assessment:

Category of Advice/Feedback: <i>Teachers can:</i>	Direct	Indirect
Review candidates' work and provide oral and written advice at a general level.	x	✓
Evaluate progress to date and propose broad approaches for improvement.	x	x
Provide detailed specific advice on how to improve drafts to meet assessment criteria.	x	x
Give detailed feedback on errors and omissions which leave candidates with no opportunity to show initiative themselves.	x	x
Intervene personally to improve the presentation or content of work.	x	x

Before giving additional assistance beyond that described above, teachers must ensure that there is provision to record this assistance. Details must be documented on the record form issued by WJEC. The intervention must be taken into account when marking the work. Annotation should be used to explain how marks were applied in the context of the additional assistance given. Failure to follow this procedure constitutes malpractice.

Resources

In Unit 2, candidates will be undertaking tasks that are typical of the workplace and are therefore allowed resources that would be typically used in that environment.

Two levels of control for resources feature throughout the Unit 2 Health and Social Care Controlled Assessment:

Not permitted	The use of resources is not allowed.
	Access to the Internet is not permitted.
	Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions.
	If the specification allows candidates to bring their own computers or other electronic devices into formally supervised sessions, appropriate checks must be carried out to ensure that all materials stored on the devices is permissible and that access to the internet is disabled.

Permitted

Candidates have access to resources and/or preparatory notes as directed by the brief or unit guidance.

Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions.

Centres should refer to specifications or subject-specific guidance.

Centres should refer to the WJEC guidance Malpractice-a guide for centres and the JCQ suspected malpractice in examinations and assessments policies and procedures if they are unsure how to proceed.

Collaboration

One level of guidance features throughout the Unit 2 Health and Social Care Controlled Assessment:

Not permitted

Candidates should not collaborate in any way during the task.

Redrafting

Re-drafting is allowed within the time of the controlled assessment and without teacher feedback.

Time

The total time allocated for assessed tasks is 16 hours. Candidates cannot exceed this time. In terms of time controls Unit 2 tasks will feature recommended timings for guidance only. Nonetheless, centres should discourage candidates from exceeding them or devoting insufficient time to this work.

Mark Scheme

Guidance

Assessment grids for controlled assessment - Unit 2

Generic marking principles

- Marks awarded are always whole marks (not half marks, or other fractions).
- Answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.
- Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
- Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Banded mark schemes

Banded mark schemes are divided so that each band within a section has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks.

Before marking, assessors should first read and annotate a candidate's work to pick out the evidence that is being assessed. Once the annotation is complete, the mark scheme can be applied. This is done as a two-stage process.

Stage 1 – Deciding on the band

Beginning at the lowest band, assessors should look at the appropriate section of the candidate's work and check whether it matches the descriptor for that section's mark band. If the descriptor at the lowest band is satisfied, assessors should move up to the next band and repeat this process for each band until the descriptor matches the work.

If a candidate's work covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's work should be used to decide on the mark within the band. For instance, if work is mainly in band 2 but with a limited amount of band 3 content, the work would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Assessors should not seek to mark candidates down as a result of small omissions in minor areas of their work.

Stage 2 – Deciding on the mark

Once the band has been decided, assessors can then assign a mark. WJEC will provide exemplar work already awarded a mark, and this should be used as reference material when assessing the work.

When marking, assessors can use these examples to decide whether a candidate's work is of a superior, inferior or comparable standard to the example. Assessors are reminded of the need to

revisit the work as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the work submitted.

Where work is not creditworthy, that is, contains nothing of any significance to the project, or has been omitted, no marks should be awarded.

Internal standardisation

It is essential that where there is more than one teacher in a centre, work from all teaching groups is standardised internally. This is to ensure that the final assessment reflects a single agreed standard for all teaching groups involved. All centres will receive detailed feedback from moderation via the secure web site on results day.

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Differentiation within our mark schemes

The following grid demonstrates our starting point to formulating our mark schemes. These are used in order to ensure differentiation between our bands. Mark schemes will use this table as the basis for the assessment of each question but will reflect the specific demands of the question.

Band Descriptor	AO1	AO2	AO3
Excellent	<ul style="list-style-type: none"> Aware of a wide range of detailed and accurate knowledge. Demonstrates fully developed understanding that shows relevance to the demands of the question. 	<ul style="list-style-type: none"> Knowledge and understanding is consistently applied to the context of the question/task. Practical skills are consistently and effectively applied and are of a high standard. 	<ul style="list-style-type: none"> Analysis and evaluation skills are used in a highly effective way. Evidence is selected to construct an effective and balanced argument. Detailed and substantiated evaluation that offers secure judgements leading to rational conclusions.
Very Good	<ul style="list-style-type: none"> Effective and precise use of terminology. 	<ul style="list-style-type: none"> Is able to form a fully developed and thorough interpretation that is fully accurate. 	
Good	<ul style="list-style-type: none"> Has a range of detailed and accurate knowledge. Demonstrates well developed understanding that is relevant to the demands of the question. 	<ul style="list-style-type: none"> Knowledge and understanding is applied to the context of the question/task. Practical skills are effectively applied and are of a high to medium standard. 	<ul style="list-style-type: none"> Analysis and evaluation skills are used in an effective way. Evidence is selected to construct a developed argument, that may not be presented in equal measure.
Good	<ul style="list-style-type: none"> Precise use of terminology. 	<ul style="list-style-type: none"> Is able to form a developed interpretation that is mostly accurate. 	<ul style="list-style-type: none"> Detailed evaluation that offers generally secure judgements, with some link between rational conclusions and evidence.

<p>Satisfactory</p>	<ul style="list-style-type: none"> • Includes accurate knowledge. • Demonstrates sound understanding that is relevant to the demands of the question/task • Generally precise use of terminology. 	<ul style="list-style-type: none"> • Knowledge and understanding is mainly applied to the context of the question/task. • Practical skills are appropriately applied and are of a medium standard. • Is able to form a sound interpretation that is generally accurate. 	<ul style="list-style-type: none"> • Analysis and evaluation skills are used in an appropriate and sound way. • Evidence is selected to construct a sound argument OR • Evidence is selected to construct a detailed one-sided argument. • Evaluation that offers some judgements, with some link between conclusions and evidence.
<p>Basic</p>	<ul style="list-style-type: none"> • Shows some accurate knowledge. • Demonstrates partial understanding that is relevant to the demands of the question. • Some use of appropriate terminology. 	<ul style="list-style-type: none"> • Knowledge and understanding is partially applied to the context of the question/task. • Practical skills are of a medium to low-level standard. • Is able to form some interpretation that shows some accuracy. 	<ul style="list-style-type: none"> • Analysis and evaluation skills are used in a suitable way with a sound level of competence but may lack precision. • Evidence is selected to construct a one-sided argument • Evaluation that offers generalised judgements and conclusions, with minimal use of evidence.
<p>Limited</p>	<ul style="list-style-type: none"> • Limited knowledge with some relevance to the topic or question. • Little or no development seen. • Very little or no use of terminology. 	<ul style="list-style-type: none"> • Knowledge and understanding is applied in a minimal manner to the context of the question/task. • Practical skills are of a low-level standard. • Can only form a simple interpretation, if at all, with very limited accuracy. 	<ul style="list-style-type: none"> • Analysis and evaluation skills are used with limited competence. • Unsupported evaluation that offers simple or no judgements/conclusions.

When you look at each of our mark schemes, each band has a sequence of performance descriptors. The descriptors work like a ladder: from a bottom rung, to a top. The lower level band 'Limited' is the simplest descriptor in terms of candidates' performance. The descriptors progress through the grid to the more challenging aspect of that assessment objective. It's important to note that not all questions will use every bullet point listed in the table above, however candidates should demonstrate **all of the requirements** that are included in the published mark schemes in order to achieve full marks at a particular level. If a candidate gets full marks at a particular level, markers should see whether they're also demonstrating any of the requirements from the next level up. Often candidates will achieve some of the descriptors at one level, but not all of them. In this case, apply a best fit principle.

Further information on how the mark schemes for our Vocational Awards have been constructed, including information on the use of the mark bands for Excellent, Very Good and Good can be found in the Vocational Awards Administration Guide.

Assignment 1

Task 1

(a) (i) Apply Maslow's theory to Ann's physical needs immediately after the stroke. [2 Marks]

Award **one** mark for a basic response which demonstrates basic application of knowledge and understanding of how Maslow's theory is applied to Ann's physical needs immediately after the stroke, for example:

- Ann's basic physiological needs have changed.

Award **two** marks for a more developed response which demonstrates a good application of knowledge and understanding of how Maslow's theory is applied to Ann's physical needs immediately after the stroke, for example:

- Ann's basic physiological needs have changed, she can no longer cook as the stroke has left Ann with reduced mobility and strength on her left side. She has difficulty eating a normal diet as she has trouble swallowing and needs a soft diet and thickened liquids.

Credit any other valid response.

(a) (ii) Identify Ann's psychosocial stage according to Erikson. [2 Marks]

Award **one** mark for a basic response which identifies Ann's psychosocial stage according to Erikson, for example:

- Stage 8 at 65+.

Award **two** marks for a more developed response which identifies Ann's psychosocial stage according to Erikson, for example:

- Stage 8 at 65+ which is the Ego Integrity vs. Despair stage beginning at the approximate age of 65.

Credit any other valid response.

(b) Explain how Ann's fundamental, physical, intellectual, emotional and social needs have changed as an immediate result of the stroke. [10 Marks]

Indicative content

Answers may refer to the following:

Physical:

- Ann's personal care needs changed immediately after the stroke, Ann needed help with washing and dressing, food preparation
- immediately after her stroke Ann was unable to manage the family home and needed assistance from domiciliary care
- due to mobility problems immediately after the stroke Ann needed assistance to leave the house and was provided with a wheelchair and some walking aids.

Intellectual:

- Ann was unable to attend her knitting group which provided her with intellectual stimulation.

Emotional:

- Ann may have had a loss of self-confidence and self-esteem in her ability and may feel unhappy.

Social:

- Ann was unable to attend her knitting group, local church or go to the hairdressers and may have missed meeting her friends.

Credit any other valid response.

Band	AO2: Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.
4	<p style="text-align: center;">9-10 marks</p> <p>The candidate has demonstrated an excellent application of knowledge and understanding by:</p> <ul style="list-style-type: none"> • providing a detailed and effective explanation of how all of Ann’s fundamental physical, intellectual, emotional and social needs have changed as a result of her recent stroke • demonstrating highly effective knowledge and understanding of all of the fundamental physical, intellectual, emotional and social range of human needs which is consistently applied to the context of the task • presenting a fully considered account of Ann’s changing needs.
3	<p style="text-align: center;">6-8 marks</p> <p>The candidate has demonstrated a good application of knowledge and understanding by:</p> <ul style="list-style-type: none"> • providing a detailed explanation of how most of Ann’s fundamental physical, intellectual, emotional and social needs have changed as a result of her recent stroke • demonstrating effective knowledge and understanding of most of the fundamental physical, intellectual, emotional and social range of human needs which is applied to the context of the task • presenting a considered account of Ann’s changing needs.
2	<p style="text-align: center;">3-5 marks</p> <p>The candidate has demonstrated a basic application of knowledge and understanding by:</p> <ul style="list-style-type: none"> • providing an explanation of how some of Ann’s fundamental physical, intellectual, emotional and social needs have changed as a result of her recent stroke. • demonstrating knowledge and understanding of some but not all of the fundamental physical, intellectual, emotional and social range of human needs which is partially applied to the context of the task • presenting an account of Ann’s changing needs.
1	<p style="text-align: center;">1-2 marks</p> <p>The candidate has demonstrated a limited application of knowledge and understanding by:</p> <ul style="list-style-type: none"> • providing a partial explanation of how Ann’s fundamental needs have changed as a result of her recent stroke • demonstrating limited knowledge and understanding of the fundamental human needs which is minimally applied to the context of the task • presenting a limited account of Ann’s changing needs.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Task 2

(a)	<p>Explain how multi-agency and multi-disciplinary partnership working could help to improve Ann's outcomes following her stroke. [10 Marks]</p>
Band	<p>AO2: Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.</p>
	<p>Indicative content Answers must refer to how the roles of the members of the multi-disciplinary team could help Ann achieve her outcomes. Answers may refer to:</p> <ul style="list-style-type: none"> • contributing to the safeguarding of individuals e.g. providing adaptations to her home and equipment to aid mobility, domiciliary care • access to professionals with different knowledge and expertise – social worker/occupational therapist/ physiotherapist/domiciliary care worker • appropriate referrals and interventions: <ul style="list-style-type: none"> • physiotherapist supports Ann to strengthen her muscles and improve her balance and co-ordination • domiciliary care services from the reablement team to help with personal care • promoting transparency and individual responsibility • building trust between practitioner and individual – supporting person-centred practice – help with washing, dressing and preparing meals and re-learning everyday skills such as dressing and getting around. <p>Credit any other valid response.</p>
4	<p style="text-align: center;">9-10 marks</p> <p>The candidate has demonstrated an excellent application of knowledge and understanding in their response by:</p> <ul style="list-style-type: none"> • providing a detailed and effective explanation of how health and social care practitioners work in partnership with other practitioners and agencies, and with individuals to improve outcomes • fully considering appropriate referrals to professionals and interventions for Ann to improve her outcomes following her stroke. • providing detailed and effective consideration of how to build trust between the practitioner and Ann, whilst always promoting transparency and ensuring safeguarding in the support of person-centred practice.
3	<p style="text-align: center;">6-8 marks</p> <p>The candidate has demonstrated a good application of knowledge and understanding in their response by:</p> <ul style="list-style-type: none"> • providing a detailed explanation of how health and social care practitioners work in partnership with other practitioners, and agencies and with individuals to improve outcomes • considering referrals to professionals and interventions for Ann to improve her outcomes following her stroke • providing detailed consideration of how to build trust between the practitioner and Ann, promoting transparency and ensuring safeguarding in the support of person-centred practice.

2	3-5 marks
	<p>The candidate has demonstrated a basic application of knowledge and understanding in their response by:</p> <ul style="list-style-type: none"> • providing an explanation of knowledge and understanding of how health and social care practitioners work in partnership with other practitioners, and agencies and with individuals to improve outcomes • partially considering referrals and interventions for Ann to improve her outcomes following her stroke • providing some consideration of how to build trust, promoting transparency and ensuring safeguarding in the support of person-centred practice.
1	1-2 marks
	<p>The candidate has demonstrated a limited application of knowledge and understanding in their response by:</p> <ul style="list-style-type: none"> • providing a limited explanation of how health and social care practitioners work in partnership with other practitioners and agencies, and with individuals to improve outcomes • minimally considering referrals for Ann to improve her outcomes following her stroke • providing limited consideration of how to building trust, promoting transparency and ensuring safeguarding.
	0 marks
	Response not creditworthy or not attempted.

(b) Explain how Ann could access health and social care services to support her health and well-being, and explain how Ann may overcome any possible challenges. [10 Marks]

Indicative content

Answers may refer to:

Access opportunities:

- Ann would always have a choice about which services/opportunities she would want to access (direct payments)
- initial assessment of Ann’s needs
- ensure that an appropriate care package is put in place
- the assessment would refer Ann to appropriate services and professionals within the MDT

Possible challenges:

- austerity/understaffed workforce - inadequate funding or provision of services - Ann would need to check that the required services are available in her area or accessible to her within a reasonable distance
- insufficient training of workforce – linked to the provision of service, Ann may have to travel to see a specialist
- lack of information and guidance – Ann may not be aware of all services available to her due to lack of information and guidance, Ann may also need an advocate
- may have problems accessing services due to eligibility criteria – Ann would need to check, or have help to ensure that she is eligible to access the required services
- transport to services – Ann would need to review how she plans to travel to any appointments, she may also need adapted vehicles or a support worker to travel with her
- waiting times – Ann would need to be aware of expected waiting times and what support services are available to her whilst she waits
- overcoming physical barriers – Adaptations to buildings (e.g. ramps and grab rails) to ensure Ann can access the required services, this would also apply to any mode of transport to get Ann to and from the service safely.

Credit any other valid response.

Band	AO2: Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.
4	<p style="text-align: center;">9-10 marks</p> <p>The candidate has demonstrated an excellent application of knowledge and understanding in their response by providing a:</p> <ul style="list-style-type: none"> • detailed and effective explanation of how individuals access opportunities to support their health and well-being • detailed and effective explanation of the challenges that will need to be overcome in order for Ann to access health and social care services.
3	<p style="text-align: center;">6-8 marks</p> <p>The candidate has demonstrated a good application of knowledge and understanding in their response by providing a:</p> <ul style="list-style-type: none"> • detailed explanation of how individuals access opportunities to support their health and well-being • detailed explanation of the challenges that will need to be overcome in order for Ann to access health and social care services.
2	<p style="text-align: center;">3-5 marks</p> <p>The candidate has demonstrated a basic application of knowledge and understanding in their response by providing an:</p> <ul style="list-style-type: none"> • explanation of how individuals access opportunities to support their health and well-being • explanation of the challenges that will need to be overcome in order for Ann to access health and social care services.
1	<p style="text-align: center;">1-2 marks</p> <p>The candidate has demonstrated a limited application of knowledge and understanding in their response by providing a:</p> <ul style="list-style-type: none"> • limited explanation of how individuals access opportunities to support their health and well-being • limited explanation of the challenges that will need to be overcome in order for Ann to access health and social care services.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>
(c) Using examples from the case study, explain the importance of families, friends and community networks on the well-being of individuals and carers [10 marks]	
Band	AO2: Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.
	<p>Indicative content</p> <p>Answers may refer to:</p> <ul style="list-style-type: none"> • Ann is very close to her daughter and grandchildren who could provide a source of emotional support both to Ann and John • Julie and the grandchildren could also help with tasks around the house and shopping as well as providing respite care for John to follow his own interest and hobbies • Ann enjoys attending her local church which gives her an opportunity to support her spiritual well-being and socialise with others and allows John some respite from caring for Ann • Ann enjoys meeting her friends who provide an alternative source of support to her family • Ann enjoys going to her knitting group where she develops her intellectual skills with others who have a shared interest

	<ul style="list-style-type: none"> Ann goes to the hairdresser which enables her to take pride in her appearance which is important to her; this will help with her self-esteem. <p>Credit any other valid response.</p>
4	<p style="text-align: center;">9-10 marks</p> <p>The candidate has demonstrated an excellent application of knowledge and understanding in their response by:</p> <ul style="list-style-type: none"> providing a detailed and effective explanation of the importance of families, friends and community networks in supporting the health and well-being of individuals and carers providing a wide range of examples from the case study fully considering the roles of family and friends and community networks in supporting health and well-being, which is consistently applied to the context of the task.
3	<p style="text-align: center;">6-8 marks</p> <p>The candidate has demonstrated a good application of knowledge and understanding in their response by:</p> <ul style="list-style-type: none"> providing a detailed explanation of the importance of families, friends and community networks in supporting the health and well-being of individuals and carers providing a range of examples from the case study considering the roles of family and friends and community networks in supporting health and well-being, which is consistently applied to the context of the task.
2	<p style="text-align: center;">3-5 marks</p> <p>The candidate has demonstrated a basic application of knowledge and understanding in their response by:</p> <ul style="list-style-type: none"> providing an explanation of knowledge and understanding of the importance of families, friends and community networks in supporting the health and well-being of individuals and carers providing some examples from the case study partially considering the roles of family and friends and community networks in supporting health and well-being, which is applied to the context of the task.
1	<p style="text-align: center;">1-2 marks</p> <p>The candidate has demonstrated a limited application of knowledge and understanding in their response by:</p> <ul style="list-style-type: none"> providing a limited explanation of the importance of families, friends and community networks in supporting the health and well-being of individuals and carers providing few examples from the case study minimally the roles of family and friends and community networks in supporting health and well-being, which is rarely applied to the context of the task.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Task 3

(a) Examine how standards, legislation, regulatory and public bodies support the health and social care workers who are working with Ann. [10 marks]	
Band	AO3: Analyse and evaluate information, making reasoned judgements and presenting conclusions.
	<p>Indicative content</p> <p>Answers may refer to:</p> <p>Standards:</p> <ul style="list-style-type: none"> • codes of conduct and professional practice • National Occupational Standards. <p>Legislation such as:</p> <ul style="list-style-type: none"> • Data Protection Act 2018 • Human Rights Act 1998 • Equality Act 2010 • Health and Social Care Act 2012 • Care Act 2014. <p>Regulatory and public bodies such as:</p> <ul style="list-style-type: none"> • Health and Care Professionals Council (HCPC) • General Medical Council (GMC) • Nursing and Midwifery Council (NMC). <p>Public bodies:</p> <ul style="list-style-type: none"> • NHS England • Public Health England. <p>Credit any other valid response.</p>
4	<p>9-10 marks</p> <p>An excellent response which demonstrates:</p> <ul style="list-style-type: none"> • A detailed and effective examination of how the codes of conduct, National Occupational Standards and legislation support the health and social care workers who are working with Ann • detailed and effective analysis of how regulatory and public bodies support professional practice.
3	<p>6-8 marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • a detailed examination of how the codes of conduct, National Occupational Standards and legislation support the health and social care workers who are working with Ann • detailed analysis of how regulatory and public bodies support professional practice.
2	<p>3-5 marks</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • some examination of how the codes of conduct, National Occupational Standards and legislation support the health and social care workers who are working with Ann • some analysis of how regulatory and public bodies support professional practice.

1	<p style="text-align: center;">1-2 marks</p> <p>A Limited response which demonstrates:</p> <ul style="list-style-type: none"> • a limited examination of how the codes of conduct, National Occupational Standards and legislation support the health and social care workers who are working with Ann • limited analysis of how regulatory and public bodies support professional practice.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>
<p>(b) Examine the use of care values and recommend how the practitioners in the case study could promote these in their work. [6 marks]</p>	
Band	<p>A03: Analyse and evaluate information, making reasoned judgements and presenting conclusions.</p>
	<p>Indicative content</p> <p>Answers may refer to:</p> <ul style="list-style-type: none"> • empowering and promoting independence by involving individuals, where possible, in making choices • respect for the individual by respecting service user’s needs, beliefs and identity • maintaining confidentiality (when dealing with records, avoiding sharing information inappropriately) • preserving the dignity of individuals to help them maintain privacy and self-respect • effective communication that displays empathy and warmth • safeguarding and duty of care e.g. maintaining a healthy and safe environment, keeping individuals safe from physical harm • promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour. <p>Credit any other valid response.</p>
3	<p style="text-align: center;">5-6 marks</p> <p>The candidate has demonstrated a very good response by:</p> <ul style="list-style-type: none"> • providing a detailed and effective examination of all of the care values • fully considering the ways in which practitioners in the case study could promote the core values in their work leading to detailed and effective recommendations.
2	<p style="text-align: center;">3-4 marks</p> <p>The candidate has demonstrated a good response by:</p> <ul style="list-style-type: none"> • providing a detailed examination of most of the care values • considering the ways in which practitioners in the case study could promote the core values in their work leading to detailed recommendations .
1	<p style="text-align: center;">1-2 marks</p> <p>The candidate has demonstrated a basic response by:</p> <ul style="list-style-type: none"> • providing some examination of some of the care values • partially considering the ways in which practitioners in the case study could promote the core values in their work leading to some recommendations.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Assignment 2

Task 1

(a) Describe two current changing demands for care on the health and social care sector and individuals.

[4 Marks]

Answers may refer to any **two** of the following current changing demands for care on the health and social care sector and individuals:

- current health concerns
- the ageing population
- poverty
- obesity
- mental health
- sexual health.

(There are two marks available for each challenge)

Award **one** mark for **each** basic description of a current changing demand for care on the social sector and individuals.

Award **two** marks for **each** developed description of a current changing demand for care on the social care sector and individuals.

Credit any other valid response.

(b) Choose one of the current changing demands for care. Investigate different ways that health and social care services provide support across all life stages, both locally and nationally, to meet the needs of individuals facing this demand for care.

After carrying out research to investigate the services from each of the health and social care sectors, you should:

- report whether the service is:
 - local and/or national
 - part of the health or social care sector
 - statutory, private or voluntary
- explain the main role of each of these services for the current changing demand for care.

[10 Marks]

Band	AO2: Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.
4	<p style="text-align: center;">9-10 marks</p> <p>The candidate has demonstrated an excellent application of knowledge and understanding of the task by:</p> <ul style="list-style-type: none"> • demonstrating the ability to apply detailed and effective information accurately to the context • providing a detailed and effective explanation of the main role of the services for the current changing demand for care.
3	<p style="text-align: center;">6-8 marks</p> <p>The candidate has demonstrated a good application of knowledge and understanding of the task by:</p> <ul style="list-style-type: none"> • demonstrating the ability to apply detailed information accurately to the context

	<ul style="list-style-type: none"> providing a detailed explanation of the main role of the services for the chosen current changing demand for care.
2	<p style="text-align: center;">3-5 marks</p> <p>The candidate has demonstrated a basic application of knowledge and understanding of the task by:</p> <ul style="list-style-type: none"> demonstrating the ability to apply information accurately to the context providing an explanation of the main role of the services for the chosen current changing demand for care.
1	<p style="text-align: center;">1-2 marks</p> <p>The candidate has demonstrated a basic application of knowledge and understanding of the task by:</p> <ul style="list-style-type: none"> demonstrating the ability to apply partial information accurately to the context providing an explanation of the main role of the services for the chosen current changing demand for care.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

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Task 2

(a) Investigate the career routes and roles of key professionals (one from health and one from social care services).

Candidates should:

- select two different key professionals and explain their roles in relation to the chosen current changing demand on care
- describe the personal skills and qualities needed for these roles
- identify career opportunities within these roles
- explain how the selected professionals are accountable for their actions.

[18 Marks]

Band	Note: research which considers the role of one key professional only, or two roles from the same sector cannot be awarded higher than Band 2 marks in both AO1 and AO2.	
	AO1: Demonstrate knowledge and understanding from across the specification	AO2: Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.
4	<p>7-8 marks</p> <p>An excellent response which demonstrates:</p> <ul style="list-style-type: none"> • a detailed and effective description of the skills and qualities needed in the job roles of two key professionals • a detailed and effective identification of career opportunities within these roles. 	<p>9-10 marks</p> <p>An excellent response which demonstrates:</p> <ul style="list-style-type: none"> • a detailed and effective explanation of the job roles of two key professionals, in relation to the chosen current changing demands on care • a highly effective explanation of how both key professionals are accountable for their actions.
3	<p>5-6 marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • a detailed description of the skills and qualities needed in the job roles of two key professionals • a detailed identification of career opportunities within these roles. 	<p>6-8 marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • a detailed explanation of the job roles of two key professionals, in relation to the chosen current changing demands on care • an effective explanation of how both key professionals are accountable for their actions.
2	<p>3-4 marks</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • a description of the skills and qualities needed in the job roles of two key professionals • an identification of career opportunities within these roles. 	<p>3-5 marks</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • an explanation of the job roles of two key professionals, in relation to the chosen current changing demands on care • an explanation of how both key professionals are accountable for their actions.
1	<p>1-2 marks</p> <p>A limited response which demonstrates:</p> <ul style="list-style-type: none"> • a limited description of the skills and qualities needed in the job roles of two key professionals • a limited identification of career opportunities within these roles. 	<p>1-2 marks</p> <p>A limited response which demonstrates:</p> <ul style="list-style-type: none"> • a limited explanation of the job roles of two key professionals, in relation to the chosen current changing demands on care • a limited explanation of how both key professionals are accountable for their actions.
	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>	

Task 3

Create a safeguarding factsheet to support the key professionals working with individuals facing one of the current changing demands on care:

- current health concerns
- the ageing population
- poverty
- obesity
- mental health
- sexual health.

In relation to the demand chosen, candidates should consider the following:

- what constitutes harm, abuse and neglect
- the indicators of maltreatment

Candidates should include the role of legislation in safeguarding individuals in relation to the demand chosen. [16 Marks]

Band	AO2: Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.
4	<p>13-16 marks</p> <p>An excellent response which demonstrates:</p> <ul style="list-style-type: none"> • highly effective application of knowledge and understanding of what constitutes harm, abuse and neglect • detailed and effective knowledge and understanding of common signs and symptoms associated with harm, abuse and neglect which is consistently applied to the context of the demand • highly effective understanding of the role and purpose of legislation and policies in safeguarding individuals.
3	<p>9-12 marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • effective application of knowledge and understanding what constitutes harm, abuse and neglect • detailed knowledge and understanding of common signs and symptoms associated with harm, abuse and neglect which is consistently applied to the context of the demand • effective understanding of the role and purpose of legislation and policies in safeguarding individuals.
2	<p>5-8 marks</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • application of knowledge and understanding of what constitutes harm, abuse and neglect • some knowledge and understanding of common signs and symptoms associated with harm, abuse and neglect which is consistently applied to the context of the demand • some understanding of the role and purpose of legislation and policies in safeguarding individuals.
1	<p>1-4 marks</p> <p>A limited response which demonstrates:</p> <ul style="list-style-type: none"> • limited application of knowledge and understanding of what constitutes harm, abuse and neglect

	<ul style="list-style-type: none">• minimal knowledge and understanding of common signs and symptoms associated with harm, abuse and neglect which is consistently applied to the context of the demand• minimal understanding of the role and purpose of legislation and policies in safeguarding individuals.
	<p style="text-align: center;">0 marks Response not creditworthy or not attempted.</p>

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Task 4

Discuss the possible long-term effects of the current and changing demands for care on the health and social care sector, individuals and the wider society.

Candidates should consider:

- the management of disease
- the impact on working practices
- the increase and dependence on informal carers
- statutory, private and voluntary health and social care provision.

[12 Marks]

Band	AO3: Analyse and evaluate information, making reasoned judgements and presenting conclusions.
4	<p style="text-align: center;">10-12 marks</p> <p>An excellent response which demonstrates:</p> <ul style="list-style-type: none"> • highly effective analysis of the long-term effects of the current and changing demands for care on the health and social care sector, individuals and the wider society • detailed and effective consideration is given to the impact of the current changing demands on care on the management of disease and working practices • detailed and effective consideration is given to the affect that the demands may have on the increase in dependence on informal carers and all health and social care provision • clear judgements with relevant links between the possible long-term effects and the current changing demands on care.
3	<p style="text-align: center;">7-9 marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • effective analysis of the long-term effects of the current and changing demands for care on the health and social care sector, individuals and the wider society • detailed consideration is given to the impact of the current changing demands on care on the management of disease and working practices • detailed consideration is given to the affect that the demands may have on the increase in dependence on informal carers and all health and social care provision • judgements with relevant links between the possible long term effects and the current changing demands on care.
2	<p style="text-align: center;">4-6 marks</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • some analysis of the long-term effects of the current and changing demands for care on the health and social care sector, individuals and the wider society • consideration is given to the impact of the current changing demands on care on the management of disease and working practices • consideration is given to the affect that the demands may have on the increase in dependence on informal carers and all health and social care provision • some judgements with relevant links between the possible long term effects and the current changing demands on care.

1	<p style="text-align: center;">1-3 marks</p> <p>A limited response which demonstrates:</p> <ul style="list-style-type: none">• minimal analysis of the long-term effects of the current and changing demands for care on the health and social care sector, individuals and the wider society• limited consideration is given to the impact of the current changing demands on care on the management of disease and working practices• limited consideration is given to the affect that demands may have on the increase in dependence on informal carers and all health and social care provision• minimal judgements with relevant links between the possible long term effects and the current changing demands on care.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

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Mapping of questions to specification content and assessment objectives

Unit 2

Tasks		Specification content (main focus)											Mark allocation				
		Topic and Section											Total Marks	AO1 Marks	AO2 Marks	AO3 Marks	
		2.1			2.2				2.3	2.4		2.5					2.6
2.1.1	2.1.2	2.2.3	2.2.1	2.2.2	2.2.3	2.2.4	2.3.1	2.4.1	2.4.2	2.5.1	2.5.2	2.6					
Assignment	Task																
1	1 (a) (i)	2												2		2	
	1 (a) (ii)	2												2	2		
	1 (b)		✓	✓										10		10	
	2 (a)				10									10		10	
	2 (b)					10								10		10	
	2 (c)						10							10		10	
	3(a)								10					10			10
	3 (b)									6				6			6
2	1 (a)											4	4	4			
	1 (b)				10									10		10	
	2							18						18	8	10	
	3									8	8			16		16	
	4											12	12			12	
Total Marks:													120	14	78	28	