



GCSE MARKING SCHEME

SUMMER 2023

**GCSE
HEALTH AND SOCIAL CARE AND CHILDCARE –
UNIT 3
3570UD0-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2023 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

WJEC GCSE HEALTH SOCIAL CARE AND CHILDCARE – UNIT 3

SUMMER 2023 MARK SCHEME

Question	Answer	AO1	AO2	AO3	TOTAL
1.	<p><i>Tick (✓) the box to show whether each statement below is true or false.</i></p> <p>Award 1 mark for each correct answer.</p> <p>(i) False (ii) True (iii) True</p>	1,1,1			3
2.	<p><i>The Welsh Government gives lifestyle advice and information on public health intervention and services, through a range of initiatives. Outline how the Dragon Multi-Skills and Sport initiative supports the health and well-being of young people in Wales.</i></p> <p>Award up to 4 marks for an outline of how the Dragon Multi-Skills and Sport initiative supports the health and well-being of young people in Wales.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • can be promoted by schools and clubs • a vision of making sport fun and getting ‘every child hooked on sport for life’ • Increase fitness le • a vision of getting more young people ‘more active more often’ • increase fitness levels • by focusing on a child-centred learning • by helping young people feel confident and competent to play and enjoy a wide range of sports • by teaching key physical skills including the all-important ABC Skills-agility, balance and co-ordination • letting the young people develop at their own pace • tailored sessions to meet the young person’s needs to fully support their physical development 	4			4

Band	AO1
4	<p style="text-align: center;">4 marks</p> <p>An excellent outline which shows detailed knowledge and understanding of how Dragon Multi-Skills and Sport supports the health and well-being of young people in Wales.</p>
3	<p style="text-align: center;">3 marks</p> <p>A very good outline which shows knowledge and understanding of how Dragon Multi-Skills and Sport supports the health and well-being of young people in Wales.</p>
2	<p style="text-align: center;">2 marks</p> <p>A good outline which shows some knowledge and understanding of how Dragon Multi-Skills and Sport supports the health and well-being of young people in Wales.</p>
1	<p style="text-align: center;">1 mark</p> <p>A basic outline which shows little knowledge and understanding of how Dragon Multi-Skills and Sport supports the health and well-being of young people in Wales.</p>
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or attempted.</p>

Question		Answer	AO1	AO2	AO3	TOTAL
3.		<p><i>The Equality Act 2010 provides protection against discrimination for people who possess one or more of the nine specific protected characteristics.</i></p> <p><i>Name three of these protected characteristics.</i></p>				3
	(i) (ii) (iii)	<p>Any three of the following:</p> <ul style="list-style-type: none"> • Age • Disability • Marriage and Civil partnership • Pregnancy and maternity • Race, Religion or Belief • Sex, Gender reassignment, Sexual orientation. 	3 [1,1,1]			

Question	Answer	AO1	AO2	AO3	TOTAL
4.	<p data-bbox="384 232 1011 297"><i>Individuals may experience health inequalities and barriers to healthcare services.</i></p> <p data-bbox="282 333 1011 432">(a) <i>Explain why individuals with learning disabilities may experience health inequalities and barriers to healthcare services.</i></p> <p data-bbox="384 468 1011 600">Award up to 5 marks for a detailed explanation of why individuals with learning disabilities may experience health inequalities and barriers to healthcare services, such as:</p> <p data-bbox="384 636 608 667">General barriers:</p> <ul data-bbox="384 674 1011 1592" style="list-style-type: none"> • Lack of staff training. Inexperienced, unqualified staff. • Lack of staff understanding of the needs of people with learning disabilities. • Lack of empathy from staff and therefore inadequate care is given. Characteristics such as patience and support may be missing. • Lack of policies and procedures, with no mentoring to help staff and give them advice. • Staff not aware of good practice for the care of those with learning disabilities. • Staff see themselves as in a position of power or control and could take advantage of the situation. • Inadequate staffing which leads to overworked staff. Staff working too many hours. Staff may suffer from stress, overworked, tired; causing lack of patience and the needs of those with learning disabilities will not be met. • No support from senior staff / management at busy times. • Low self-esteem amongst staff. Staff feel inadequate and unable to give a high standard of care. <p data-bbox="384 1628 711 1659">Barriers of the individual-</p> <ul data-bbox="384 1666 935 1910" style="list-style-type: none"> • Communication barriers. • Lack of access to services. • Transportation issues. • Barriers in accessing information. • Psychological barriers e.g., fear. • Geographical barriers e.g., distance to travel to services, postcode lottery. <p data-bbox="384 1946 860 1977">Credit any other reasonable answer.</p>		5		5

Band	AO2
3	<p style="text-align: center;">5 marks</p> <p>An excellent explanation which shows detailed knowledge and understanding of how individuals with learning disabilities may experience health inequalities and barriers to healthcare services. The response explains thoroughly and includes relevant examples that clearly illustrate the points made.</p>
2	<p style="text-align: center;">3-4 marks</p> <p>A good explanation which shows knowledge and understanding of how individuals with learning disabilities may experience health inequalities and barriers to healthcare services. The response explains clearly and includes relevant examples to illustrate the points made.</p>
1	<p style="text-align: center;">1-2 marks</p> <p>A basic explanation which shows little knowledge and understanding of why individuals with learning disabilities may experience health inequalities and/or barriers to healthcare services. The response explains with some reference to examples to illustrate the points made.</p>
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or attempted</p>

Question	Answer	AO1	AO2	AO3	TOTAL
(b)	<p><i>Analyse the importance of safeguarding for adults who are vulnerable, living in their own homes.</i></p> <p>Award up to 6 marks for a detailed analysis of the importance of safeguarding for adults who are vulnerable, living in their own homes.</p> <ul style="list-style-type: none"> • To enable them to care for themselves without support to avoid feeling disempowered/ useless/withdrawn • To avoid them to feeling socially isolated—this in turn would reduce feelings of low self-esteem/less confidence/ less frightened/ not scared/ not worried • To support when there are no relatives nearby to avoid isolation/depression/ sadness. • To avoid mental illness or support mental health needs • To make sure the individuals are eating properly - not neglecting themselves which could lead to their physical health deteriorating. • Avoid physical illness-avoiding problems with mobility/physical injuries due to falls • Ensuring they have somebody to talk to if they have no friends and reducing feelings of becoming withdrawn or not being able to communicate. <p>Credit any other reasonable answer.</p>			6	6

Band	AO3
3	<p>5-6 marks</p> <p>An excellent analysis including reasoned judgements about the importance of safeguarding for adults who are vulnerable, living in their own homes. The response clearly identifies a range of effects of safeguarding for adults who are vulnerable, living in their own homes.</p>
2	<p>3-4 marks</p> <p>A good analysis including some judgements about the importance of safeguarding for adults who are vulnerable, living in their own homes. The response explains identifies at least two effects of safeguarding for adults who are vulnerable, living in their own homes.</p>
1	<p>1-2 marks</p> <p>A basic analysis about the importance of safeguarding for adults who are vulnerable, living in their own homes. The response identifies at least one possible effect of safeguarding for adults who are vulnerable, living in their own homes.</p>
	<p>0 marks</p> <p>Response not creditworthy or attempted</p>

Question	Answer	AO1	AO2	AO3	TOTAL
(c)	<i>Other than individuals with learning disabilities and adults who may be vulnerable, identify two other groups who may need safeguarding.</i>				2
(i)	Award 1 mark each for each different group of vulnerable people who may need to be safeguarded. Answers should be from the list below: <ul style="list-style-type: none"> • Children. • Children in care. • Older/elderly people. • Victims of abuse. • Individuals with physical or sensory disabilities. • People with mental health issues. • People in care settings. 	1			
(ii)		1			
(d)	<i>Name two current legislation/policies for safeguarding individuals.</i> <p>Award one mark for each correct identification of legislation or policies for safeguarding provision:</p> <ul style="list-style-type: none"> • United Nations Conventions on the Rights of the Child 1989 • Human Rights Act 1998 • The Children Act 1989-in relation to the welfare of the child • The Children Act 2004 • Wales safety procedures for children and young people at risk of harm 2020 • Equality Act 2010 • The General Data Protection Regulation 2018 • Safeguarding of Vulnerable Groups Act 2006 • Social Services and well-being Act (Wales) 2014 • Violence against women, Domestic Abuse and Sexual Violence Act 2015 • Mental Health Act 1989 • The Wales Safeguarding procedures for adults at risk. 	1 1			2

Question	Answer	AO1	AO2	AO3	TOTAL
(e)	<p><i>Describe the key purposes of safeguarding legislation and policy.</i></p> <p>Award up to 4 marks for a detailed description of the key purposes of safeguarding legislation and policy, which may include:</p> <ul style="list-style-type: none"> • Promoting and maintaining the safety of individuals and care workers. • Developing and maintaining effective lines of communication. • Maintaining confidentiality of information. • Ensuring appropriate vetting procedures when recruiting new employees. <p>Credit any other reasonable response.</p>	4			4

Band	AO1
4	<p>4 marks</p> <p>An excellent description which shows detailed knowledge and understanding of safeguarding legislation and policy.</p>
3	<p>3 marks</p> <p>A good description which shows knowledge and understanding on the named safeguarding legislation and policy.</p>
2	<p>2 marks</p> <p>A basic description which shows some knowledge and understanding of the named safeguarding legislation and policy.</p>
1	<p>1 mark</p> <p>A limited response which shows little knowledge and understanding of the named safeguarding legislation and policy.</p>
	<p>0 marks</p> <p>Response not creditworthy or attempted</p>

Question	Answer	AO1	AO2	AO3	TOTAL
5.	<p><i>Staff within health and social care, and childcare services have a duty to promote equality, diversity and inclusion across all areas of their work.</i></p> <p>(a) <i>Describe what is meant by each of the following terms:</i> <i>Equality</i> <i>Diversity</i> <i>Inclusion</i></p> <p>Award 2 marks each for a clear description of the terms:</p> <p>(i) Equality – Refers to individuals being equal in terms of status rights, or opportunities. It is about ensuring individuals or groups of individuals are not treated differently or less favourably, on the basis of a specific protected characteristic.</p> <p>(ii) Diversity – Involves acceptance, respect and understanding that each individual is unique, recognising individual differences and celebrating the rich dimensions of diversity of individuals.</p> <p>(iii) Inclusion – Is seen as a universal human right. Its aim is to embrace all people irrespective of race, gender, disability, medical or other needs to give equal access and opportunities; getting rid of discrimination and intolerance in all aspects of public life. Inclusion enables individuals to participate equally, confidently and independently in everyday activities. It is about making facilities accessible for all.</p> <p>Accept any other reasonable description of equality, diversity and inclusion.</p>	2			6

Question	Answer	AO1	AO2	AO3	TOTAL
	<p>(b) <i>Explain how equality, diversity and inclusion may be achieved in childcare settings.</i></p> <p>Award up to 6 marks for a detailed explanation on how equality, diversity and inclusion can be achieved in childcare settings.</p> <p>Answers should include:</p> <ul style="list-style-type: none"> • Treating individuals fairly <ul style="list-style-type: none"> - Make children feel valued and good about themselves and others - Create an environment of mutual respect and tolerance • Creating an inclusive culture for all staff and individuals <ul style="list-style-type: none"> - Offer meetings and support to parents/carers and their children where English is an additional language. - Treat each child as an individual and respect their religions and cultures. - Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable. - Help children to learn about a range of foods, and cultural approaches to mealtimes and eating, and to respect the differences among them. • Ensuring all policies, procedures and processes don't discriminate <ul style="list-style-type: none"> - Policies and procedures are monitored and reviewed annually to ensure the strategies meet the settings' overall aims to promote equality, inclusion and valuing diversity. • Ensuring equal access to opportunities to enable individuals to fully participate in their care and/or learning process <ul style="list-style-type: none"> - All activities and toys are offered to all children regardless of gender and developmental needs. - All children are encouraged to join in all activities i.e. dressing up, role play corner, climbing on large equipment, bikes etc. - Make adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments. - Make appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g., recognising the different learning styles of girls and boys. 		6		6

Question	Answer	AO1	AO2	AO3	TOTAL
	<ul style="list-style-type: none"> • Enabling all staff and individuals to develop to their full potential <ul style="list-style-type: none"> - Ensure that children learning English as an additional language have full access to the curriculum and are supported in their learning. • Equipping staff and individuals with the skills to challenge inequality and discrimination in their work/study environment • Making certain that any resource materials do not discriminate against individuals or groups <ul style="list-style-type: none"> - Provide stories that reflect a variety of homes. - Provide resources that reflect the background of each child. - Check resources reflect diversity and do not promote negative stereotypes e.g., ensure dolls and puppets have accurate and realistic skin tones, facial features and hair texture. - Celebrate festivals throughout the nursery, ensuring that events are included that are relevant to children attending the setting. - Provide songs, rhymes and musical instruments from a wide range of cultures. - Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all parents/carers have information about and access to the meetings. • Ensuring the access needs of individuals are met <ul style="list-style-type: none"> - Activities are planned for each individual child, following their own interests and abilities. - Look at each child's characteristics of effective learning, how they learn, be it active learners or critical thinkers. - Introduce different traditional foods at snack time and during cooking. - Work in partnership with parents to ensure that the dietary requirements of children that arise from their medical, religious or cultural needs are met. • Removing barriers that create separation <ul style="list-style-type: none"> - Provide a language rich environment that reflects all languages used in the setting, even where English is the only language used. - Encourage positive role models displayed through toys, imaginary play, books and posters that promote non-stereotypical images. 				

Question	Answer	AO1	AO2	AO3	TOTAL
	<ul style="list-style-type: none"> - Have wall displays that show people from diverse backgrounds doing everyday tasks. - Invite visitors from diverse parts of the community into the setting. <p>Credit any other reasonable answer.</p>				

Band	AO2
3	<p>5-6 marks</p> <p>An excellent explanation which shows detailed knowledge and understanding of how equality, diversity and inclusion can be achieved in childcare settings.</p>
2	<p>3-4 marks</p> <p>A good explanation which shows knowledge and understanding of how equality, diversity and inclusion can be achieved in childcare settings.</p>
1	<p>1-2 marks</p> <p>A basic explanation which shows little knowledge and understanding of how equality, diversity and/or inclusion can be achieved in childcare settings.</p>
	<p>0 marks</p> <p>Response not creditworthy or attempted</p>

Question	Answer	AO1	AO2	AO3	TOTAL
(c)	<p><i>Assess how codes of practice produced by regulatory bodies aim to promote equality, diversity and inclusion in health and social care settings.</i></p> <p>Answers may include: Codes of practice set out standards of practice and behaviour expected of health and social care and childcare workers and their employers.</p> <p>Codes of practice aim to:</p> <ul style="list-style-type: none"> • reduce inequalities between patients with respect to their ability to access health services and outcomes achieved for them by the provision of health services • secure equality, diversity and rights for all individuals. • be clear and aim to foster a culture of inclusion. • help organisations put the correct structures and procedures in place. • help classify the quality-of-care individuals can expect if they receive care services. • be useful for measuring the quality of care provided. <p>Award marks for any other reasonable answer.</p>			6	6

Band	AO3
3	<p>5-6 marks</p> <p>A very good assessment which shows detailed knowledge and information of how codes of practice produced by regulatory bodies aim to promote equality, diversity and inclusion in health and social care settings.</p>
2	<p>3-4 marks</p> <p>A good assessment which shows knowledge and understanding of how codes of practice produced by regulatory bodies aim to promote equality, diversity and inclusion in health and social care settings.</p>
1	<p>1-2 marks</p> <p>A basic assessment which shows little knowledge and understanding of how codes of practice produced by regulatory bodies aim to promote equality, diversity and/or inclusion in health and social care settings.</p>
	<p>0 marks</p> <p>Response not creditworthy or attempted</p>

Question	Answer	AO1	AO2	AO3	TOTAL
6. (a)	<p><i>Welsh language and culture is important in health and social care, and childcare. Describe the main purpose of the More than just words strategic framework.</i></p> <p>Award up to 2 marks for a correct description of the main purpose of the More than just words strategic framework.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • The aim is to build on the original strategy to strengthen Welsh language services in health, social services and social care. • To enable Welsh speakers to receive services in their first language, so that they are empowered to actively participate in their care. <p>Award any other reasonable answer.</p>	2			2
(b)	<p><i>Consider the benefits of The Active Offer for individuals who prefer to receive their care through the medium of Welsh.</i></p> <p>Award up to 3 marks for:</p> <ul style="list-style-type: none"> • Ensuring the Welsh language is as visible as the English language for individuals when receiving care. • It removes the responsibility of the individuals when receiving care to have to ask for a service through the medium of Welsh. • It makes individuals feel more comfortable discussing personal and emotional matters in their first language. • It ensures a quality service that meets patients' needs. • The choice of language is at the heart of effective clinical assessment and safe treatment. • It recognises that effective communication is key to meeting the needs of Welsh-speaking patients. • Making an 'Active Offer' is particularly important for vulnerable people such as children and young people, mental health service users, people with learning disabilities, older people and people with speech and language difficulties. • Making an 'Active Offer' is a behaviour that reflects the core values of the NHS to treat all patients as individuals and with dignity and respect 			3	3

Question		Answer	AO1	AO2	AO3	TOTAL
		<ul style="list-style-type: none"> It supports the Welsh Language Commissioner's aims to promote and facilitate the use of the Welsh language. <p>Credit any other reasonable answer.</p>				

Band	AO3
3	<p>3 marks</p> <p>A very good consideration which shows thorough knowledge and understanding of the benefits of the Active Offer for individuals who prefer to receive their care through the medium of Welsh.</p>
2	<p>2 marks</p> <p>A good consideration which shows some knowledge and understanding of the benefits of the Active Offer for individuals who prefer to receive their care through the medium of Welsh.</p>
1	<p>1 mark</p> <p>A basic response which shows little knowledge and understanding of at least one benefit of the Active Offer for individuals who prefer to receive their care through the medium of Welsh.</p>
0	<p>0 marks</p> <p>Response not creditworthy or attempted</p>

Question		Answer	AO1	AO2	AO3	TOTAL
7	(a) (i)	<p><i>Identify the percentage of 14-year-old children who experienced bullying in 2018.</i></p> <p>Award 1 mark for any answer between 12% and 15%.</p>	1			1
	(ii)	<p><i>Describe the general pattern/trend of bullying for children aged 8-18 since 2017.</i></p> <p>Award 1 mark for an accurate answer that may include: The pattern/trend has shown a decrease;</p> <ul style="list-style-type: none"> • There has been less bullying since 2017; • The patterns for the age range 8-18 has decreased since 2017. 	1			1
	(iii)	<p><i>Suggest a possible explanation for the pattern of bullying since 2017.</i></p> <p>Award up to 2 marks for an accurate suggestion that may include:</p> <ul style="list-style-type: none"> • Increased surveillance for bullying in schools and colleges; • Bullying related incidents are dealt with sooner and do not escalate; • National awareness of bullying e.g. campaigns have decreased bullying incidents; • Schools provision to stop bullying has improved; • Policy changes in schools are more efficient; • Increased attention to bullying causes and effects; • Improvements in schools/colleges provision. <p>Credit any other reasonable answer.</p>	2			2
	(b)	<p><i>Explain the impact that bullying may have on the health and well-being of children and young people.</i></p> <p>Award up to 8 marks for a detailed explanation of the impact that bullying might have on children and young people.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • Bullying of any form often results in a loss of confidence and a fear of speaking out • Bullying, in all its forms, can have a detrimental impact upon children and young people. 		8		8

Question	Answer	AO1	AO2	AO3	TOTAL
	<ul style="list-style-type: none"> • The effects of bullying can last into adulthood. • At its worst, bullying has driven children and young people to self-harm and even suicide. • Children who are bullied: <ul style="list-style-type: none"> ○ May have emotional/social difficulties such as: <ul style="list-style-type: none"> - may develop mental health problems like depression and anxiety - have fewer friendships - have low self-esteem - develop depression and/or anxiety - become socially withdrawn, isolated and lonely - aren't accepted by their peers - are wary and suspicious of others ○ May be affected intellectually: <ul style="list-style-type: none"> - have lower academic achievements due to avoiding or becoming disengaged with school be unable to form trusting, healthy relationships with friends or partners in the future - have problems adjusting to school, and don't do as well. - a difficulty concentrating on schoolwork - as they stay home from school to avoid being victimized. ○ May be affected physically: <ul style="list-style-type: none"> - have physical injuries. - start self-harming. - they do not feel confident in their physical strength and ability when bullied. • Children who bully are more likely to: <ul style="list-style-type: none"> ○ drop out of, or be expelled from school ○ engage in criminal behaviour ○ develop depression or anxiety ○ be abusive towards their sexual partners, spouses or children as adults • Children who witness bullying are more likely to: <ul style="list-style-type: none"> ○ feel powerless ○ live in fear and guilt <p>Credit any other reasonable answer.</p>				

Band	AO2
4	<p style="text-align: center;">7-8 marks</p> <p>An excellent explanation which shows detailed knowledge and information on the impact that bullying might have on the health and well-being on children and young people. The response includes reference to several aspects of health and well-being (PIES).</p>
3	<p style="text-align: center;">5-6 marks</p> <p>A very good explanation which shows knowledge and information on the impact that bullying might have on the health and well-being of children and young people. The response includes reference to some aspects of health and well-being (PIES).</p>
2	<p style="text-align: center;">3-4 marks</p> <p>A good explanation which shows some knowledge and information on the impact that bullying might have on the health and well-being of children and young people. The response includes reference to aspects of health well-being (PIES).</p>
1	<p style="text-align: center;">1-2 marks</p> <p>A basic explanation which shows limited knowledge and information of the impact that bullying might have on the health and/or well-being of children and young people.</p>
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or attempted</p>

Question	Answer	AO1	AO2	AO3	TOTAL
8.	<p><i>One of the main goals of the holistic approach to life is for individuals to accept responsibility for their own level of well-being.</i></p> <p><i>Explain the everyday choices an individual may make to support a holistic approach to life.</i></p> <p>Award up to 6 marks for an accurate and detailed explanation of the everyday choices an individual may make to support a holistic approach to life.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • The decisions people make about their life and habits are, therefore, by far the largest factor in determining their state of well-being. • Rather than focusing on illness or specific parts of the body, this approach to health considers the whole person and how he/she interacts with the environment. It considers the connection of mind, body and spirit. • In this approach Individuals accept responsibility for their own level of well-being, and everyday choices are used to take charge of one's own health. Empower patients to take control of their lives. • The most obvious choices people make each day is what they consume, physically and mentally. • This could include eating and drinking sensibly, having a balanced diet, not drinking too much alcohol. • Similarly, on a non-physical level, a person's mental attitudes affect their well-being. • Taking part in regular exercise. • Making sure they attend medical appointments, have immunisations if needed. • A holistic health approach provides more than short answers as it is more long term. <p>Credit any other reasonable answer.</p>		6		6

Band	AO2
3	<p>5-6 marks</p> <p>A very good explanation showing detailed knowledge and understanding of the everyday choices an individual may make to support a holistic approach to life.</p>
2	<p>3-4 marks</p> <p>A good explanation showing some knowledge and understanding of the everyday choices an individual may make to support a holistic approach to life.</p>
1	<p>1-2 marks</p> <p>A basic explanation showing limited knowledge and understanding of at least one everyday choice an individual may make to support a holistic approach to life.</p>
	<p>0 marks</p> <p>Response not creditworthy or attempted.</p>

Question	Answer	AO1	AO2	AO3	TOTAL
9.	<p><i>Partnership working is an essential element of health and social care, and childcare provision in Wales.</i></p> <p><i>Assess the importance of the main principles of the Social Services and Well-being (Wales) Act 2014 and the Well-being of Future Generations (Wales) Act 2015 on partnership working.</i></p> <p>Award up to 10 marks for a detailed assessment of how the main principles are important for partnership working.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • Reduce unnecessary patient tests and improve safety through better working between services. • New partnerships can be introduced giving health and care staff better and faster access to vital information about the person in their care, so they can determine the right action as quickly as possible, whether that is urgent tests or a referral to a specialist. • Being able to access crucial patient information quickly if it is held in another part of the health service. • Sharing information for people’s individual care can be lifesaving by quickly providing staff with the details they need, from patient histories to previous test results and care plans. • Patients can leave hospital faster as community nurses know when their patients have been admitted to hospital so they can start conversations earlier about what needs to happen so patients can be ready to go home. • By sharing information across a larger population, services can ensure that as people move across the different parts of the NHS and social care, they don’t have to repeat themselves and provide the same information time and again. • Partnership working will improve their understanding of demand. <p>Accept any other reasonable answer.</p>		5	5	10

Band	AO2	AO3
3	<p style="text-align: center;">5 marks</p> <p>An excellent response that shows clear knowledge and understanding of the main principles of the Social Services and Well-being (Wales) Act 2015 and the Well-being of Future Generations (Wales) Act 2015.</p>	<p style="text-align: center;">5 marks</p> <p>An excellent response that assesses the importance of the main principles of the Social Services and Well-being (Wales) Act 2015 and the Well-being of Future Generations (Wales) Act 2015 on partnership working. The response is clearly expressed and shows accurate use of terminology. Writing is very well structured using accurate grammar, punctuation and spelling.</p>
2	<p style="text-align: center;">3-4 marks</p> <p>A good response that shows some knowledge and understanding of the main principles of the Social Services and Well-being (Wales) Act 2015 and the Well-being of Future Generations (Wales) Act 2015.</p>	<p style="text-align: center;">3-4 marks</p> <p>A good response that assesses the importance of the main principles of the Social Services and Well-being (Wales) Act 2015 and the Well-being of Future Generations (Wales) Act 2015 on partnership working. The response is adequately expressed and shows appropriate use of terminology. Writing is generally well structured using reasonably accurate grammar, punctuation and spelling.</p>
1	<p style="text-align: center;">1-2 marks</p> <p>A basic response that shows little knowledge and understanding of the main principles of the Social Services and Well-being (Wales) Act 2015 and/or the Well-being of Future Generations (Wales) Act 2015.</p>	<p style="text-align: center;">1-2 marks</p> <p>A basic response with some attempt to assess the importance the main principles of the Social Services and Well-being (Wales) Act 2015 and/or the Well-being of Future Generations (Wales) Act 2015 on partnership working. The response shows basic use of terminology. Writing shows some evidence of structure but with some errors in grammar, punctuation and spelling.</p>
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or attempted</p>	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or attempted</p>

Question			Mark allocation								
			Section				Total marks	AO1 marks	AO2 marks	AO3 marks	
			2.3.1	2.3.2	2.3.3	2.3.4					
1.							3(b)	3	3		
2.							4(b)	4	4		
3.		(iii)	1(c)					3	1		
		(ii)	1(c)						1		
		(iii)	1(c)						1		
4.	(a)			5(a)				19		5	
	(b)			6(a)							6
	(c)	(i)		1(a)					1		
		(ii)		1(a)					1		
	(d)			1(a)					1		
				1(a)					1		
	(e)			4(a)					4		
5.	(a)	(i)	2(a)					18	2		
		(ii)	2(a)						2		
		(iii)	2(a)						2		
	(b)			6(a)						6	
	(c)			6(b)							6
6.	(a)		2(d)					5	2		
	(b)					3(a)					3
7.	(a)	(i)				1(a)		12	1		
		(ii)				1(a)			1		
		(iii)				2(a)			2		
	(b)					8(a)				8	
8.	(a)					6(a)		6		6	
9.						10(b)		10		5	5
Total marks			24	19	15	23		80	30	30	20