

**3625-30 Level 3 Advanced Technical Diploma in Health and Care (540)**  
 3625-530 Level 3 Health and Care - Theory exam (1)

March 2022 Mark Scheme

Q no.	Acceptable answer(s)	Guidance	Max mks	Ref
Q1	<p>1 mark each for any of the following examples, <b>up to a maximum of 3 marks:</b></p> <ul style="list-style-type: none"> <li>• Social care departments were given responsibility for community care for older people (1)</li> <li>• The services were geared to what an individual needed rather than what was available (1)</li> <li>• The needs were identified following a community care assessment (1)</li> <li>• Homecare/day care/respite services were developed to support individuals to live in their own home wherever possible (1)</li> <li>• Needs of carers were taken into account for the first time (1)</li> </ul>		3	301 1.2 AO1
Q2	<p>1 mark for each purpose, <b>up to a maximum of 1 mark.</b>            1 mark for a related description, <b>up to a maximum of 1 mark:</b></p> <ul style="list-style-type: none"> <li>• <b>To provide support for short periods of time (1)</b> following an injury or illness until individual recovers (1)</li> <li>• <b>To support individuals in their own home (1)</b> eliminating the need to spend long periods of time in hospital (1)</li> <li>• <b>Support hospital aftercare for six weeks (1)</b> for individuals who require acute aftercare (1)</li> <li>• <b>To support individuals with palliative/ end of life care (1)</b> so individuals and family can make the most of their time together (1)</li> <li>• <b>To assist individuals with personal care needs (1)</b> to help them maintain independence (1)</li> <li>• <b>To assist individuals with health-related tasks (1)</b> to manage medication and maintain health and wellbeing (1)</li> <li>• <b>To avoid admission to residential care (1)</b> to receive a less expensive form of support (1)</li> </ul>	Descriptions of the role or purpose are acceptable.	2	301 1.4 AO2

<b>Q3a</b>	1 mark for the following description, <b>up to a maximum of 1 mark:</b> <ul style="list-style-type: none"> <li>The ability to understand, appreciate and interact with persons from cultures and belief systems other than one's own (1)</li> </ul>	The answer should include the ability to understand a different culture in order to gain the mark.	1	303 2.2 AO1
<b>Q3b</b>	1 mark for the following description, <b>up to a maximum of 1 mark:</b> <ul style="list-style-type: none"> <li>The unfair situation in society when some people have fewer opportunities than others (1)</li> </ul>		1	
<b>Q3c</b>	1 mark for the following description, <b>up to a maximum of 1 mark:</b> <ul style="list-style-type: none"> <li>The situation where everyone is given what they need to be successful (1)</li> </ul>	Answers must show an understanding that equity is achieved by treating everyone justly according to their circumstances not by treating everyone the same.	1	

Q no.	Acceptable answer(s)	Guidance	Max mks	Ref
<b>Q4</b>	1 mark for each effect identified, <b>up to a maximum of 2 marks</b> and 1 mark for each corresponding description, <b>up to a maximum of 2 marks:</b> <ul style="list-style-type: none"> <li><b>Disempowerment</b> (1) a lack of confidence/feel devalued/unable to fight the discrimination. (1)</li> <li><b>Disenfranchisement</b> (1) may leave individuals unable to participate fully in public life as a citizen. (1)</li> <li><b>Lack of access to services</b> (1) there may be a lack of specialist services to support individuals in the community (1)</li> <li><b>Social stigma in using services</b> (1) affecting opportunities to fully participate in society (1)</li> <li><b>Limited life chances</b> (1) leads to a struggle to remain in employment / impact on housing status/ opportunities to achieve personal goals / lack of employment/financial status/ feelings of worthlessness. (1)</li> <li><b>Marginalisation</b> (1) not accepted by others making participation difficult /fear of strangers as they cannot gauge their reaction to status. (1)</li> <li><b>Lack of self-worth</b> (1) – blaming self / feel undeserving of happiness / unable to make decisions / lack of development of a positive identity - may be affected by other people viewing status negatively. (1)</li> <li><b>Stress</b> (1) inducing illness/physical exhaustion/mental exhaustion (1)</li> </ul>	Marks not awarded for types/ examples of discrimination.	4	303 3.1 AO2

	<ul style="list-style-type: none"> <li>• <b>Emotional distress</b> (1) may experience mood swings/ feel a loss of purpose / show signs of being irritable or snappy. (1)</li> <li>• <b>Depression</b> (1) may feel anxious/ have difficulty concentrating/ self-harm/ feel tired and have no energy. (1)</li> <li>• <b>Loss of rights</b> (1) may feel not listened to/ not able to make choices/ not treated with respect. (1)</li> <li>• <b>Isolation</b> (1) may feel that others do not understand their problems / difficulty in building relationships exacerbates isolation. (1)</li> </ul>			
<b>Q5</b>	<p>1 mark each for any of the following, <b>up to a maximum of 3 marks:</b></p> <ul style="list-style-type: none"> <li>• political equality – e.g. the right to have your political views heard and respected. (1)</li> <li>• equality of outcome. (1)</li> <li>• equality of opportunity. (1)</li> <li>• equality of treatment. (1)</li> <li>• equality of membership in society. (1)</li> <li>• equality in employment. (1)</li> </ul>	Examples of types of equality will be accepted	3	303 5.1  AO1
<b>Q6</b>	<p>1 mark for any of the following descriptions, <b>up to a maximum of 4 marks:</b></p> <ul style="list-style-type: none"> <li>• Assess and meet his needs (1)</li> <li>• Work with other professionals/services to provide holistic support (1)</li> <li>• Support his dignity/respect). (1)</li> <li>• Take steps to support his physical and mental health, and emotional wellbeing. (1)</li> <li>• Ensure that he is protected from abuse and neglect (1)</li> <li>• Ensure that he has financial control over day-to-day life/types of care and support provided (1)</li> <li>• Support him to participate in society through work/education/training/ recreation events. (1)</li> <li>• Ensure that his social and economic wellbeing needs are met. (1)</li> <li>• Ensure he has equipment to carry out daily living tasks independently (1)</li> </ul>		4	303 1.1 AO2

Q no.	Acceptable answer(s)	Guidance	Max mks	Ref
<b>Q7</b>	<p>1 mark each for any of the following, <b>up to a maximum of 3 marks:</b></p> <ul style="list-style-type: none"> <li>• Cost effectiveness of buying/ using equipment. (1)</li> <li>• Speed of service if relying on internet. (1)</li> <li>• Accessibility of equipment. (1)</li> </ul>	Appropriate examples of factors without repetition are acceptable	3	304 1.5 AO1

	<ul style="list-style-type: none"> <li>• Choice of suitable equipment. (1)</li> <li>• User ability/training. (1)</li> </ul>			
<b>Q8</b>	<p>1 mark for each description of potential barriers, <b>up to a maximum of 5 marks.</b></p> <ul style="list-style-type: none"> <li>• They may be unconscious/conscious and aware, but unable to respond (1)</li> <li>• Individuals may have difficulty responding verbally (1)</li> <li>• They may have difficulty concentrating and end conversations abruptly or avoid them. (1)</li> <li>• They may miss important information (1)</li> <li>• They may say inappropriate or embarrassing things. (1)</li> <li>• They are unable to divide their attention between two or more activities (1)</li> <li>• They may be inflexible in their opinions and unable to understand another person's viewpoint (1)</li> <li>• They take longer to process information (1)</li> <li>• Equipment/specialist technologies may be limited, restricting communication. (1)</li> <li>• Carers lack the necessary specialist communication skills to communicate in preferred way (1)</li> <li>• Challenging environment, noise/ distractions for staff/individuals affects the clarity of the communication. (1)</li> <li>• Accept any other appropriate response</li> </ul>		5	304 2.3 AO2

Q no.	Acceptable answer(s)	Guidance	Max mks	Ref
Q9	<p>1 mark each for any of the following types of written communication, <b>up to a maximum of 3 marks:</b></p> <ul style="list-style-type: none"> <li>• Charts (1)</li> <li>• Menus (1)</li> <li>• Personal Care plan (1)</li> <li>• Email (1)</li> <li>• Text message (1)</li> <li>• Letter (1)</li> <li>• Posters (1)</li> <li>• Accept any other appropriate response</li> </ul>		3	304 1.1  AO1
Q10	<p>1 mark each for an illness, <b>up to a maximum of 2 marks</b>, 1 mark for each related effect on interpersonal communication, <b>up to a maximum of 3 marks.</b></p> <ul style="list-style-type: none"> <li>• Individuals may have difficulty finding the right words/repeat ideas/use nonsensical words (1) which impairs communication (1)</li> <li>• Individuals may have difficulty following a topic (1) resulting in them giving an inappropriate response (1)</li> <li>• Individuals may have incoherent speech/ lack fluency (1) so they cannot be fully understood by others (1)</li> <li>• Individuals may find it difficult to socially interact with others/find conversations with others difficult (1) so avoid social situations/become isolated</li> <li>• Individuals may exhibit inappropriate behaviour/aggressive/distressed/withdrawn (1) and be unable or unwilling to follow instructions (1)</li> <li>• Poor personal presentation and hygiene (1) may affect the willingness of others to engage (1)</li> <li>• Accept any other appropriate response</li> </ul>		5	304 2.1 AO2
Q11	<p>1 mark for any of the following, <b>up to a maximum of 3 marks:</b></p> <ul style="list-style-type: none"> <li>• Accidents/incidents on the way to or from place of work (1)</li> <li>• Abuse or violence from others (1)</li> <li>• Trips and falls (1)</li> <li>• Stress (1)</li> <li>• Passive smoking/Personal health risk (1)</li> <li>• Exposure to hazardous substances (1)</li> <li>• Injuries from moving and handling (1)</li> <li>• Injuries caused by pets and animals (1)</li> </ul>		3	306 1.3  AO1
Q12	<p>1 mark for any of the following, <b>up to a maximum of 6 marks:</b></p> <ul style="list-style-type: none"> <li>• Staff would wear protective clothing (1)</li> </ul>		6	306 4.2  AO2

	<ul style="list-style-type: none"> <li>• Joseph would be screened for infection and offered appropriate treatment (1)</li> <li>• Joseph and the staff should wash their hands/use alcohol hand rubs when entering leaving the hospital environment (1)</li> <li>• All staff should wash hands before and after contact with each patient /doing any procedure (1)</li> <li>• Joseph should be instructed not to share towels/ face cloths/personal grooming tools which will be discarded if left following discharge (1)</li> <li>• Staff should follow hospital deep cleaning policies (1)</li> <li>• Staff should follow policies to dispose of protective clothing/clinical waste. (1)</li> </ul>			
<b>Q13</b>	<p>1 mark each for any of the following, <b>up to a maximum of 3 marks:</b></p> <ul style="list-style-type: none"> <li>• Communicable diseases/infection control and safe medication administration policies. (1)</li> <li>• Confidentiality and information disclosure. (1)</li> <li>• Record keeping and access to files. (1)</li> <li>• Moving and handling. (1)</li> <li>• Dealing with accidents and emergencies. (1)</li> <li>• Accept any other appropriate response</li> </ul>		3	306 1.2 AO1
<b>Q14</b>	<p>1 mark for each identification point, <b>up to a maximum of 2 marks</b>, 1 mark for each expanded explanation, <b>up to a maximum of 2 marks:</b></p> <ul style="list-style-type: none"> <li>• Follow procedures to report (1) and record the incident correctly. (1)</li> <li>• Check Albert for injuries (1) to decide whether to contact either 999 or GP depending on severity of injuries (1)</li> <li>• Reassess Albert's condition (1) to avoid future falls. (1)</li> <li>• Take all reasonable precautions (1) to mitigate risk of falling again. (1)</li> <li>• Ensure that staff are qualified/competent, have the skills and experience (1) to support Albert to walk. (1)</li> <li>• Ensure that the premises are safe to use/used in a safe way (1) to avoid further incidents (1)</li> <li>• Ensure that the equipment used by Albert is suitable for his needs (1) to maintain independence (1)</li> <li>• Ensure that Albert's care plan is maintained (1) to identify and manage his care needs (1)</li> </ul>		4	306 3.3 AO2

Q no.	Acceptable answer(s)	Guidance	Max mks	Ref
Q15	<p>For no awardable content, award 0 marks.</p> <p><b>Band 1 (1-3 marks)</b> Basic discussion showing minimal breadth of considerations, supported with little or no analysis. Some accurate basic knowledge of Justine’s needs and the way they can be met. Limited or no reference to legislation/regulation which impact on Justine and her preferences and choices. Basic discussion of safe working practices. Provided little or no justifications for points made. The response lacked structure and coherency. Where facts were provided, these were sometimes incorrect.</p> <p>To access higher marks in the band the response must include some attempt of meeting Justine’s individual needs with a satisfactory range of considerations.</p> <p><b>Band 2 (4-6 marks)</b> Clear and relevant discussion which makes a reasonable attempt to cover some considerations displaying good breadth of knowledge and understanding. This was supported by brief analysis. The discussion included attempts to link Justine’s needs, some areas may be more detailed than others. Reference to legislation/regulation/codes of practice impacting on Justine and her needs is evident. Throughout the discussion recommendations and opinions were offered with some justification and the use of a few examples. The overall discussion is presented in a clear format and the use of terminology is mostly appropriate. Content is factually accurate.</p> <p>To access higher marks in the band, the discussion must be mostly detailed and contain some justifications and strong links to legislation/regulation/codes of practice. The overall discussion will be presented clearly and with logical structure.</p> <p><b>Band 3 (7-9 marks)</b> Comprehensive and clear discussion showing breadth of understanding across the main considerations which were supported by effective analysis and conclusions that displayed depth of understanding. Detailed analysis of Justine’s needs and the ways in which they may be met. A range of examples are used to illustrate points. Robust reference to legislation/regulation/codes of practice impacting on Justine and the environment. Throughout the discussion well-reasoned justifications for recommendations and opinions were offered. Relevant use of accurate terminology was evident. The entire discussion was coherent, relevant and factually accurate.</p>	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Policies and procedures to ensure staff duty of care for individual safety is upheld</li> <li>• Complete risk assessments prior to her activities on the farm</li> <li>• Legislation/codes of practice/regulations identified which support and protect Justine e.g. The Equality Act (2010), Safeguarding Vulnerable Adults, Health and Safety at Work Act (1974), Care Act (2014) in care and work environment</li> <li>• Staff modelling appropriate behaviour in the farm environment ie use of PPE/responding appropriately to animal behaviour</li> <li>• Commitment to a person-centred approach in supporting Justine</li> <li>• Sources of support adhering to equality and inclusion are available to Justine</li> <li>• Reassess and improve communication strategies used to</li> </ul>	9	AO4

	<p>To access higher marks in the band the response must be coherent, balanced and structured in a logical way. There will be a range of recommendations offered with strong links to legislation/regulation and codes of practice and theories which are fully justified.</p>	<p>support Justine to express her needs</p> <ul style="list-style-type: none"> <li>• Role and purpose of different professionals that may enhance her communication and make her aware of her choices</li> <li>• Job roles of professionals who may offer specialist support on the farm</li> <li>• Professional strategies are discussed to promote equality for Justine</li> <li>• Supporting Justine to gain opportunities to improve life chances</li> <li>• Developing resilience and strategies to overcome difficulties</li> <li>• Working with animals to provide a therapeutic environment for Justine</li> </ul>		
--	---	--	--	--