



# Marking Grids

## BTEC Level 1 / Level 2 Tech Award in Health and Social Care

First teach September 2022

Component 1 (internal): Human Lifespan  
Development

Component 2 (internal): Health and Social  
Care Services and Values

# Assessing the Pearson Set Assignments

Marking Grid Component 1	
.....	3
Marking Grid Component 2	
.....	6

Assessment decisions for each learner's response to the Pearson Set Assignment (PSA) for each internally assessed component must be made using the relevant marking grids below.

Marking grids for the internal components have also been built into the Assessment Tracker Tool which can be downloaded from the Teaching and Learning Materials section of the BTEC Tech Awards in Health and Social Care (2022) qualifications pages. This Assessment Tracker will help you collect marks for the class, streamline management of records, and allows you to export the Assessment Record forms for sampled learners for moderation.

Before making assessment decisions, you should use the guidance on using the marking grids provided in the Tech Award Specification **Section 5: Non-exam internal assessment**.

You can also watch this [short video guide](#) to applying Mark Schemes for Internal Assessments in BTEC Tech Awards from 2022.

A glossary of terms used in the marking grids is provided in *Appendix 1* of the specification.

## Marking grid – Component 1

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Task 1: PIES growth and development through the life stages</b>				
<b>Learning outcome A: Understand human growth and development across life stages and the factors that affect it</b>				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p><b>Limited</b> knowledge and understanding of an individual's PIES growth and development through the life stages and how the PIES characteristics change from one life stage to the next. Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>superficial</b> account of an individual's PIES growth and development through the specified life stages</li> <li>a <b>superficial</b> account of how the PIES characteristics change from one of the specified life stages to the next.</li> </ul>	<p><b>Adequate</b> knowledge and understanding of an individual's PIES growth and development through the life stages and how the PIES characteristics change from one life stage to the next. Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>partially detailed</b> account of an individual's PIES and development through the specified life stages</li> <li>a <b>partially detailed</b> account of how the PIES characteristics change from one of the specified life stages to the next.</li> </ul>	<p><b>Good</b> knowledge and understanding of an individual's PIES growth and development through the life stages and how the PIES characteristics change from one life stage to the next. Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>mostly detailed</b> account of an individual's PIES growth and development through the specified life stages</li> <li>a <b>mostly detailed</b> account of how the PIES characteristics change from one of the specified life stages to the next.</li> </ul>	<p><b>Comprehensive</b> knowledge and understanding of an individual's PIES growth and development through the life stages and how the PIES characteristics change from one life stage to the next. Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>fully detailed</b> account of an individual's PIES growth and development through the specified life stages</li> <li>a <b>fully detailed</b> account of how the PIES characteristics change from one of the specified life stages to the next.</li> </ul>

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Task 2: Impact of different factors on PIES growth and development through the life stages</b>				
<b>Learning outcome A: Understand human growth and development across life stages and the factors that affect it</b>				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p><b>Limited</b> application of knowledge and understanding of how the given factor affects PIES growth and development in the specified life stages. Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>superficial</b> account of how the specified factor impacts the PIES classifications in the given life stages; information on the impact is <b>generic</b> with <b>few links</b> made between the specified factor and PIES at each life stage</li> <li><b>simplistic</b> reasons for the difference in the impact of the specified factor between specified life stages, with <b>few accurate</b> links made to the PIES at each life stage.</li> </ul>	<p><b>Adequate</b> application of knowledge and understanding of how the given factor affects PIES growth and development in the specified life stages. Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>partially detailed</b> account of how the specified factor impacts the PIES classifications in the given life stages; information on the impact is <b>partially specific</b> with <b>some links</b> made between the specified factor and PIES at each life stage</li> <li><b>partially developed</b> reasons for the difference in the impact of the specified factor between specified life stages, with <b>partially accurate</b> links made to the PIES at each life stage.</li> </ul>	<p><b>Good</b> application of knowledge and understanding of how the given factor affects PIES growth and development in the specified life stages. Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>mostly detailed</b> account of how the specified factor impacts the PIES classifications in the given life stages; information on the impact is <b>mostly specific</b> with <b>substantial links</b> made between specified factor and PIES at each life stage</li> <li><b>mostly developed</b> reasons for the difference in the impact of the specified factor between specified life stages, with <b>mostly accurate</b> links made to the PIES at each life stage.</li> </ul>	<p><b>Comprehensive</b> application of knowledge and understanding of how the given factor affects PIES growth and development in the specified life stages. Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>fully detailed</b> account of how the specified factor impacts the PIES classifications in the given life stages; information on the impact is <b>completely specific</b> with <b>fully made links</b> between the specified factor and PIES at each life stage</li> <li><b>well-developed</b> reasons for the difference in the impact of the specified factor between specified life stages, with <b>fully accurate</b> links made to the PIES at each life stage.</li> </ul>

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Task 3a: Impact of life events on PIES growth and development</b>				
<b>Learning outcome B: Understand how individuals deal with life events</b>				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p><b>Limited</b> application of knowledge and understanding of how a life event has made a difference to the given individuals' PIES growth and development.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>superficial</b> account of how the life event of each individual in the case studies has made an impact on their PIES growth and development, with <b>little clarity</b> in the links made between the event and the specified areas of growth and development.</li> </ul>	<p><b>Adequate</b> application of knowledge and understanding of how a life event has made a difference to the given individuals' PIES growth and development.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>partially detailed</b> account of how the life event of each individual in the case studies has made an impact on their PIES growth and development, making <b>partially clear</b> links between the event and the specified areas of growth and development.</li> </ul>	<p><b>Good</b> application of knowledge and understanding of how a life event has made a difference to the given individuals' PIES growth and development.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>mostly detailed</b> account of how the life event of each individual in the case studies has made an impact on their PIES growth and development, making <b>mostly clear</b> links between the events and the specified areas of growth and development.</li> </ul>	<p><b>Comprehensive</b> application of knowledge and understanding of how a life event has made a difference to the given individuals' PIES growth and development.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>fully detailed</b> account of how the life event of each individual in the case studies has made an impact on their PIES growth and development, <b>making clear</b> links between the events and the specified areas of growth and development.</li> </ul>

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Task 3b: How individuals adapt to a life event</b>				
<b>Learning outcome B: Understand how individuals deal with life events</b>				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p><b>Limited</b> application of knowledge and understanding of how the individuals in the case study used different sources and types of support to adapt to their life event.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>superficial</b> account of the different sources and types of support each individual in the case studies accessed to adapt to their life event; sources and types of support are <b>generic</b></li> <li>a <b>superficial</b> account of the character traits that influenced how each individual in the case studies coped with their life event; character traits show <b>little relevance</b> to how each individual coped.</li> </ul>	<p><b>Adequate</b> application of knowledge and understanding of how individuals in the case study used different sources and types of support to adapt to their life event.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>partially detailed</b> account of the different sources and types of support each individual in the case studies accessed to adapt to their life event; sources and types of support are <b>partially specific</b> to the case studies</li> <li>a <b>partially detailed</b> account of the character traits that influenced how each individual in the case studies coped with their life event; character traits are <b>partially relevant</b> to how each individual coped.</li> </ul>	<p><b>Good</b> application of knowledge and understanding of how individuals in the case study used different sources and types of support to adapt to their life event.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>mostly detailed</b> account of the different sources and types of support each individual in the case studies accessed to adapt to their life event; sources and types of support are <b>mostly specific</b> to the case studies</li> <li>a <b>mostly detailed</b> account of the character traits that influenced how each individual in the case studies coped with their life event; character traits are <b>mostly relevant</b> to how each individual coped.</li> </ul>	<p><b>Comprehensive</b> application of knowledge and understanding of how individuals in the case study used different sources and types of support to adapt to their life event.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>fully detailed</b> account of the different sources and types of support each individual in the case studies accessed to adapt to their life event; sources and types of support are <b>completely specific</b> to the case studies</li> <li>a <b>fully detailed</b> account of the character traits that influenced how each individual in the case studies coped with their life events; character traits are <b>fully relevant</b> to how each individual coped.</li> </ul>

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Task 3b: How individuals adapt to a life event</b>				
<b>Learning outcome B: Understand how individuals deal with life events</b>				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p><b>Limited</b> application of knowledge and understanding of the ways individuals in the case studies adapted to their life events.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>superficial</b> comparison of the ways that the given individuals in the case studies adapted to their life event and the role that support played, drawing on <b>few similarities and differences</b> from the case studies</li> <li>additional sources of support recommended for each individual have <b>little relevance</b> to their life events and is supported by <b>little logical reasoning</b>.</li> </ul>	<p><b>Adequate</b> application of knowledge and understanding of the ways individuals in the case studies adapted to their life events.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>partially developed</b> comparison of the ways that the given individuals in the case studies adapted to their life event and the role that support played, drawing on <b>some similarities and differences</b> from the case studies</li> <li>additional sources of support recommended for each individual have <b>some relevance</b> to their life events and is supported by <b>partially logical reasoning</b>.</li> </ul>	<p><b>Good</b> application of knowledge and understanding of the ways individuals in the case studies adapted to their life events.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>mostly developed</b> comparison of the ways that the given individuals in the case studies adapted to their life event and the role that support played, drawing on <b>most similarities and differences</b> from the case studies</li> <li>additional sources of support recommended for each individual are <b>mostly relevant</b> to their life events and is supported by <b>mostly logical reasoning</b>.</li> </ul>	<p><b>Comprehensive</b> application of knowledge and understanding of the ways individuals in the case studies adapted to their life events.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>well-developed</b> comparison of the ways that the given individuals in the case studies adapted to their life event and the role that support played, drawing on <b>all similarities and differences</b> from the case studies in a coherent way</li> <li>additional sources of support recommended for each individual are <b>fully relevant</b> to their life events and is supported by <b>logical reasoning</b>.</li> </ul>



## Marking grid – Component 2

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Task 1: How health care services work together to meet the needs of an individual</b>				
<b>Learning outcome A: Understand the different types of health and social care services and barriers to accessing them</b>				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p><b>Limited</b> application of knowledge and understanding of how different types of health care services work together to meet the health care needs of a specified individual. Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>superficial</b> account of how the primary health care services selected could meet the needs of the specified individual; the information given has <b>little relevance</b> to the age and health condition of the individual</li> <li>a <b>superficial</b> account of how the secondary health care services selected could meet the needs of the specified individual; the information given has <b>little relevance</b> to the age and health condition of the individual</li> </ul>	<p><b>Adequate</b> application of knowledge and understanding of how different types of health care services work together to meet the health care needs of a specified individual. Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>partially detailed</b> account of how the primary health care services selected could meet the needs of the specified individual; the information given has <b>some relevance</b> to the age and health condition of the individual</li> <li>a <b>partially detailed</b> account of how the secondary health care services selected could meet the needs of the specified individual; the information given has <b>some relevance</b> to the age and health condition of the individual</li> </ul>	<p><b>Good</b> application of knowledge and understanding of how different types of health care services work together to meet the health care needs of a specified individual. Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>mostly detailed</b> account of how the primary health care services selected could meet the needs of the specified individual; the information given is <b>mostly relevant</b> to the age and health condition of the individual</li> <li>a <b>mostly detailed</b> account of how the secondary health care services selected could meet the needs of the specified individual; the information given is <b>mostly relevant</b> to the age and health condition of the individual</li> </ul>	<p><b>Comprehensive</b> application of knowledge and understanding of how different types of health care services work together to meet the health care needs of a specified individual. Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>fully detailed</b> account of how the primary health care services selected could meet the needs of the specified individual; the information given is <b>fully relevant</b> to the age and health condition of the individual</li> <li>a <b>fully detailed</b> account of how the secondary health care services selected could meet the needs of the specified individual; the information given is <b>fully relevant</b> to the age and health condition of the individual</li> </ul>

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Task 1: How health care services work together to meet the needs of an individual (continued)</b>				
<b>Learning outcome A: Understand the different types of health and social care services and barriers to accessing them</b>				
No rewardable material	<ul style="list-style-type: none"> <li>a <b>superficial</b> account of how the selected services could work together to meet the needs of a specified individual; with <b>little clarity in the links</b> made between the different services to show the specific ways of working together.</li> </ul>	<ul style="list-style-type: none"> <li>a <b>partially detailed</b> account of how the selected services could work together to meet the needs of a specified individual; making <b>partially clear links</b> between the different services to show the specific ways of working together.</li> </ul>	<ul style="list-style-type: none"> <li>a <b>mostly detailed</b> account of how the selected services could work together to meet the needs of a specified individual; making <b>mostly clear links</b> between the different services to show the specific ways of working together.</li> </ul>	<ul style="list-style-type: none"> <li>a <b>fully detailed</b> account of how the selected services could work together to meet the needs of a specified individual; making <b>clear links</b> between the different services to show the specific ways of working together.</li> </ul>

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Task 2: How social care services meet the needs of an individual</b>				
<b>Learning outcome A: Understand the different types of health and social care services and barriers to accessing them</b>				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p><b>Limited</b> application of knowledge and understanding of how social care services meet the needs of a specified individual.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>superficial</b> account of how the social care services selected could meet the needs of the specified individual; the information given has <b>little relevance</b> to the age and needs of the individual</li> <li>a <b>superficial</b> account of how voluntary care services could meet the needs of the specified individual; the information given has <b>little relevance</b> to the age and needs of the individual</li> <li>a <b>superficial</b> account of how informal care options could meet the needs of the specified individual; the information given has <b>little relevance</b> to the age and needs of the individual.</li> </ul>	<p><b>Adequate</b> application of knowledge and understanding of how social care services meet the needs of a specified individual.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>partially detailed</b> account of how the social care services selected could meet the needs of the specified individual; the information given has <b>some relevance</b> to the age and needs of the individual</li> <li>a <b>partially detailed</b> account of how voluntary care services could meet the needs of the specified individual; the information given has <b>some relevance</b> to the age and needs of the individual</li> <li>a <b>partially detailed</b> account of how informal care options could meet the needs of the specified individual; the information given has <b>some relevance</b> to the age and needs of the individual.</li> </ul>	<p><b>Good</b> application of knowledge and understanding of how social care services meet the needs of a specified individual.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>mostly detailed</b> account of how the social care services selected could meet the needs of the specified individual; the information given is <b>mostly relevant</b> to the age and needs of the individual</li> <li>a <b>mostly detailed</b> account of how voluntary care services could meet the needs of the specified individual; the information given is <b>mostly relevant</b> to the age and needs of the individual</li> <li>a <b>mostly detailed</b> account of how informal care options could meet the needs of the specified individual; the information given is <b>mostly relevant</b> to the age and needs of the individual.</li> </ul>	<p><b>Comprehensive</b> application of knowledge and understanding of how social care services meet the needs of a specified individual.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>fully detailed</b> account of how the social care services selected could meet the needs of the specified individual; the information given is <b>fully relevant</b> to the age and needs of the individual</li> <li>a <b>fully detailed</b> account of how voluntary care services could meet the needs of the specified individual; the information given is <b>fully relevant</b> to the age and needs of the individual</li> <li>a <b>fully detailed</b> account of how informal care options could meet the needs of the specified individual; the information given is <b>fully relevant</b> to the age and needs of the individual.</li> </ul>

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Task 3: Barriers an individual could face when accessing services in health or social care</b>				
<b>Learning outcome A: Understand the different types of health and social care services and barriers to accessing them</b>				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p><b>Limited</b> application of knowledge and understanding of the barriers a specified individual may face when accessing health or social care services.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>superficial</b> account of the barriers the specified individual may face when accessing the services, <b>with little clarity in the links</b> between the circumstances of the individual and the types of barriers they face</li> <li><b>simplistic</b> suggestions, with <b>little relevance</b>, for how the services could minimise or remove each of the barriers the specified individual may face when accessing the service</li> </ul>	<p><b>Adequate</b> application of knowledge and understanding of the barriers a specified individual may face when accessing health or social care services.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>partially detailed</b> account of the barriers the specified individual may face when accessing the services, <b>making partially clear links</b> between the circumstances of the individual and the types of barriers they face</li> <li><b>partially developed</b> and <b>partially relevant</b> suggestions made for how the services could minimise or remove each of the barriers the specified individual may face when accessing the service</li> </ul>	<p><b>Good</b> application of knowledge and understanding of the barriers a specified individual may face when accessing health or social care services.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>mostly detailed</b> account of the barriers the specified individual may face when accessing the services, <b>making mostly clear links</b> between the circumstances of the individual and the types of barriers they face</li> <li><b>mostly developed</b> and <b>mostly relevant</b> suggestions made for how the services could minimise or remove each of the barriers the specified individual may face when accessing the service</li> </ul>	<p><b>Comprehensive</b> application of knowledge and understanding of the barriers a specified individual may face when accessing health or social care services.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>fully detailed</b> account of the barriers the specified individual may face when accessing the identified service, <b>making clear links</b> between the circumstances of the individual and the types of barriers they face</li> <li><b>well-developed</b> and <b>fully relevant</b> suggestions made for how the services could minimise or remove each of the barriers the specified individual may face when accessing the service</li> </ul>



Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Task 3: Barriers an individual could face when accessing services in health or social care</b> <b>Learning outcome A: Understand the different types of health and social care services and barriers to accessing them</b>				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p><b>Limited</b> application of knowledge and understanding of the barriers a specified individual may face when accessing health or social care services.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>superficial</b> account of the barriers the specified individual may face when accessing the services, <b>with little clarity in the links</b> between the circumstances of the individual and the types of barriers they face</li> <li><b>simplistic</b> suggestions, with <b>little relevance</b>, for how the services could minimise or remove each of the barriers the specified individual may face when accessing the service</li> </ul>	<p><b>Adequate</b> application of knowledge and understanding of the barriers a specified individual may face when accessing health or social care services.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>partially detailed</b> account of the barriers the specified individual may face when accessing the services, <b>making partially clear links</b> between the circumstances of the individual and the types of barriers they face</li> <li><b>partially developed</b> and <b>partially relevant</b> suggestions made for how the services could minimise or remove each of the barriers the specified individual may face when accessing the service</li> </ul>	<p><b>Good</b> application of knowledge and understanding of the barriers a specified individual may face when accessing health or social care services.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>mostly detailed</b> account of the barriers the specified individual may face when accessing the services, <b>making mostly clear links</b> between the circumstances of the individual and the types of barriers they face</li> <li><b>mostly developed</b> and <b>mostly relevant</b> suggestions made for how the services could minimise or remove each of the barriers the specified individual may face when accessing the service</li> </ul>	<p><b>Comprehensive</b> application of knowledge and understanding of the barriers a specified individual may face when accessing health or social care services.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>fully detailed</b> account of the barriers the specified individual may face when accessing the identified service, <b>making clear links</b> between the circumstances of the individual and the types of barriers they face</li> <li><b>well-developed</b> and <b>fully relevant</b> suggestions made for how the services could minimise or remove each of the barriers the specified individual may face when accessing the service</li> </ul>

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Task 3: Barriers an individual could face when accessing services in health or social care (continued)</b> <b>Learning outcome A: Understand the different types of health and social care services and barriers to accessing them</b>				
No rewardable material	<ul style="list-style-type: none"> <li><b>simplistic</b> justifications of how each barrier could be minimised or removed <b>supported by little logical reasoning</b>.</li> </ul>	<ul style="list-style-type: none"> <li><b>partially developed</b> justifications of how each barrier could be minimised or removed <b>supported by partially logical reasoning</b>.</li> </ul>	<ul style="list-style-type: none"> <li><b>mostly developed</b> justifications of how each barrier could be minimised or removed <b>supported by mostly logical reasoning</b>.</li> </ul>	<ul style="list-style-type: none"> <li><b>well-developed</b> justifications of how each barrier could be minimised or removed <b>supported by logical reasoning</b>.</li> </ul>

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Task 4: How health care professionals demonstrate the skills, attributes and values when delivering care to an individual</b> <b>Learning outcome B: Understand the skills, attributes and values required to give care</b>				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p><b>Limited</b> application of knowledge and understanding of how health care professionals can demonstrate the skills, attributes and values required when delivering care.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>superficial</b> account of how health care professionals can demonstrate the specific skills when supporting the specified individual; the information given shows <b>little appropriateness</b> to the age range and health condition of the individual</li> <li>a <b>superficial</b> account of how health care professionals can demonstrate the specific attributes when supporting the specified individual; the information given shows <b>little appropriateness</b> to the age range and health condition of the individual</li> </ul>	<p><b>Adequate</b> application of knowledge and understanding of how health care professionals can demonstrate the skills, attributes and values required when delivering care.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>partially detailed</b> account of how health care professionals can demonstrate the specific skills when supporting the specified individual; the information given is <b>somewhat appropriate</b> to the age range and health condition of the individual</li> <li>a <b>partially detailed</b> account of how health care professionals can demonstrate the specific attributes when supporting the specified individual; the information given is <b>somewhat appropriate</b> to the age range and health condition of the individual</li> </ul>	<p><b>Good</b> application of knowledge and understanding of how health care professionals can demonstrate the skills, attributes and values required when delivering care.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>mostly detailed</b> account of how health care professionals can demonstrate the specific skills when supporting the specified individual; the information given is <b>mostly appropriate</b> to the age range and health condition of the individual</li> <li>a <b>mostly detailed</b> account of how health care professionals can demonstrate the specific attributes when supporting the specified individual; the information given is <b>mostly appropriate</b> to the age range and health condition of the individual</li> </ul>	<p><b>Comprehensive</b> application of knowledge and understanding of how health care professionals can demonstrate the skills, attributes and values required when delivering care.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>fully detailed</b> account of how health care professionals can demonstrate the specific skills when supporting the specified individual; the information given is <b>fully appropriate</b> to the age range and health condition of the individual</li> <li>a <b>fully detailed</b> account of how health care professionals can demonstrate the specific attributes when supporting the specified individual; the information given is <b>fully appropriate</b> to the age range and health condition of the individual</li> </ul>

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Task 4: How health care professionals demonstrate the skills, attributes and values when delivering care to an individual (cont'd)</b> <b>Learning outcome B: Understand the skills, attributes and values required to give care</b>				
No rewardable material	<ul style="list-style-type: none"> <li>a <b>superficial</b> account of how health care professionals can demonstrate the specific values required when supporting the specified individual; the information given shows <b>little appropriateness</b> to the age and health condition of the individual</li> <li><b>simplistic</b> reasoning of the importance of specific skills, values and attributes when providing care, with <b>few accurate links</b> made to the care needs of the specified individual.</li> </ul>	<ul style="list-style-type: none"> <li>a <b>partially detailed</b> account of how health care professionals can demonstrate the specific values required when supporting the specified individual; the information given is <b>somewhat appropriate</b> to the age and health condition of the individual</li> <li><b>partially developed</b> reasoning of the importance of specific skills, values and attributes when providing care, with <b>partially accurate links</b> made to the care needs of the specified individual.</li> </ul>	<ul style="list-style-type: none"> <li>a <b>mostly detailed</b> account of how health care professionals can demonstrate the specific values required when supporting the specified individual; the information given is <b>mostly appropriate</b> to the age and health condition of the individual</li> <li><b>mostly developed</b> reasoning of the importance of specific skills, values and attributes when providing care, with <b>mostly accurate links</b> made to the care needs of the specified individual.</li> </ul>	<ul style="list-style-type: none"> <li>a <b>fully detailed</b> account of how health care professionals can demonstrate the specific values required when supporting the specified individual; the information given is <b>fully appropriate</b> to the age and health condition of the individual</li> <li><b>well-developed</b> reasoning of the importance of specific skills, values and attributes when providing care, with <b>fully accurate links</b> made to the care needs of the specified individual.</li> </ul>



Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Task 5: How the skills, attributes and values of care professionals can help an individual to overcome potential obstacles</b> <b>Learning outcome B: Understand the skills, attributes and values required to give care</b>				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p><b>Limited</b> application of knowledge and understanding of the obstacles the specified individual may face during their care.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>superficial</b> account of the obstacles the specified individual may face during their care, <b>with little clarity in the links</b> between the circumstances of the individual and the potential obstacles they face</li> <li>a <b>superficial</b> account of the impact of the obstacles on the specified individual's recovery</li> </ul>	<p><b>Adequate</b> application of knowledge and understanding of the obstacles the specified individual may face during their care.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>partially detailed</b> account of the obstacles the specified individual may face during their care, <b>making partially clear links</b> between the circumstances of the individual and the potential obstacles they face</li> <li>a <b>partially detailed</b> account of the impact of the obstacles on the specified individual's recovery</li> </ul>	<p><b>Good</b> application of knowledge and understanding of the obstacles the specified individual may face during their care.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>mostly detailed</b> account of the obstacles the specified individual may face during their care, <b>making mostly clear links</b> between the circumstances of the individual and the potential obstacles they face</li> <li>a <b>mostly detailed</b> account of the impact of the obstacles on the specified individual's recovery</li> </ul>	<p><b>Comprehensive</b> application of knowledge and understanding of the obstacles the specified individual may face during their care.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>fully detailed</b> account of the obstacles the specified individual may face during their care, <b>making clear links</b> between the circumstances of the individual and the potential obstacles they face</li> <li>a <b>fully detailed</b> account of the impact of the obstacles on the specified individual's recovery</li> </ul>

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Task 5: How the skills, attributes and values of care professionals can help an individual to overcome potential obstacles (cont'd)</b> <b>Learning outcome B: Understand the skills, attributes and values required to give care</b>				
No rewardable material	<ul style="list-style-type: none"> <li>a <b>superficial</b> account of how the specified skills, attributes and values of care professionals working with the specified individual will help them to overcome their potential obstacles, <b>with little clarity in the links</b> between the specified skills, attributes and values and the obstacles.</li> </ul> <p><b>Limited</b> judgement of how the skills, attributes and values demonstrated by professionals support an individual to overcome potential obstacles.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li><b>simplistic</b> justifications of how professionals could help the individual overcome obstacles <b>supported by little logical reasoning.</b></li> </ul>	<ul style="list-style-type: none"> <li>a <b>partially detailed</b> account of how the specified skills, attributes and values of care professionals working with the specified individual will help them to overcome their potential obstacles, <b>making partially clear links</b> between the specified skills, attributes and values and the obstacles.</li> </ul> <p><b>Adequate</b> judgement of how the skills, attributes and values demonstrated by professionals support an individual to overcome potential obstacles.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li><b>partially developed</b> justifications of how professionals could help the individual overcome obstacles <b>supported by partially logical reasoning.</b></li> </ul>	<ul style="list-style-type: none"> <li>a <b>mostly detailed</b> account of how the specified skills, attributes and values of care professionals working with the specified individual will help them to overcome their potential obstacles, <b>making mostly clear links</b> between the specified skills, attributes and values and the obstacles.</li> </ul> <p><b>Good</b> judgement of how the skills, attributes and values demonstrated by professionals support an individual to overcome potential obstacles.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li><b>mostly developed</b> justifications of how professionals could help the individual overcome obstacles <b>supported by mostly logical reasoning.</b></li> </ul>	<ul style="list-style-type: none"> <li>a <b>fully detailed</b> account of how the specified skills, attributes and values of care professionals working with the specified individual will help them to overcome their potential obstacles, <b>making clear links</b> between the specified skills, attributes and values and the obstacles.</li> </ul> <p><b>Comprehensive</b> judgement of how the skills, attributes and values demonstrated by professionals support an individual to overcome potential obstacles.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li><b>well-developed</b> justifications of how professionals could help the individual overcome obstacles <b>supported by logical reasoning.</b></li> </ul>