



*Rewarding Learning*

**ADVANCED  
General Certificate of Education  
2022 RESERVE SERIES**

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**Health and Social Care**

**Assessment Unit A2 3**

*assessing*

**Providing Services**

**[AHC31]**

**WEDNESDAY 22 JUNE, AFTERNOON**

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**MARK  
SCHEME**

## 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.

### **COVID-19 Context**

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

- 1 (a) Describe **three** ways informal carers support individuals with learning disabilities. (AO1, AO2)

**Examples of suitable ways to be described:**

- accompanying the individual with a learning disability to shops giving them an opportunity to meet other people and be involved in choosing food and clothing for themselves
- giving advice about living arrangements, benefits, education courses to help individuals make decisions
- supervising or assisting with laundry depending on extent of learning disability, hanging washing out on the line and or/ironing clothes
- helping with personal care such as washing and dressing or toileting – the extent of help required will depend upon the extent of the individual's learning disability
- preparing/cooking healthy meals or helping the individual to do this to help keep them in good physical health
- providing transport for the individual to hospital or doctors' appointments or to social outings
- encouraging and supporting healthy lifestyle e.g. exercise/diet
- organising and facilitating attendance at day care settings to allow the individual the opportunity to socialise and build and maintain friendships
- ordering and collecting repeat prescriptions and supervising the taking of medication
- supporting individuals to develop independence where appropriate e.g. teaching individuals how to use equipment such as washing machine
- making appointments, e.g. for doctor or optician to maintain the health and well-being of the individual
- providing emotional support including friendship and company and praise to help individual feel cared for
- making referrals to health and social care professionals or to social services to request help or support such as an assessment of need
- providing opportunities for stimulation and learning e.g. helping with homework or hobbies

All other valid responses will be given credit.

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

[9]

- (b) Describe **one** way voluntary providers such as the Carers Trust may support informal carers. (AO1, AO2)

**Examples of suitable ways to be described:**

- may help to arrange or provide respite care so that carers can have a break from caring and an opportunity for some down time to enable them to recharge and thus maintain their caring role
- may provide opportunities for social contact, e.g. outings, group meetings, holidays and breaks away so that carers can develop friendships to prevent isolation including befriending schemes
- may provide emotional support such as counselling, e.g. through a support group or individual support worker or counsellor
- can provide information about financial benefits for carers to enable them to access any support available and can help them to complete application forms
- may offer a helpline and information service which is free and confidential
- may facilitate on-line forums for carers so that they can share their experiences
- may provide training, for example manual handling training or first aid training, so that carers can develop caring skills, knowledge and expertise

- may give carers a voice and highlight their work to the general public. They also campaign and work with politicians and policy makers to create real change for unpaid carers
- may provide information and advice to carers to promote understanding of a learning disability, e.g. on website or through a helpline so carers can be well informed and be able to manage their situation better
- may provide support for young carers to help them with school/ education
- may provide opportunities for carers to enjoy stress relieving activities e.g. holistic therapies
- may provide advocacy services for carers – attending consultations with them to understand jargon/diagnosis/care plan

All other valid responses will be given credit.

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

(1 × [3])

[3]

(c) Describe **two** ways informal caring might impact on carers. (AO1, AO2)

**Examples of suitable ways to be described:**

- the carers' physical health may suffer as a result of their caring duties, for example they may feel exhausted or cause themselves an injury in the course of their duties and this may lead to long term health problems, e.g. back pain
- the carers' mental health may suffer because of their caring responsibilities because they may not have much time to themselves or to pursue their own interests or hobbies and this can lead to long term health problems such as loneliness, anxiety and depression
- carers may have little or no choice but to leave their job due to responsibilities of caring and this can impact on them in terms of the financial consequences of not being in employment.
- carers' social life may suffer, they miss out on spending time with friends and work colleagues and this can take its toll on physical and mental well-being
- carers who do continue in employment may not be able to apply for promotions due to caring responsibilities and this can impact their career progression including their ability to earn, which in turn can impact on their pension and may lead to poverty in later life
- the carers' own family lives can suffer – due to responsibilities with caring informally, they can miss out on spending time with other family members including spending time with children and this can mean that, because a lack of support for or time spent with any children, the children's performance at school may be impacted negatively and/ or they may get involved in unsocial activities such as smoking and drinking alcohol because they feel neglected by parent who is busy caring, causing feelings of guilt for the carers
- carers' relationships with their partners can suffer – this may be as a result of exhaustion due to caring and so there is not the time to do things or go places in a way they might want to and so they can grow apart and the relationship can break down
- carers may feel rewarded and valued in their caring roles
- carers may develop closer relationships with their loved one and other family members who share the care
- carers may experience a range of emotions about the person they are caring for, e.g. frustration as a result of trying to cope with aggression, or guilt if they feel they are not coping well

- carers may be restricted in terms of travel if individual with LD has complex needs
- may cause financial strain and worry for carers due to costs associated with caring e.g. heating food, car maintenance/travel costs
- may develop new skills and knowledge e.g. practical caring skills and detailed knowledge of services for hearing disabilities they are dealing with and they may set up group support/become an advocate

All other valid responses will be given credit.

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

(2 × [3])

[6]

- (d) Discuss **four** ways the Carers and Direct Payments Act (NI) 2002 supports informal carers. (AO1, AO2, AO3)

**Examples of suitable ways to be discussed:**

- it recognises the rights of carers and requires their needs be taken into consideration when carrying out an assessment of needs for any service user. This assessment must be considered in relation to any care plan which is drawn up for the individual with a learning disability
- the Act defines who a carer is – a carer is defined in section 10(1) as an individual, aged 16 or over, who provides or intends to provide a substantial amount of care on a regular basis for the person cared for, thus providing recognition and validation and enabling them to access support and services
- the Act places a requirement on Trusts to inform carers of their right to a carer's assessment and gives Trusts the power to supply services directly to carers to help them in their caring role
- the Act also allows Trusts to make Direct Payments to carers (including 16 and 17 year old carers) to buy the services that meet their own assessed needs and to those with parental responsibility for a disabled child e.g. driving lessons
- Section 2 enables a Trust to provide services directly to carers following a carer's assessment under section 1. The assessment must be considered and a decision taken as to whether the carer has any needs in relation to the care that s/he provides for the person cared for. The Trust must then decide whether or not it can provide services to meet those needs
- Section 2 empowers a Trust to provide any services that in its view will help the carer care for the person cared for. These services may take the form of physical help, for example assistance around the house, or other forms of support such as training or counselling for the carer
- the Act provides carers with the opportunity to request respite care to allow them to have a break from caring which may help to relieve stress associated with providing effective informal care. The Act allows Trusts to issue vouchers for short-term breaks. Vouchers enable the carer to arrange for someone to provide services in place of the care which would otherwise have been provided by him or her (either at home or in a residential setting) while the carer takes a break from the caring role
- the Act provides carers with the right to have an assessment of their own ability to provide care which means that any assessment must ensure that the individual providing care is up to the role. This assessment will enable Trusts to decide what services, if any, should be provided direct to the carer
- it recognises the contribution made by informal carers which for many years was ignored and neglected by government thus attaching some

value to the care they provide, e.g. the service user or their representative can use direct payments to pay carers

- the Act enables recipients of direct payments to pay the carers for work that they do – these may be family or friends.
- the Act recognises the contribution made by informal carers which for many years was ignored and neglected by government

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

- limited knowledge and understanding of **four** ways the Carers and Direct Payments Act (NI) 2002 supports informal carers
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to discuss **four** ways the Carers and Direct Payments Act (NI) 2002 supports informal carers
- 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 **four** ways the Carers and Direct Payments Act (NI) 2002 supports informal carers
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to discuss **four** ways the Carers and Direct Payments Act (NI) 2002 supports informal carers
- must address at least two ways 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]–[15])**

Overall impression: competent

- competent knowledge and understanding of **four** ways the Carers and Direct Payments Act (NI) 2002 supports informal carers
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to discuss **four** ways the Carers and Direct Payments Act (NI) 2002 supports informal carers
- must address at least three ways to achieve at this level and four at the top of 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. [15]

AVAILABLE  
MARKS

33

- 2 (a) Discuss reasons for the increasing number of children with learning disabilities in Northern Ireland. (AO1, AO2, AO3)

**Examples of suitable points to be included in discussion:**

- improvements in technology and treatment have led to increased survival rates at birth of babies with complex conditions which lead to learning disabilities
- improved screening tests before and after birth which lead to early diagnosis and which allows arrangements to be made for safe delivery
- improvements in the understanding of conditions which lead to diagnosis, e.g. better understanding among professionals and/or parents/guardians of a range of disorders leading to improvements in diagnosis
- improved health and social care services leading to an increase in life expectancy of individuals with a learning disability
- availability of funding to support children with a learning disability has also led to an increase in diagnosis as available funding can be utilised for assessments, e.g. in educational settings
- reduced stigma and improved knowledge of learning disabilities has led to an increase in parents presenting with concerns, leading to more diagnoses
- increased awareness among parents and professionals of signs/symptoms

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 reasons for the increasing number of children with learning disabilities in Northern Ireland
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to discuss reasons for the increasing number of children with learning disabilities in Northern Ireland.

**Level 2 ([4]–[6])**

Overall impression: adequate

- adequate knowledge and understanding of reasons for the increasing number of children with learning disabilities in Northern Ireland
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to discuss reasons for the increasing number of children with learning disabilities in Northern Ireland.

**Level 3 ([7]–[9])**

Overall impression: competent

- competent knowledge and understanding of reasons for the increasing number of children with learning disabilities in Northern Ireland
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to discuss reasons for the increasing number of children with learning disabilities in Northern Ireland. [9]

- (b) Describe how the following practitioners can support a child with a learning disability. (AO1, AO2)

**Examples of suitable points to be included in description:**

**Speech and language therapist (SLT)**

- assesses and treats speech, language and communication problems in children with a learning disability to help them communicate better – this may involve providing activities and treatments to promote the development of and improvements in their speech and language
- provides life-improving treatment, support and care for children who have difficulties with communication – this may involve finding alternative ways to communicate, e.g. Makaton
- develops personalised plans to support children with a learning disability who have eating and swallowing problems
- using specialist skills, works directly with children and their families to provide tailored support
- works closely with teachers and other health professionals, such as doctors, nurses and other allied health professionals in order to help ensure the needs of children are fully met
- provides training to teachers so they can identify the signs of speech, language and communication needs in children with a learning disability and support them appropriately

All other valid responses will be given credit

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

(1 × [3])

[3]

**Occupational therapist (OT)**

- works with children to help them to develop their fine motor skills so they can grasp and release toys and develop good handwriting or computer skills
- through activities and play can work to improve eye–hand coordination so children can play and perform skills such as bat a ball and copy from a blackboard
- promotes independence in relation to life skills such as bathing, getting dressed, brushing teeth, and self-feeding
- helps children to learn positive behaviours and social skills by practising how they manage frustration and anger
- provides special equipment to help build a child's independence, e.g. wheelchairs, splints, bathing equipment, dressing devices, and communication aids
- can recommend special writing utensils to improve dexterity and ability
- may work with the teacher to support classroom management for children with a learning disability such as assisting with seating plans and solutions to keep children calm and focused
- may suggest use of gadgets to help a child with a learning disability refrain from fidgeting and so improve concentration
- may suggest the use of weighted items, e.g. weighted lap pad to help a child with a learning disability to feel and stay calm
- may suggest tasks/activities to help strengthen fine motor skills including using scissors, tying shoes, and using utensils
- may design play activities to engage and motivate a child with a learning disability in order to maximise focus and performance

All other valid responses will be given credit

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

(1 × [3])

[3]

- (c) Describe **two** benefits of effective team working when providing care for service users with learning disabilities. (AO1, AO2)

**Examples of suitable benefits to be described:**

- holistic care is more likely to occur and so service users' needs are more likely to be met because teams are working together to meet needs including the OT, speech and language therapist, GP, learning disability nurse etc.
- as a condition changes over time, the composition of the team may change to reflect the changing physical and psychosocial needs of the service user so other practitioners can come onboard quite easily – team working makes it more likely that the involvement of other practitioners is smooth and timely
- problems can be identified and dealt with thus avoiding delays or mistakes which may be damaging for service users with learning disabilities
- more efficient use of resources as it is less likely that care is duplicated when teams are working together
- improved health outcomes are possible and enhanced experience of service provision for service users with learning disabilities and their families
- effective team working makes it less likely that service users fall through the net and needs go unmet
- information can be passed on more easily which can lead to better quality care provision e.g. effective implementation of the care plan
- makes it more likely that seamless care is achieved – this is particularly relevant where service users progress from children's to adult services
- the service user is less likely to experience abuse or discrimination or poor care as many professionals/carers are involved and so more likely to be identified
- may reduce stress for staff
- needs more likely to be met
- may discuss benefits for team members e.g. practitioners may feel supported, may learn from each other
- may experience high morale and job satisfaction

All other valid responses will be given credit.

[1] basic description, [2] adequate description, [3] competent description  
(2 × [3]) [6]

- (d) Describe **three** ways the SENCO supports children with learning disabilities. (AO1, AO2)

**Examples of suitable ways to be described:**

- takes a lead role in developing and writing the special needs policy and should be aware of what it should contain
- takes the lead in ensuring that all staff are aware of the special needs policy's contents and work within the guidelines it provides. The SENCO therefore will have a key role to play in supporting teachers who deliver the curriculum and providing support to classroom assistants where necessary. The SENCO will also ensure that parents are aware of the policy and that it is fully implemented so that the needs of children with SEN are addressed
- responsible for ensuring that Individual Education Plans (IEPs) are written, followed and evaluated – the SENCO should oversee that plans

have been written for all children on the SEN register and these plans are regularly reviewed and updated at least annually. Help with these plans is very often provided by specialist staff such as educational psychologists, OTs and SLTs and the plans are usually the result of collaboration between all the relevant staff but are ultimately the responsibility of the SENCO. Plans are tailored to the specific needs of each child and should allow the child to achieve their potential

- a key part of a SENCO's role is to decide what information to record about the developmental progress of a child with additional needs and the format to be used. They will also need to be aware of the issues around information sharing and confidentiality. They will have responsibility for collecting and recording all relevant background information about individual children with additional needs and making sure that this is kept up-to-date
- responsible for making sure that support for a child with SEN is coordinated. They will be expected to liaise closely with parents and all relevant professionals when identifying children's needs and planning for intervention and support e.g. special arrangements for assessments, adapted timetables
- sets up meetings. The SENCO will invite the relevant people, depending on the purpose of the meeting. The SENCO will maintain records of all meetings and store these appropriately
- responsible for ensuring resources within the school meet the needs of the children with SEN who attend. This will involve consultation with other relevant staff such as teachers, classroom assistants and OTs who will determine what resources are needed. Maintenance and upkeep of resources would also fall under the remit of the SENCO so that resources are updated or replaced when appropriate.
- using diagnostic tests to identify learning needs
- helping to ensure that teaching methods support child's learning

All other valid responses will be given credit.

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

(3 × [3])

[9]

- (e) Discuss how staff in a pre-school environment might meet the physical, intellectual, emotional and social needs of a child with a learning disability. (AO1, AO2, AO3)

### Physical needs

#### Examples of suitable points to be included in discussion:

- development of gross and fine motor skills – could be met through providing suitable play activities, e.g. having suitable outdoor play equipment and indoor toys which are safe and stimulating
- nutrition – could be met by providing healthy balanced breaks/snacks
- physical safety environment – could be met by having suitable play equipment, safe entry and exit and safe outdoor play area
- exercise – could be met by encouraging the child to be active – allow them opportunities for appropriate gross motor play in line with health and safety and ability
- hygiene – could be met by encouraging and supporting the child with appropriate toileting behaviour, e.g. proper hand washing and assisting with personal hygiene where necessary
- warmth – could be met by ensuring the environment is warm and that suitable outdoor clothes are worn when outside

**Intellectual needs****Examples of suitable points to be included in discussion:**

- learning, knowledge and understanding – could be met by supporting the child with activities in line with age and ability and in accordance with identified needs
- stimulation – could be met by asking children questions that make them think, e.g. about what might happen at the end of a story and by providing challenging play equipment, e.g. puzzles or jigsaws in line with skills and ability
- communicating– talking to the child about what they are doing and encouraging conversation
- engaging with other relevant staff such as educational psychologist and following any IEP carefully, providing feedback where necessary
- communicating with parents regarding the child’s progress and supporting parents with suitable activities they might do at home

**Emotional needs****Examples of suitable points to be included in discussion:**

- need to express emotions – could be met by encouraging the child to talk about feelings, listening to the child and responding appropriately
- need to feel valued/loved/wanted/safe – could be met by asking the child for opinions, addressing them appropriately, reassuring them, showing them love and affection
- Liaise with parents/guardians to find out about the child’s needs/likes/dislikes so they can better manage needs
- staff spending time talking and listening to the child
- offering activities and training to help child deal with frustration/anger associated with learning disability
- involvement of multi-disciplinary teams to ensure all needs are properly met which can impact emotional needs and well-being
- one to one support with play group staff where necessary to enable the child to achieve potential in activities
- rewarding achievement for example through the use of privileges
- allowing the child to develop independence and supporting decision making
- supporting the child to develop friendships with other children helping them to feel happy and included
- maintaining a routine so the child feels confident about what is happening
- responding to the child in a respectful and supportive way, e.g. using an appropriate tone of voice and ensuring messages are clear
- ensuring staff are appropriately trained to manage the child and his/her condition to meet esteem needs
- maintaining a routine so the child feels confident about what is happening
- praising the child for their achievements
- providing resources to help meet child’s emotional need e.g. sensory room to calm emotions or objects such as fidget spinner
- personalising children’s belongings e.g. coat hook, to give sense of belonging
- allow credit for identification of need e.g. sense of autonomy

**Social needs****Examples of suitable points to be included in discussion:**

- development of social skills – could be met by encouraging and supporting the child to behave appropriately at mealtimes, e.g. sitting at table and using cutlery properly and to take turns and to learn to share
- communication skills/interaction with others – could be met by talking to the child and allowing opportunities for play such as role play involving others
- need to make friends/develop relationships – can be met by supporting the child to develop friendships for example through organised activities and games.

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

- limited knowledge and understanding of how staff in a pre-school environment might meet the physical, intellectual, emotional and social needs of a child with a learning disability
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to discuss how staff in a pre-school environment might meet the physical, intellectual, emotional and social needs of a child with a learning disability
- 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 pre-school environment might meet the physical, intellectual, emotional and social needs of a child with a learning disability
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to discuss how staff in a pre-school environment might meet the physical, intellectual, emotional and social needs of a child with a learning disability
- must address at least two types of needs 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 pre-school environment might meet the physical, intellectual, emotional and social needs of a child with a learning disability
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to discuss how staff in a pre-school environment might meet the physical, intellectual, emotional and social needs of a child with a learning disability
- must address at least three types of needs to achieve at this level and all four types of needs at the top of 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 pre-school environment might meet the physical, intellectual, emotional and social needs of a child with a learning disability
- demonstrates a highly competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to discuss how staff in a pre-school environment might meet the physical, intellectual, emotional and social needs of a child with a learning disability
- 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]

48

3 (a) Describe the purpose of respite care. (AO1, AO2)

**Examples of suitable points to be included in description:**

- to allow carers to take a break from caring, while the person requiring care is looked after by someone else allowing the carer for example to go on a holiday
- allowing carers to take time out of caring to prevent them from becoming exhausted and run down so that they are mentally and physically fit to continue in their caring role

All other valid responses will be given credit.

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

(1 × [3])

[3]

(b) Discuss the expected content of a whistleblowing policy in a residential setting for service users with learning disabilities. (AO1, AO2, AO3)

**Examples of suitable points to be included in discussion:**

- a definition of whistleblowing including examples relevant to the workplace which helps employees to fully understand what whistleblowing actually means and helps to focus their minds on whether their concern is a genuine whistleblowing issue or a personal grievance
- a statement of when a disclosure should be made and making it clear that employees can, if they wish, make a disclosure jointly with others
- there should be a statement of the employer's commitment to identifying, remedying, and eradicating any wrongdoing in the work place and it should be clear that malpractice will not be tolerated and it should also be clear that this applies to all levels of the workforce
- it should make clear what protections are afforded to staff if they make a disclosure, for example it should state that staff will not suffer any detriment at all for making a disclosure and that they are actively encouraged to come forward if they have any concerns
- it should also clearly state that even if the disclosure is found to be incorrect, the individual making the disclosure will not experience any detriment provided that they believed in what they were saying
- it should also explicitly state that any disclosure made by anyone in the organisation in bad faith or maliciously could lead to disciplinary action
- the process and procedures which are to be followed by the whistleblower and the organisation in following up any disclosures should be clearly set out and should include the person the employee should initially approach, such as their line manager
- the type and level of detail the whistleblower needs to provide should be described so they can explain their concern, why they are making the disclosure and provide any relevant information that they have
- details of what steps will be taken by the organisation to investigate the disclosure fully should be provided
- approximate timings of when the disclosure will be dealt with may be included, for example, "We will endeavour to provide you with feedback within 10 days of your initial disclosure"
- may include a statement of zero tolerance for malpractice

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 the expected content of a whistleblowing policy in a residential setting for service users with learning disabilities
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to discuss the expected content of a whistleblowing policy in a residential setting for service users with learning disabilities
- 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 the expected content of a whistleblowing policy in a residential setting for service users with learning disabilities
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to discuss the expected content of a whistleblowing policy in a residential setting for service users with learning disabilities
- 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 the expected content of a whistleblowing policy in a residential setting for service users with learning disabilities
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to discuss the expected content of a whistleblowing policy in a residential setting for service users with learning disabilities
- 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]

- (c) Discuss how inspections by the Regulation and Quality Improvement Authority (RQIA) might improve care provision in residential settings for adults with learning disabilities. (AO1, AO2, AO3)

**Examples of suitable points to be included in discussion:**

- inspections require service providers to comply with identified standards/targets set for improvement or follow up and carry out follow up inspections to ensure changes are made
- inspections can lead to closure where providers are not demonstrating that they can operate at an acceptable standard thus protecting residents – even the threat of closure can be enough to improve the standards of care
- the inspection process provides support and advice to organisations providing care for those with learning disabilities about best practice so that service users can experience quality care and treatment
- inspections identify key areas for organisations to focus on such as environment, food, cleanliness which means minimum standards should be met in relation to these aspects of provision
- inspections may be announced or unannounced which may mean standards of care are more likely to be maintained due to the unpredictable element of unannounced inspections
- inspections identify good practice and this recognition can motivate staff and boost morale, leading to quality care for residents
- inspection reports are available to the public and this may improve care provision as residential settings may view these reports as an opportunity to advertise and promote confidence in the setting and so increase business
- the views of service users, where appropriate, and their families are sought by inspectors on a range of issues and this input can lead to improvements in care provided in the setting
- inspections check to see if care is safe, effective, well led, compassionate – accept any valid examples of these sub headings

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 inspections by the Regulation and Quality Improvement Authority (RQIA) might improve care provision in residential settings for adults with learning disabilities
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to discuss how inspections by the Regulation and Quality Improvement Authority (RQIA) might improve care provision in residential settings for adults with learning disabilities.

**Level 2 ([4]–[6])**

Overall impression: adequate

- adequate knowledge and understanding of how inspections by the Regulation and Quality Improvement Authority (RQIA) might improve care provision in residential settings for adults with learning disabilities
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question

- demonstrates an adequate ability to discuss how inspections by the Regulation and Quality Improvement Authority (RQIA) might improve care provision in residential settings for adults with learning disabilities.

### Level 3 ([7]–[9])

Overall impression: competent

- competent knowledge and understanding of how inspections by the Regulation and Quality Improvement Authority (RQIA) might improve care provision in residential settings for adults with learning disabilities
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to discuss how inspections by the Regulation and Quality Improvement Authority (RQIA) might improve care provision in residential settings for adults with learning disabilities.

[9]

- (d) Discuss **four** other standards contained in the code of practice and conduct for social care workers drawn up by NISCC. (AO1, AO2, AO3)

#### Examples of suitable standards to be discussed:

- the code requires social care workers to protect the rights and promote the interests and wellbeing of service users and carers
- the code requires social care workers to promote the autonomy of service users while safeguarding them as far as possible from danger or harm
- the code requires social care workers to respect the rights of service users while seeking to ensure that their behaviour does not harm themselves or other people
- the code requires social care workers to be accountable for the quality of their work and take responsibility for maintaining and improving their knowledge and skills
- as a social care worker you must understand the main duties and responsibilities of your own role within the context of the organisation in which you work
- as a social care worker you must be able to communicate effectively
- as a social care worker you must deliver person-centred care and support which is safe and effective
- as a social care worker you must support the safeguarding of individuals
- as a social care worker you must maintain health and safety at work
- as a social care worker you must develop yourself as a social care worker

Refer to <https://staging.niscc.info/app/uploads/2020/09/standards-of-conduct-and-practice-for-social-care-workers-2019-1.pdf> for discussion of these standards

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

- limited knowledge and understanding of four other standards contained in the code of practice and conduct for social care workers drawn up by NISCC
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question

- demonstrates a limited ability to discuss four other standards contained in the code of practice and conduct for social care workers drawn up by NISCC
- 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 other standards contained in the code of practice and conduct for social care workers drawn up by NISCC
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to discuss four other standards contained in the code of practice and conduct for social care workers drawn up by NISCC
- must address at least two standards 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 other standards contained in the code of practice and conduct for social care workers drawn up by NISCC
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to discuss four other standards contained in the code of practice and conduct for social care workers drawn up by NISCC
- must address at least three standards to achieve at this level and four at the top of 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

- highly competent knowledge and understanding of four other standards contained in the code of practice and conduct for social care workers drawn up by NISCC
- demonstrates a highly competent ability to apply appropriate knowledge and understanding to the question

- demonstrates a competent ability to discuss four other standards contained in the code of practice and conduct for social care workers drawn up by NISCC
- 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]

**Total**

**AVAILABLE  
MARKS**

39

**120**