



Rewarding Learning

**ADVANCED
General Certificate of Education**

Health and Social Care

Assessment Unit A2 3

assessing

Providing Services

[AHC31]

Assessment

**MARK
SCHEME**

Additional Guidance for teachers for 2021 only

You will find it useful to view the EEP webinar to help you gauge the standard for this assessment. Please read the general marking instructions that follow before you begin marking.

Some additional points that will help you use the mark scheme:

- The questions where QWC (quality of written communication) is assessed are identified on the front cover of the paper. In all other questions on the paper QWC should not influence the marking.
- Where you see “all other valid responses will be given credit”, if you think a response which is not on the mark scheme may be correct, you should check it for accuracy and award the marks if appropriate.
- Avoid awarding marks twice for repeated points in a question.
- When a question requires a specific number of points to be given (e.g. one example, two advantages, three ways), only that number of points can achieve marks. Where a student makes more points than the number required, their best points should be selected for marking. In these types of questions, compensation may be used; this means that a correct additional point in one part of the answer can be awarded marks where another part of the answer is incorrect or blank.
- For extended responses, you need to read the level descriptors carefully to help you make a judgement. There is further advice in the general marking instructions.
- You may find it useful to annotate the responses to help you decide on and justify the marks you award.

General Marking Instructions

Introduction

The main purpose of a mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for **GCE Health and Social Care**.

Candidates should be able to:

- AO1** Demonstrate knowledge and understanding of the specified content.
- AO2** Apply knowledge, understanding and skills to a variety of health, social care and early years contexts.
- AO3** Investigate, analyse, and evaluate acquired knowledge and understanding, present arguments, make reasoned judgements and draw conclusions.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17 or 18-year-old which is the age at which the majority of candidates sit their GCE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17 or 18-year-old GCE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

In deciding which level of response to award, examiners should look for the ‘best fit’ bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates’ responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is adequate.

Level 3: Quality of written communication is competent.

Level 4: Quality of written communication is highly competent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 1 (Basic): The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Adequate): The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

Level 3 (Competent): The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that meaning is clear.

Level 4 (Highly competent): The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is extremely well organised with the highest degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of the highest standard and ensure that meaning is absolutely clear.

- 1 (a) Explain three ways voluntary providers such as Contact might be funded. (AO1, AO2)

Examples of suitable points to be explained:

- the national lottery
- street collections
- bequests – money left by individuals in their will by way of gratitude or recognition of valuable work done by the service provider
- fundraising events, e.g. coffee mornings
- sponsored activities, e.g. skydives, sponsored walks
- government grants or contracts
- sponsorship by businesses/commerce
- donations from the public, e.g. online or direct
- proceeds from sales in charity shops

All other valid responses will be given credit.

[1] basic explanation [2] competent explanation

(3 × [2])

[6]

- (b) Discuss how informal caring might impact on families of children with disabilities. (AO1, AO2, AO3)

Examples of suitable points to be included in the discussion:

- less time to spend with other children which can cause frustration and feelings of rejection for other family members
- carers can feel exhausted because of their caring role and have trouble getting adequate sleep and so their physical health and well-being may suffer and this can have repercussions for the rest of the family
- carers can experience social isolation from friends and family due to impact of caring role which can lead to resentment or mental health problems such as depression
- schooling of other children in the home can be impacted if parents do not have time to help and support and this can impact on achievement and on long term outcomes in the schooling of other children
- increases family members' awareness of their inner strength, enhances family cohesion, and encourages connections to community
- may increase stress and take a toll on mental and physical health and affect decisions about work, education/training within the family
- may lead to feelings of guilt on the part of parents who may feel responsible for the disability the child has which can lead to stress in relationships and mental health problems
- may divert attention from other aspects of family functioning. Behaviours which may otherwise be noticed and managed may not be and so could become problematic in the long-term
- may impact financially on family life as the out-of-pocket costs associated with care and other services may be burdensome and this could have repercussions for the quality of the relationship between family members, their living arrangements, holiday opportunities etc.

All other valid responses will be given credit.

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[3])

Overall impression: basic

- basic knowledge and understanding of how informal caring might impact on families of children with disabilities.
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question.

- demonstrates a limited ability to discuss how informal caring might impact on families of children with disabilities.

Level 2 ([4]–[6])

Overall impression: adequate

- adequate knowledge and understanding of how informal caring might impact on families of children with disabilities.
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question.
- demonstrates an adequate ability to discuss how informal caring might impact on families of children with disabilities.

Level 3 ([7]–[9])

Overall impression: competent

- competent knowledge and understanding of how informal caring might impact on families of children with disabilities.
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question.
- demonstrates a competent ability to discuss how informal caring might impact on families of children with disabilities. [9]

- (c) Describe **three** reasons for the increase in the number of children with disabilities in Northern Ireland. (AO1, AO2)

Examples of reasons to be described:

- improvements in technology leading to improvements in treatments which in turn leads to increased life expectancy in children born with disabilities
- improved health surveillance programmes available such as availability of vaccination programmes – flu vaccine is available to children with disabilities and so can prevent the death of children with disabilities who may have compromised immunity so more are living longer
- greater understanding and awareness of disabilities such as autistic spectrum disorder (ASD) leading to improvements in diagnosis and thus increasing the numbers of disabled children on record with disabilities
- advances in medicine – discovery of new drugs meaning children can live longer with disabilities such as cystic fibrosis
- increased survival rates at birth linked to improvements in ante-natal care – problems can be picked up while baby is in utero and so preventative action can be taken, e.g. baby delivered via caesarean section avoiding the trauma of natural delivery which a baby with a disability might not have survived
- improved access to specialist care and services means children with disabilities are getting specialist care and expert support needed and so are living longer as a result
- better knowledge and understanding of importance of positive lifestyle choices means children with disabilities, like all other groups in the population can benefit and so live longer with their disability
- improved standards of living, e.g. better nutrition and better housing conditions mean that children with disabilities who may be compromised have increased life expectancy
- women are delaying childbirth until later in life. This leads to an increased risk of Down Syndrome.

All other valid responses will be given credit.

[1] basic description [2] adequate description [3] competent description
(3 × [3])

[9]

- (d) Discuss **four** ways voluntary providers might support children with disabilities and/or their families. (AO1, AO2, AO3)

Examples of suitable ways to be discussed:

- providing emotional support, e.g. 24 hour helplines, have a website presence which allows access to chatrooms or face to face counselling services to help families cope with stress and so develop coping strategies leading to improved mental health and building resilience
- providing assistance with obtaining benefits, including filling out forms and making appointments with relevant agencies so that families with children who have disabilities can access money available to them to help support them in their role
- providing opportunities for families and children with disabilities to have contact with other people facing similar challenges and to get valuable support advice and guidance from each other, e.g. through the provision of support groups
- providing valuable opportunities for disabled children and their families to get time out, e.g. outings and trips which can help to reduce stress and promote well-being
- providing advocacy services whereby they speak on behalf or represent the family with various agencies perhaps to gain access to other services such as improved housing or grants/benefits
- providing valuable respite services to enable family carers to get a break from caring and take some time out of their role which allows them to spend time with other family members and this in turn can enable them to recharge and cope better
- providing holistic therapies and treatments to reduce stress and promote well-being for both the disabled children and their families, such as aromatherapy, reflexology and massage etc.
- providing day centres where disabled children can attend and have opportunities to meet with other children and enjoy opportunities to pursue games and activities and to socialise, promoting their sense of enjoyment and fun
- providing support for families when a child needs to be hospitalised. This can be anything from getting financial help to explaining medical jargon and where to turn for support
- funding and providing workshops to enable parents to develop the skills they need to deal with daily challenges, such as managing challenging behaviour or helping to improve their understanding of a condition which in turn can reduce anxiety and enable the development of coping mechanisms
- engaging with policy makers and lobbying government for changes in legislation or availability of treatments in order to support families and children
- providing advice, guidance and information, e.g. about the disability and how to manage it, the support available and how to access it

All other valid responses will be given credit.

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[4])

Overall impression: basic

- basic knowledge and understanding of four ways voluntary providers might support children with disabilities and/or their families.

- demonstrates a limited ability to apply appropriate knowledge and understanding to the question.
- demonstrates a limited ability to discuss four ways voluntary providers might support children with disabilities and/or their families.
- students may list points or discuss one way.
- quality of written communication is basic. The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([5]–[8])

Overall impression: adequate

- adequate knowledge and understanding of four ways voluntary providers might support children with disabilities and/or their families.
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question.
- demonstrates an adequate ability to discuss four ways voluntary providers might support children with disabilities and/or their families.
- a minimum of two ways must be discussed to achieve at this level.
- quality of written communication is adequate. The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

Level 3 ([9]–[12])

Overall impression: competent

- competent knowledge and understanding of four ways voluntary providers might support children with disabilities and/or their families.
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question.
- demonstrates a competent ability to discuss four ways voluntary providers might support children with disabilities and/or their families.
- at the top of this level candidates should discuss four ways voluntary providers might support children with disabilities and/or their families.
- a minimum of three ways must be discussed to achieve at this level.
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

Level 4 ([13]–[15])

Overall impression: highly competent knowledge and understanding

- highly competent knowledge and understanding of four ways voluntary providers might support children with disabilities and/or their families.
- demonstrates highly competent ability to apply appropriate knowledge and understanding to the question.
- demonstrates highly competent ability to discuss four ways voluntary

- providers might support children with disabilities and/or their families.
- at the top of this level candidates should discuss in detail four ways voluntary providers might support children with disabilities and/or their families – there should be clear application to the service user group.
- quality of written communication is excellent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is extremely well organised with the highest degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of the highest standard and ensure that meaning is absolutely clear.

[15]

AVAILABLE
MARKS

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- 2 (a) Describe how private day nurseries may be funded. (AO1, AO2)

Examples of suitable points to be included in the description:

- direct payment by the family for the service
- government make payment on behalf of child in the case of funding for qualifying children in their final pre-school year
- schemes such as government voucher schemes for parents linked to tax credit claims

All other valid responses will be given credit.

[1] basic description [2] adequate description [3] competent description

(1 × [3])

[3]

- (b) Discuss how the whistle-blowing policy should protect children being cared for in a private day nursery. (AO1, AO2, AO3)

Examples of suitable points to be included in the discussion:

- provides staff with a framework for challenging practice which is not appropriate
- gives staff the confidence to report poor practice of colleagues, including those in authority
- sets out clearly the steps staff should take if they witness or suspect malpractice
- states clearly the designated person to report concerns of malpractice to so that staff are clear about what to do and can stop the malpractice
- staff should know that any inappropriate behaviour/malpractice must be reported and that they risk losing their job if they are engaging in any and so this helps to protect the children by acting as a deterrent
- provides a route for disciplinary action against those who are guilty of misconduct so they can be dismissed from their job; consequently this helps to protect the children
- creates an awareness among staff of the need to provide appropriate care and treatment at all times

All other valid responses will be given credit.

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[2])

Overall impression: basic

- basic knowledge and understanding of how the whistle-blowing policy should protect children being cared for in a private day nursery.
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question.
- demonstrates a limited ability to discuss how the whistle-blowing policy should protect children being cared for in a private day nursery.

Level 2 ([3]–[4])

Overall impression: adequate

- adequate knowledge and understanding of how the whistle-blowing policy should protect children being looked after in a private day nursery.
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question.
- demonstrates an adequate ability to discuss how the whistle-blowing policy should protect children being cared for in a private day nursery.

Level 3 ([5]–[6])

Overall impression: competent

- competent knowledge and understanding of how the whistle-blowing policy should protect children being looked after in a private day nursery.
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question.
- demonstrates a competent ability to discuss how the whistle-blowing policy should protect children being cared for in a private day nursery.

[6]

- (c) Discuss how annual inspections of private day nurseries might improve the quality of care provided. (AO1, AO2, AO3)

Examples of suitable ways to be discussed include:

- inspections require service providers to comply with identified minimum standards, e.g. the requirement that 50% of staff in childcare settings should be trained in childcare, thus helping to ensure that children are cared for appropriately
- inspectors have the authority to close down private day nursery providers who are not complying with minimum standards and so the threat of closure may lead to appropriate care being provided
- the annual inspection process provides support and gives advice to organisations about compliance and best practice so the children using the service may benefit from this and so experience improved quality care and treatment
- annual inspections will identify key focus areas including environment, play equipment, space, food, cleanliness, aesthetics and this means minimum standards should exist in relation to these aspects of provision so the environment the children are being cared for in should meet minimum acceptable standards
- inspection reports are available to the public. These recognise good practice and are likely to impact on business so this may lead to better quality care being delivered to the children as a result of the inspection process, otherwise income could be impacted

All other valid responses will be given credit.

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[4])

Overall impression: basic

- basic knowledge and understanding of how annual inspections of private day nurseries might improve the quality of care provided.
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question.
- demonstrates a limited ability to discuss how annual inspections of private day nurseries might improve the quality of care provided.
- quality of written communication is basic. The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([5]–[8])

Overall impression: adequate

- adequate knowledge and understanding of how annual inspections of private day nurseries might improve the quality of care provided
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question.
- demonstrates an adequate ability to discuss how annual inspections of private day nurseries might improve the quality of care provided.
- quality of written communication is adequate. The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

Level 3 ([9]–[12])

Overall impression: competent

- competent knowledge and understanding of how annual inspections of private day nurseries might improve the quality of care provided.
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question.
- demonstrates a competent ability to discuss how annual inspections of private day nurseries might improve the quality of care provided.
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear. [12]

- (d) Discuss **three** advantages and **three** disadvantages of childcare being provided by private day nurseries. (AO1, AO2, AO3)

Examples of suitable advantages to be discussed:

- private day nurseries for children are staffed by trained practitioners and so should be able to provide a safe, stimulating environment for young children
- private day nurseries allow young children the opportunity to meet and mix with other children and this helps to promote their social confidence and well-being and prepares them for pre-school
- private day nurseries for children are highly regulated with regular annual inspections and this may mean that children in these settings are looked after in a safe environment when compared to being cared for in an environment which is not regulated or checked for safety, such as in informal carer's own home so there may be a greater risk of accidents
- private day nurseries are generally considered to be reliable – if one member of staff is ill, others are available to cover whereas this may not be the case if a child is being looked after by a family member such as a grandparent
- many private day nurseries offer school pick-ups and out of school care which allows parents to maintain employment
- being in a private day care setting can help build immunity for young children and this can lead to increased well-being in the long term

Examples of suitable disadvantages to be discussed:

- private day nurseries may close down at short notice if there is not enough money being made by the private owner and so it may be unreliable compared with informal care and may leave families without childcare
- children attending private day nurseries may be exposed to illness and infection that they may not be exposed to if they were being cared for informally at home and this can lead to discomfort for them and perhaps the need for parents using the setting to take time off from work to care for the child
- some private day nurseries are not flexible so if parents work shifts or weekends they may not be able to accommodate
- there can be long waiting lists for a place in a day nursery depending on where you live, which may mean that some children and families miss out
- private day nurseries can be very expensive, causing financial hardship for some families

All other valid responses will be given credit.

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[5])

Overall impression: basic

- basic knowledge and understanding of three advantages and three disadvantages of childcare being provided by private day nurseries.
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question.
- demonstrates a limited ability to discuss three advantages and three disadvantages of childcare being provided by private day nurseries.
- quality of written communication is basic. The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([6]–[10])

Overall impression: adequate

- adequate knowledge and understanding of three advantages and three disadvantages of childcare being provided by private day nurseries.
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question.
- demonstrates an adequate ability to discuss three advantages and three disadvantages of childcare being provided by private day nurseries.
- answers that address only advantages or only disadvantages cannot achieve more than seven marks.
- answers must discuss at least two advantages and two disadvantages to achieve at the top of this level.
- quality of written communication is adequate. The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

Level 3 ([11]–[15])

Overall impression: competent

- competent knowledge and understanding of three advantages and three disadvantages of childcare being provided by private day nurseries.
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question.
- demonstrates a competent ability to discuss three advantages and three disadvantages of childcare being provided by private day nurseries.
- at the top of this mark band candidates should discuss three advantages and three disadvantages of childcare being provided by private day nurseries.
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear. [15]

AVAILABLE
MARKS

36

- 3 (a) Explain **three** reasons why a court may decide to make a care order. (AO1, AO2)

Examples of suitable reasons to be explained:

- children may have experienced neglect by parents, e.g. not fed or kept clean
- children may have been subjected to abuse, e.g. witnessed frequent domestic violence or been subjected to it themselves
- parents may be absent, e.g. in hospital or prison, may be deceased or choose not to be involved
- parents may be unable to cope due to addiction problems, such as addiction to alcohol or drugs
- parents may be unable to care for a child or children due to disability, e.g. physical disability or mental illness
- a parent has decided to put a child up for adoption and therefore to relinquish parental responsibility in a legal sense

All other valid responses will be given credit.

[1] basic explanation [2] competent explanation

(3 × [2])

[6]

- (b) Discuss how the following principles of The Children (Northern Ireland) Order 1995 apply to children who are ‘at risk’. (AO1, AO2, AO3)

The paramouncy principle

Examples of suitable points to be included in discussion:

The paramouncy principle is that the child’s best interest and welfare is the first and paramount consideration when making decisions about the child’s future. Judges and social workers are expected to adhere to the paramouncy principle when making court orders around the care and protection of children ‘at risk’. A child’s care, development and upbringing should primarily be the responsibility of their parents or guardians wherever this is possible and there should be on-going consultation and co-operation between the parents, guardians and any persons caring for the child. The principle also requires that a child should have continuity in their care, development and upbringing and where at all possible, a child should have a relationship with both parents and the child’s relationship with his or her family group should be preserved and strengthened as should the child’s culture, language and religion. The paramouncy principle also requires that decisions are made in a timeframe which is appropriate as any delay is likely to impact on the welfare of the child. The court shall not make an order unless to do so would be better for the child than making no order at all.

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[2])

Overall impression: basic

- basic knowledge and understanding of how the paramouncy principle applies to children who are ‘at risk’.
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question.
- demonstrates a limited ability to discuss how the paramouncy principle applies to children who are ‘at risk’

Level 2 ([3]–[4])

Overall impression: adequate

- adequate knowledge and understanding of how the paramountcy principle applies to children who are ‘at risk’.
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question.
- demonstrates an adequate ability to discuss how the paramountcy principle applies to children who are ‘at risk’

Level 3 ([5]–[6])

Overall impression: competent

- competent knowledge and understanding of how the paramountcy principle applies to children who are ‘at risk’.
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question.
- demonstrates a competent ability to discuss how the paramountcy principle applies to children who are ‘at risk’

[6]

Parental responsibility

Examples of suitable points to be included in discussion:

Parental responsibility is defined as being:

“the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property”.

Married mothers and fathers automatically have parental responsibility and will not lose it if divorced, but may lose it if their child is subject to a court order and becomes a ‘looked after’ child however, in many cases, parents still retain parental responsibility even when their child is subject to a court order and is living away from home, such as in foster care. Parents will lose parental responsibility if their child is adopted. Unmarried fathers do not automatically have parental responsibility but can apply to the courts to gain parental responsibility. Step-fathers and step-mothers do not automatically have parental responsibility.

When certain decisions have to be taken about a child, all those with parental responsibility for the child are allowed to have a say in that decision. The decision will have to be about the upbringing of the child. Day to day decisions should be taken by the resident parent or the person with whom the child lives without interference from other parental responsibility holders. In practical terms, parental responsibility means the power to make important decisions in relation to a child. This may include:

- determining the child’s education and where the child goes to school
- choosing, registering or changing the child’s name
- appointing a child’s guardian in the event of the death of a parent
- consenting to a child’s operation or certain medical treatment
- accessing a child’s medical records
- consenting to taking the child abroad for holidays or extended stays
- representing the child in legal proceedings
- determining the religion the child should be brought up with. Where there is a mixed cultural background this should include exposure to the religions of all those with parental responsibility, until the child can reach an age where he/she can make their own decision on this.

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[2])

Overall impression: basic

- basic knowledge and understanding of how the principle of parental responsibility applies to children who are ‘at risk’.
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question.
- demonstrates a limited ability to discuss how the principle of parental responsibility applies to children who are ‘at risk’.

Level 2 ([3]–[4])

Overall impression: adequate

- adequate knowledge and understanding of how the principle of parental responsibility applies to children who are ‘at risk’.
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question.
- demonstrates an adequate ability to discuss how the principle of parental responsibility applies to children who are ‘at risk’.

Level 3 ([5]–[6])

Overall impression: competent

- competent knowledge and understanding of how the principle of parental responsibility applies to children who are ‘at risk’.
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question.
- demonstrates a competent ability to discuss how the principle of parental responsibility applies to children who are ‘at risk’.

[6]

- (c) Describe **three** ways a social worker might support ‘looked after’ children. (AO1, AO2)

Examples of suitable points to be explained include:

- to fulfil the trust’s obligations in regards sharing parental responsibility therefore they must make sure that the looked after child is safe from harm or abuse
- to work alongside other professionals, to ensure that a child or young person receives appropriate care, education and health services
- to find appropriate accommodation for children who are ‘looked after’ by the trust – this may mean finding a placement with a foster carer or a kinship placement
- visit the child in their accommodation whether that be in a foster home or any other setting and check to ensure they are happy and being cared for appropriately
- work in partnership with carers, looked-after children, their birth parents where appropriate and health professionals to contribute to the formulation of the health/care plan
- support foster carers, or the appropriate person in the children’s home where a child is placed, to promote the child’s physical and emotional health on a day-to-day basis. That should include providing them with information on the child’s state of health, including a copy of the child’s latest health plan
- ensure that there is clarity for carers, GPs and dentists, and for the child, about what health care decisions have been delegated to carers.
- give carers information on how to contact designated and named health professionals for looked-after children and the looked-after children

team, and on how to access services, including CAMHS consultations, that the child needs.

- ensure that foster carers and residential care staff know it is their responsibility to make sure a child attends their health assessment and all other medical, dental and optical appointments, and facilitate any required treatment regimes
- ensure that the ‘looked after’ children have access to positive activities such as arts, sport and culture, in order to promote their sense of well-being
- ensure that information about any health needs or behaviours which could pose a risk of harm to the child, the carer or members of his or her family or household is passed to the carer (or residential care worker) at the time of the placement
- support children to develop money management and financial capacity skills
- facilitate contact with parents and other family members

All other valid responses will be given credit

[1] basic description [2] adequate description [3] competent description

(3 × [3])

[9]

- (d) Discuss how staff in a residential setting for ‘looked after’ children might meet the physical, intellectual, emotional and social needs of the teenage children who live there. (AO1, AO2, AO3)

Examples of suitable points to be included in discussion of how physical needs might be met:

- ensuring appropriate menu choices are available in the setting by involving the teenagers in choices available and helping them to develop cooking skills
- ensuring that medical care is available when needed, e.g. having access to and being registered with a GP, dentist etc.
- ensuring medication is administered, if required
- ensuring facilities for maintaining personal hygiene are available and of an acceptable standard and that help is offered where necessary
- encouraging the teenagers to take part in exercise

Examples of suitable points to be included in discussion of how intellectual needs might be met:

- ensuring the teenagers have access to education and or training which meets their needs and supports them to gain employment
- ensuring their environment is conducive to study and that resources such as internet, books, study space and IT facilities are available to support study
- supporting participation in activities and hobbies which encourage thinking skills, e.g. money management or cooking
- maintaining contact with the school and keeping up to date with issues or difficulties the teenager may be having so that help and support can be given
- supporting older teenagers with the completion of CVs, looking at career plans
- providing opportunities where appropriate to support older teenagers’ applications for jobs
- supporting older teenagers with regards preparation for interviews
- spend time conversing with teenagers, encouraging conversation and thinking skills

Examples of suitable points to be included in discussion of how emotional needs might be met:

- spending time talking and listening to the teenagers so they feel valued and understood
- organising counselling with outside agencies where appropriate
- supporting participation in activities and hobbies where they have the opportunity to feel part of things
- involve them in the decorating of rooms and spaces so they feel a sense of ownership
- allow them to have an input into what happens in the residential setting on a daily basis to promote a sense of control and involvement, e.g. the routine of the setting
- ensuring teenagers have privacy through provision of own room/space and in washing facilities
- having key workers with whom to develop in-depth relationships and to act as advocates

Examples of suitable points to be included in discussion of how social needs might be met:

- ensuring opportunities are provided for teenagers to socialise and interact with others through the creation of various clubs or activities
- supporting participation in activities and hobbies which will encourage interaction with staff and others
- allowing access as appropriate to social media platforms, internet etc. so that teenagers can stay in touch with their friends and family where appropriate for them to do so
- organising social outings such as trips to the cinema to provide opportunities for interaction and friendship
- organising visits to family/friends outside the setting where permissible to enable kinship bonds to be maintained and developed
- spending time with them and having conversations with them about how they are getting on and what support they might benefit from
- having forums which provide opportunities for teenagers to contribute to the running of the setting which allow and encourage them to communicate with staff and others in the setting

All other valid responses will be given credit.

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[5])

Overall impression: basic

- basic knowledge and understanding of how staff in a residential setting for ‘looked after’ children might meet the physical, intellectual, emotional and social needs of the teenage children who live there
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to discuss how staff in a residential setting for ‘looked after’ children might meet the physical, intellectual, emotional and social needs of the teenage children who live there
- quality of written communication is basic. The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([6]–[10])

Overall impression: adequate

- adequate knowledge and understanding of how staff in a residential setting for ‘looked after’ children might meet the physical, intellectual, emotional and social needs of the teenage children who live there
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to discuss how staff in a residential setting for ‘looked after’ children might meet the physical, intellectual, emotional and social needs of the teenage children who live there
- examples of how staff might meet at least two different types of needs should be discussed to achieve at this level
- quality of written communication is adequate. The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

Level 3 ([11]–[14])

Overall impression: competent

- competent knowledge and understanding of how staff in a residential setting for ‘looked after’ children might meet the physical, intellectual, emotional and social needs of the teenage children who live there
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to discuss how staff in a residential setting for ‘looked after’ children might meet the physical, intellectual, emotional and social needs of the teenage children who live there
- examples of how staff might meet at least three different types of needs should be discussed to achieve at this level
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

Level 4 ([15]–[18])

Overall impression: highly competent

- highly competent knowledge and understanding of how staff in a residential setting for ‘looked after’ children might meet the physical, intellectual, emotional and social needs of the teenage children who live there
- demonstrates highly competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a highly competent ability to discuss how staff in a residential setting for ‘looked after’ children might meet the physical, intellectual, emotional and social needs of the teenage children who live there
- at the top of this level candidates should discuss in detail how all four types of needs might be met by staff in the setting
- quality of written communication is excellent. The candidate

successfully selects and uses the most appropriate form and style of writing. Relevant material is extremely well organised with the highest degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of the highest standard and ensure that meaning is absolutely clear.

[18]

Total

**AVAILABLE
MARKS**

45

120