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Mark Scheme (Results)

Summer 2017

BTEC Level 3 National in Health and
Social Unit 2: Working in Health and
Social Care (31491H)



Health and Social Care

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Health and Social Care	Level 3 National	31491H	Unit 2: Working in Health and Social Care
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Unit 2: Working in Health and Social Care marking grid

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme.
- Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed-out work should be marked UNLESS the candidate has replaced it with an alternative response.

Specific marking guidance

The marking grids have been designed to assess learner work holistically. Rows in the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer, in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band, depending on how they have evidenced each of the descriptor bullet points.

Health and Social Care Unit 2: Working in Health and Social Care

Question Number	Answer	Mark
1a	<p>Award one mark for any of the following up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Hospitals/specified ward/clinic • Day care units • Domiciliary care/in the home • GP surgery <p>Do not accept hospice residential or nursing home care.</p>	2

Question Number	Answer	Mark
1b	<p>Award one mark for identification and one additional mark for appropriate expansion up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Delays in Charlotte's re-assessment (1) which affects the onset of her care plan being updated (1) • Religious views/cultural issues (1) which may limit or influence her choices (1) • Regional availability (1) may mean there is limited access to services (1) • Individual preference (1) may affect treatment as she may have a negative opinion of chemotherapy (1) • Family circumstances (1) commit time to children/partner (1) • The cancer diagnosis (1) may increase the access to specific services (1) • Educational awareness (1) limiting the options (1) • Geographic barrier (1) may transport links difficult (1) • Financial barriers (1) may limit access to some services (1) • Communication barriers (1) so may struggle to express own needs (1) <p>Accept any other valid response.</p>	4

Question Number		Indicative content	Mark
1C		<p>This is an indication of possible responses you may see. It is not exhaustive.</p> <ul style="list-style-type: none"> • By putting the individual at the heart of service provision • By promoting individualised care • Promoting and supporting individual rights to dignity and independence • Supporting beliefs, culture and preferences of the service user • By acting as an advocate for their service users so their views are heard. • Promoting the service user to make best choices for their wellbeing. 	6
Level	Mark	Descriptor	
	0	No rewardable material	
1	1-2	<p>Demonstrates isolated elements of knowledge and understanding. Generic statements may be presented rather than linkages being made. Lines of reasoning are unsupported.</p>	
2	3-4	<p>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.</p>	
3	5-6	<p>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.</p>	

Question Number		Indicative content	Mark
1d		<p>This is an indication of possible responses you may see. It is not exhaustive.</p> <ul style="list-style-type: none"> • Risk assessments to ensure safe working practices. • Infection control measures – hand-washing facilities, use of Personal Protection Equipment. • Reporting/recording accidents, incidents and concerns. • Provision of first-aid facilities. • Regular continuous professional development. • Ensuring the whereabouts are known by the employer. • Following appropriate policies and procedures. • Implementation may be limited due to lack of resources. • Lack of time may make it difficult to ensure best practice. 	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. Provides little evidence of weighing up of the issues in context. Discussion likely to consist of basic description. 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. Discussion is partially developed, but will be imbalanced. Evidences the weighing up of the issues in context. Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.</p>	

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. Displays a well-developed and balanced discussion, demonstrating a thorough grasp of the issues in context. Logical reasoning evidenced throughout the response, which is clear and uses specialist technical language consistently.
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Question Number	Answer	Mark
2 a	Award one mark for any of the following up to a maximum of two marks. <ul style="list-style-type: none"> • Advocacy with employer/co-workers support for John’s communication skills • Referral to professional support • Counselling • Assertion training • Arrange work skills training • Arrange work shadowing Accept any other valid response.	2

Question Number	Answer	Mark
2b	Award one mark for identification and one additional mark for appropriate expansion up to a maximum of four marks. <ul style="list-style-type: none"> • Complaints policy (1) which allows all individuals to raise issues to senior staff (1). • Risk assessment policy (1) identifies actions needed to reduce risks for service users with particular needs (1). • Data protection and confidentiality policy (1) only staff who need to know are privy to personal information about John (1). • Whistleblowing policy (1) to encourage • Employees and others who have concerns about safeguarding issues to raise them without fear of repercussions (1). Answers must refer to policies rather than legislation. Accept any other valid response.	4

Question Number	Indicative content		Mark
2c	<p>This is an indication of possible responses you may see. It is not exhaustive.</p> <p>Promoting anti-discriminatory practice:</p> <ul style="list-style-type: none"> • Requiring staff to challenge inappropriate behaviour. • Adapting the way health and social care services are provided. • Preventing direct discrimination by reflective practice. <p>Preventing indirect discrimination: Ensuring policies and procedures are reviewed regularly to ensure all individuals have equal access to the service. Policies and procedures understood and implemented. Updated staff training and CPD. Reference to resources and methods of promoting anti-discrimination.</p>		6
Level	Mark	Descriptor	
	0	No rewardable material	
1	1-2	<p>Demonstrates isolated elements of knowledge and understanding. Generic statements may be presented rather than linkages being made. Lines of reasoning are unsupported.</p>	
2	3-4	<p>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.</p>	
3	5-6	<p>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.</p>	

Question Number		Indicative content	Mark
2d		<p>This is an indication of possible responses you may see. It is not exhaustive. However do not award repetition of information given in the question eg Reference to NOS.</p> <ul style="list-style-type: none"> • Understand how to implement the organisation's codes of practice. • Undertake continuing professional development (CPD) to ensure her own practice is up to date. • Are safeguarded through being able to have internal/external complaints dealt with properly. • Take part in whistleblowing. • Follow protocols of regulatory bodies. • Ensure staff are aware of and follow relevant policies and procedures. • Ensuring staff have access to relevant continuous professional development. • Having an input into staff recruitment and appointment. • Responsibility for staff disciplinary procedures investigating any complaints. 	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. Provides little evidence of weighing up of the issues in context. Discussion likely to consist of basic description. 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. Discussion is partially developed, but will be imbalanced. Evidences the weighing up of the issues in context. 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.</p> <p>There are comprehensive links to the scenario.</p> <p>Displays a well-developed and balanced discussion, demonstrating a thorough grasp of the issues in context.</p> <p>Logical reasoning evidenced throughout the response, which is clear and uses specialist technical language consistently.</p>
Question Number	Answer	Mark
3a	<p>Award one mark for any of the following up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Care Quality Commission (CQC) • General Medical Council (GMC) • GP practice/practice manager/line manager. • Citizens Advice Bureau. • PALS. • Health Ombudsman. <p>Do not accept GP by itself. Accept any other valid response.</p>	2

Question Number	Answer	Mark
3b	<p data-bbox="491 262 1248 365">Award one mark for identification and one additional mark for appropriate expansion up to a maximum of four marks.</p> <p data-bbox="491 405 628 439">England</p> <p data-bbox="491 441 1248 577">The Care Quality Commission (CQC) Inspects health and social care services (1): and supports and advices services in light of the outcome of the inspection (1).</p> <p data-bbox="491 613 1248 819">The National Institute for Health and Care Excellence (NICE) improves outcomes for patients (1) by producing evidence-based guidance and advice for practitioners/ developing quality standards and performance metrics for those providing and commissioning services (1).</p> <p data-bbox="491 855 1248 1061">OFSTED (care focus) Office for Standards in Education, Children’s Services and Skills organises inspections and regulatory visits to services that care for children and young people (1) and reports/advices on the outcomes of the inspections (1).</p> <p data-bbox="491 1097 1209 1131">Environmental Health (1) Hygiene standards (1)</p> <p data-bbox="491 1167 596 1200">Wales</p> <p data-bbox="491 1202 1248 1379">Care and Social Services Inspectorate Wales (CCIW) role is to improve adult care, childcare and social services for people in Wales (1) by reporting on the outcome of inspections of adult care, child care and social services for people in Wales (1).</p> <p data-bbox="491 1415 1248 1552">Healthcare Inspectorate Wales (HIW) acts as a watchdog to ensure the safety and quality of health services in Wales (1) by reporting on the outcome of inspections (1).</p> <p data-bbox="491 1588 775 1621">Northern Ireland</p> <p data-bbox="491 1624 1248 1760">Regulation and Quality Improvement Authority (RQIA) assures the comfort and dignity of those using services (1) by reporting on the outcome of inspections (1).</p>	4

Question Number		Indicative Content	Mark
3c		<p>This is an indication of possible responses you may see. It is not exhaustive.</p> <ul style="list-style-type: none"> • Provide emotional support for Aziz • Referral to professional support. • Advice about specialist aids, appliances and equipment available. • Advice about benefits available. • Provide support and information for family, friends and carers. • Confidence and assertiveness training. • Provide links for support groups and organisations. 	6
Level	Mark	Descriptor	
	0	No rewardable material	
1	1-2	<p>Demonstrates isolated elements of knowledge and understanding. Generic statements may be presented rather than linkages being made. Lines of reasoning are unsupported.</p>	
2	3-4	<p>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.</p>	
3	5-6	<p>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.</p>	

Question Number	Indicative content		Mark
3d	<p>This is an indication of possible responses you may see. It is not exhaustive.</p> <ul style="list-style-type: none"> • Ensure that Aziz is involved in planning and decision making for his future and is aware of new initiatives for people with visual impairment. • Ensure care planning and support is in place. • Carrying out reassessments at regular intervals. • Ensure that relevant information is passed on to other services, such as the Royal National Institute of the Blind (RNIB). • Support with training / retraining for work or finding employment that is appropriate for visual impairment. • Follow policies and procedures. • Implement a joined up approach with all service providers involved in Aziz's care. <p>Other significant aspects should be considered and rewarded where appropriate.</p> <p>Accept any other valid response.</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>Provides little evidence of weighing up of the issues in context.</p> <p>Discussion likely to consist of basic description.</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>Discussion is partially developed, but will be imbalanced.</p> <p>Evidences the weighing up of the issues in context.</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 gaps or omissions are minor.</p> <p>There are comprehensive links to the scenario.</p> <p>Displays a well-developed and balanced discussion, demonstrating a thorough grasp of the issues in context.</p> <p>Logical reasoning evidenced throughout the response, which is clear and uses specialist technical language consistently.</p>

Question Number	Answer	Mark
4a	<p>Award one mark for any of the following up to a maximum of two marks.</p> <ul style="list-style-type: none"> • His ability to care for himself (1) • His mobility (1) • Maintenance of safe environment (1) • How his sensory loss/hearing/vision (1) • Incontinence (1) • Washing and dressing (1) <p>Do not accept physiological measurements. Accept any other valid response.</p>	2

Question Number	Answer	Mark
4b	<p>Award one mark for identification and one additional mark for appropriate expansion up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Monitoring Tom’s health and wellbeing (1) for example taking his blood pressure (1). • Taking samples (1) for example taking blood (1). • Medication given (1) and ensuring accurate records are kept (1). • Providing personal care (1) so ensuring that Tom is washed and toileted (1). • Patience/interpersonal skills (1) to reassure Tom (1) • Effective communication with Tom and others (1) to ensure he understands his care plan (1). <p>Accept other valid responses</p>	4
Question Number	Indicative content	Mark
4c	<p>This is an indication of possible responses you may see. It is not exhaustive.</p> <ul style="list-style-type: none"> • Arranging relevant training courses. • Mentoring from more experienced members of staff. • Providing opportunities for continuous professional development. • Identifying skills through the interview/selection process • Having a performance management system that identifies training needs. • Quality assurance from external agencies to identify gaps in skills. • Policies and Procedures available on the wards/units. <p>Accept any other valid response.</p>	6
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Demonstrates isolated elements of knowledge and understanding. Generic statements may be presented rather than linkages being made. Lines of reasoning are unsupported.</p>

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	Answer	Mark
4d	<p>This is an indication of possible responses you may see. It is not exhaustive.</p> <p>Partnership working to include:</p> <ul style="list-style-type: none"> • The need for joined-up working with other service providers. • Ways that Toms, Linda and advocates are involved in planning, decision-making and support in liaison with other service providers. • Holistic approaches. • Ensuring gaps in service provision are addressed. • Range of specialist services made available. • Legislation requires services to assess Linda as the principal carer. • Assessment identifying the different needs that can be effectively met by multi-disciplinary working. • Care planning cycle, monitoring and regular reviews. • Feedback encouraged which supports empowerment for both Tom and Linda. • Problems may include gaps in services, professional conflicts, poor communication, lack of a seamless service, inadequate funding. <p>Accept other valid responses.</p>	8

Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Demonstrates isolated knowledge and understanding of relevant information; there may major gaps omissions. There are few links to the scenario. Provides little evidence of weighing up of the issues in context. Discussion likely to consist of basic description. Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question.
2	4-6	Demonstrates accurate knowledge and understanding of relevant information with a few gaps or omissions. There are some links to the scenario. Discussion is partially developed, but will be imbalanced. Evidences the weighing up of the issues in context. Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical 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. Displays a well-developed and balanced discussion, demonstrating a thorough grasp of the issues in context. Logical reasoning evidenced throughout the response, which is clear and uses specialist technical language consistently.