



Rewarding Learning

ADVANCED
General Certificate of Education
2016

Health and Social Care

Assessment Unit A2 9

assessing

Unit 9: Providing Services

[A6H31]

WEDNESDAY 18 MAY, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of students in schools and colleges.

The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes, therefore, are regarded as part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

- 1 (a) Explain three ways the health visitor contributes to the care of young children. (AO1, AO2)

Answers may address any three of the following points:

- implements child protection procedures
- provides support, guidance and information to parents on a range of topics including child nutrition and immunisation
- ensures immunisation schedule and history is maintained
- monitors growth and development and records all relevant data in the child's health record book
- provides health education, e.g. at playgroups and in schools
- liaises with other members of the multi-disciplinary team – reports concerns to other professionals/may make referrals for example to the speech therapist/contributes to case conferences
- carries out home visits to check on the well-being of children and parents
- runs clinics in the local health centre, e.g. to administer immunisations, take bloods

All other valid responses will be given credit.

[1] for key phrase/s [2] for explanation

(3 × [2])

[6]

- (b) Explain two reasons for the increasing number of children identified as having special educational needs. (AO1, AO2)

Answers may address any two of the following points:

- improvements in diagnosis and treatment
- social factors such as increasing family breakdown, language differences and poverty contribute to social, emotional and behaviour difficulties leading to SEN diagnosis
- increase in alcohol abuse leading to foetal alcohol syndrome
- less stigma so more people coming forward for help – early intervention means improved outcomes so many parents and professionals keen to get diagnosis and support
- better knowledge, understanding and awareness by both professionals and parents of the signs and symptoms of conditions of the range of conditions which are classified as SEN
- increased survival of premature children has increased the number of children with SEN
- change in definition to include physical disabilities such as sensory impairment which can make learning challenging
- more training to help professionals identify SEN
- increase in funding for SEN in mainstream schools has led to improved detection and diagnosis
- legal obligation under SENDO to assess and identify SEN

All other valid responses will be given credit.

[1] for key phrase/s [2] for explanation

(2 × [2])

[4]

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- (c) Explain three consequences for children with special educational needs of the failure of professionals to work together. (AO1, AO2, AO3)

Answers may discuss three of the following points:

- children more likely to suffer neglect, feel isolated, experience low self esteem
- care may be duplicated
- educational plans may not be comprehensive
- problems may not be identified and so the child may fail to progress or may deteriorate further
- children may fall through the net and needs may not be met, e.g. may not get a full assessment of all their needs
- information may not be passed on and so children's needs may not be properly met
- children may experience unnecessary repetitive questioning
- children's behaviour may be negatively affected, e.g. children may become confused, frustrated and aggressive
- some children may be reluctant to seek help due to failure to get help previously due to poor team working and so may not achieve their full potential, e.g. children or young people with dyslexia
- available support may not be utilised and so the child is likely to be disadvantaged
- diagnosis may be missed and children may not achieve their full potential
- valuable time may be lost and these delays may compound difficulties
- may feel distressed as a move to another school may be necessary

All other valid responses will be given credit.

[1] for key phrase/s [2] for explanation

(3 × [2])

[6]

- (d) Discuss four ways the SENCO might support children with special educational needs in a mainstream school. (AO1, AO2, AO3, AO4)

Answers may include discussion of four of the following points:

- overseeing the day-to-day operation of the school's SEN policy with a view to ensuring children's needs are met
- coordinating provision for children with special educational needs to ensure needs are addressed, e.g. by drawing up individual education plans (IEPs), organising extended school activities
- making referrals, e.g. for testing by educational psychologists or to speech and language therapists
- liaising with and advising teachers to check that children have appropriate support
- managing learning support teachers and assistants so that children's needs are fully met
- overseeing the records of all children with special educational needs and ensuring they are all updated and correctly maintained, e.g. SEN register

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- liaising with parents of children with special educational needs and advising with regard to support to be given so parents understand how to contribute to their child's learning
- liaises with area SENCO for support and advice so that best care is given to child
- making sure the school has adequate resources to support SEN
- contributing to the in-service training of staff so that children's opportunities to learn are maximised
- liaising with external agencies regarding assessment and support, e.g. educational psychology services, health and social services, and voluntary bodies
- following COP for statementing children
- carrying out testing, e.g. reading tests
- overseeing the development and implementation of support for children, e.g. behaviour management, extra time in examinations, appropriate resources
- contributing to MAST meetings in school
- conducting annual reviews to monitor and modify IEPs
- ensuring child's timetable is manageable and adjusted where necessary
- being available to meet with children with SEN to discuss concerns and take action on them, e.g. bullying

All other valid responses will be given credit.

[0] will be awarded for a response not worthy of credit.

Level 1 ([1]–[3])

Overall impression: basic understanding

- displays limited knowledge of how the SENCO might support children with special educational needs in a mainstream school
- there is limited discussion
- 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 ([4]–[6])

Overall impression: adequate knowledge and understanding

- displays adequate knowledge of how the SENCO might support children with special educational needs in a mainstream school
- there is adequate discussion
- at the top of this mark band candidates should discuss two ways the SENCO might support children with special educational needs in a mainstream school
- 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.

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Level 3 ([7]–[9])

Overall impression: competent knowledge and understanding

- displays good knowledge of how the SENCO might support children with special educational needs in a mainstream school
- there is competent discussion
- at the top of this mark band candidates should discuss four ways the SENCO might support children with special educational needs in a mainstream school
- 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 ([10]–[12])

Overall impression: highly competent knowledge and understanding

- displays very good to excellent knowledge of how the SENCO might support children with special educational needs in a mainstream school
- there is highly competent discussion
- at the top of this mark band candidates should discuss in detail four ways the SENCO might support children with special educational needs in a mainstream school
- 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. [12]

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- 2 (a) (i) Discuss what is meant by the ‘paramourncy principle’. (AO1, AO2, AO3)

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Answers may include discussion or part discussion of the following points:

- the paramourncy principle means that the welfare of the child is paramount –the most important consideration – the child is placed firmly at the heart of the proceedings and the child’s welfare is the most important factor when courts make any decisions regarding the upbringing of a child and courts are encouraged to act with expediency
- it is the welfare of the child that is most important, not what is wanted by parents or convenient for social services
- courts should only make an order about a child’s care if to do so is better than making no order at all – some cases may be able to be resolved without a court order and this may be less traumatic for the child. The welfare of the child is more important than anything else and this must be evident in all decisions
- the child is the most important and so the child’s feelings and wishes are taken into account when decisions relating to the child’s future are being made – this means a child’s opinion about where he/she wishes to live will be considered when the decision is being taken – he/she will be given an opportunity to make his/her feelings known because the child’s welfare is the most important aspect

All other valid responses will be given credit.

[1] for key phrase(s), [2] for adequate discussion, [3] for fuller discussion

(1 × [3])

[3]

- (ii) Discuss what is meant by ‘parental responsibility’. (AO1, AO2, AO3)

Answers may include discussion or part discussion of the following point:

- Parental responsibility means that parents can have responsibility for their children even when their children are no longer living with them either because they are separated or because their children have been taken into care – this ensures parents are considered to still be in charge and so will be consulted about issues like health and education. Unmarried fathers can obtain parental responsibility by agreement with the mother. Parental responsibility means that parents can challenge decisions about their children’s welfare through the courts. Parental responsibility is only lost when the child is given up for adoption

All other valid responses will be given credit.

[1] for key phrase(s), [2] for adequate discussion, [3] for fuller discussion

(1 × [3])

[3]

- (b) Explain three ways a social worker might support a foster carer. (AO1, AO2)

Answers may include three of the following points:

- keeping in regular contact with the carer, their family and the children they care for both in person and over the phone to offer advice and support
 - arranging additional support services such as respite care and access to other supporting organisations such as Barnardo's
 - liaising with birth parents and social services – acting as an intermediary so that foster carers don't experience unnecessary stress
 - developing a care plan for the child so the foster carer fully understands their role
 - organising contact for carers with support groups
 - identifying any foster care training needs and helping carers to have knowledge and understanding of the needs of children in their care
 - keeping records of the progress of looked after children in the care of foster carers
 - accompanying foster carers to meetings about the child or children in their care
 - assisting foster carer with accessing financial support
 - assisting a foster carer in court hearings
 - providing emotional support, e.g. counselling support for foster carer to help them cope with challenges
 - to advocate on their behalf, e.g. to help them get financial benefits
- All other valid responses will be given credit.

[1] for key phrase/s [2] for explanation

(3 × [2])

[6]

- (c) Discuss how inspections contribute to quality care in residential children's homes. (AO1, AO2, AO3, AO4)

Answers may include some of the following points:

- inspections require service providers to comply with identified minimum standards (accept examples of minimum standards)
- inspectors have the authority to close down providers who are not demonstrating that they can operate at an acceptable standard
- inspection process provides support and advice to organisations providing care for children about best practice so that children 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 exist in relation to these aspects of provision so children's home environment should meet minimum acceptable standards
- inspections may be unannounced which may mean standards of care are maintained due to staff wanting to ensure quality care provision if inspectors arrive
- inspections may identify areas of good practice which can motivate staff and morale leading to continued provision of quality care

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- inspections can identify areas for improvement which will be checked at follow up
 - inspections usually involve consulting with the children living in the home so their concerns and issues can be highlighted
- All other valid responses will be given credit.

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

Level 1 ([1]–[2])

Overall impression: basic

- displays limited knowledge of how inspections contribute to quality care.
- there is limited discussion.

Level 2 ([3]–[4])

Overall impression: adequate

- displays adequate knowledge of how inspections contribute to quality care
- there is adequate discussion.

Level 3 ([5]–[6])

Overall impression: competent

- displays very good knowledge of how inspections contribute to quality care
- there is competent discussion. [6]

(d) Discuss how the needs of a four year old pre-school child could be met by a foster family. (AO1, AO2, AO3, AO4)

Physical needs

- development of gross and fine motor skills – through providing suitable play activities, e.g. having outdoor play equipment like slides or indoor toys like building blocks
- good nutrition – could be met by providing a healthy balanced diet
- safe environment – could be met by having suitable play equipment, safe housing entry and exit and safe garden
- exercise – could be met by encouraging the children to be active – bring them to the park etc.
- hygiene – could be met by encouraging appropriate toileting behaviour, e.g. proper hand washing and assisting with personal hygiene where necessary
- warmth – could be met by ensuring the home is warm and that suitable outdoor clothes are provided

Intellectual needs

- learning, knowledge and understanding – could be met by teaching concepts and ideas through play, supporting the learning that is occurring in pre-school groups, talking to the child about their family situation, attending parent teacher meetings if a child is at nursery school, providing books, play materials and toys, reading to the child

- 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
- language development – talking to them about what they are doing, teaching new words, encouraging and answering questions, to know what the child is learning about and to support their learning

Emotional needs

- esteem needs – supporting children in cooperation with social workers to have contact with birth parents and by praising children for achievements
- need to express emotions – could be met by encouraging children to talk about feelings, listening to children and responding appropriately
- sense of belonging – could be met by personalising bedrooms – allowing them to contribute to decorating and by having photographs of the child/children in the family home
- need for respect – ensuring all family members treat the child with respect, ensuring bullying by older children does not happen through jealousy etc.
- sense of identity – could be met by celebrations of various events/religious occasions which the child's culture recognises and celebrates
- 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

Social needs

- development of social skills – could be met by encouraging children 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 children about their day and their friends, what they are learning etc.
- need to make friends/develop relationships – can be met by engaging with pre-school staff and others to ensure friendships are encouraged and supported through organised group activities and games

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 understanding

- displays limited knowledge of how the needs of a pre-school child could be met in a foster family
- there is limited discussion
- 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 knowledge and understanding

- displays adequate knowledge of how the needs of a pre-school child could be met in a foster family
- 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 knowledge and understanding

- displays good knowledge of how the needs of a pre-school child could be met in a foster family
- there is competent discussion
- at the top of this mark band candidates should discuss all four PIES needs giving examples of how these needs might be met
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

Level 4 ([13]–[15])

Overall impression: highly competent knowledge and understanding

- displays very good to excellent knowledge of how the needs of a pre-school child could be met in a foster family
- there is highly competent discussion
- at the top of this mark band candidates should discuss all four PIES needs in detail giving examples of how these needs might be met
- 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]

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- 3 (a) Explain three other ways voluntary sector services are funded. (AO1, AO2)

Answers may address any three of the following points:

- lottery
- street collections
- bequests
- fundraising events
- government contracts
- sponsorships
- donations
- proceeds from charity shops
- grants from businesses
- charging nominal fees
- Tax relief schemes supported by government, e.g. gift aid

[1] for key phrase/s [2] for explanation

(3 × [2])

[6]

- (b) The NSPCC employ trained social workers who are duty bound to adhere to their code of practice. Discuss how the social worker's code of practice helps to protect children. (AO1, AO2, AO3, AO4)

Answers may include discussion of one or more of the following points:

- requires staff to maintain confidential information and so this protects children's confidential information
- reduces confusion among staff about expected behaviours and makes clear standards of service expected, for example all social workers know that they are expected to cooperate with others to protect children
- sets ethical standards for practice which means they recognise the importance of protecting children
- allows for disciplinary proceedings to be initiated where standards are not adhered to for example if a social worker discriminates against a child because of their culture or ethnic origin then he or she can be disciplined for this behaviour
- informs and guides practice of social work staff in relation to care provision – in other words the code of practice makes it clear to the professional the way in which they are supposed to provide care for children
- identifies children's rights by making clear what social workers can and cannot do
- promotes equality, aiming to prevent discrimination – the code clearly states that staff should practice in an anti-discriminatory way, so protecting children from all cultures
- helps to ensure children are treated with respect and that their dignity is respected – the code makes it clear that all staff should treat those in their care with respect for their privacy and dignity
- protects children from risk or harm – the code makes it clear that all children have the right to be cared for in a safe environment

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by professionals who know what they are doing and that no unnecessary risks should be taken for example children should not be returned to a family home if there is a risk to their well-being

- requires staff to ‘update professional knowledge and expertise’; if this happens then quality of care should be enhanced

All other valid points will be given credit.

Accept specific points from the code

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

Level 1 ([1]–[3])

Overall impression: limited

- displays limited knowledge and understanding of how the social worker’s code of practice helps to protect children
- there is limited discussion
- 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 ([4]–[6])

Overall impression: adequate

- displays adequate knowledge and understanding of how the social worker’s code of practice helps to protect children
- to achieve at the top of this mark band there must be reference to the social worker’s code of practice and how it helps to protect children
- there is adequate discussion
- 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 ([7]–[9])

Overall impression: competent

- displays good to excellent knowledge and understanding of how the social worker’s code of practice helps to protect children
- there is competent discussion
- 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.

[9]

- (c) Discuss how the following policies should protect children attending one of the service centres operated by the NSPCC. (AO1, AO2, AO3, AO4)

Whistle blowing policy

Answers may discuss some of the following points:

- provides staff with a framework for tackling practice which is not appropriate
- gives staff the confidence to report poor practice of colleagues
- helps to create a safer environment for the children attending the centre
- helps to eliminate bad practice and so children are much more likely to experience appropriate care and treatment
- acts as a deterrent – staff know inappropriate behaviour may be reported and risk losing their job and so this helps to promote high standards of care
- creates a legal obligation for staff to report malpractice so children are protected from it
- provides a route for disciplinary action against those who are guilty of misconduct so they can be dismissed from their job consequently this helps to protect the children
- creates an awareness among staff of the need to provide appropriate care and treatment at all times

All other valid responses will be given credit.

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

Level 1 ([1]–[2])

Overall impression: basic

- displays limited knowledge of how the whistle blowing policy should protect children
- there is limited discussion.

Level 2 ([3]–[4])

Overall impression: adequate

- displays adequate knowledge of how the whistle blowing policy should protect children
- there is adequate discussion.

Level 3 ([5]–[6])

Overall impression: competent

- displays very good knowledge of how the whistle blowing policy should protect children
- there is competent discussion. [6]

Child protection policy

Answers may discuss some of the following points:

- helps to ensure children's safety
- gives staff the confidence to act in the event of suspected abuse
- helps to create a safer environment for the children attending the centre

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- sets out clear guidelines for staff working with children on a one-to-one basis or dealing with challenging behaviour
- raises awareness among staff and children of what constitutes abuse and how to report abuse and so children are protected
- requires all staff to be Access NI checked and prevents anyone with a criminal history from working with children minimising the likelihood of abuse happening
- identifies a designated person who is responsible for dealing with child protection issues
- sets out clear procedures for reporting suspected/actual abuse
- requires staff to be trained and to regularly update training so they understand how to protect children properly

All other valid responses will be given credit.

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

Level 1 ([1]–[2])

Overall impression: basic

- displays limited knowledge of how the child protection policy should protect children
- there is limited discussion.

Level 2 ([3]–[4])

Overall impression: adequate

- displays adequate knowledge of how the child protection policy should protect children
- there is adequate discussion.

Level 3 ([5]–[6])

Overall impression: competent

- displays very good knowledge of how the child protection policy should protect children
- there is competent discussion.

[6]

- (d) Discuss three advantages and three disadvantages of the voluntary sector providing care for children and families. (AO1, AO2, AO3, AO4)

Answers may address any three of the following advantages and any three of the following disadvantages

Advantages

- voluntary organisations are usually quite responsive to need – they can set up and provide support for service users quite quickly
- voluntary organisations are less bureaucratic this means they can meet the needs of children quickly
- voluntary organisations are quite flexible – less need to rigorously check if children are entitled to access services provided
- voluntary organisations provide valuable opportunities for children to get support the statutory sector is unable to provide because of

cost – social outings, support groups, hobbies, breaks and various leisure activities

- workers may have particular life experiences that help them to support children well
- voluntary organisations can provide 24 hour emotional support for children, e.g. Childline
- usually local provision, meaning easier access for children
- voluntary organisations campaign to raise awareness of the needs of children and this can lead to changing legislation or influencing policy decisions
- can provide very specialist care, e.g. for children with autism, Autism NI has a great deal of expertise
- services are usually free, or for a very nominal cost, so children can experience help and support which they might otherwise not be able to afford, e.g. after school clubs
- may allow for anonymity so children are encouraged to seek support, e.g. Childline

Disadvantages

- volunteers may not always be trained and this can be a problem particularly when dealing with children who are vulnerable and who have special educational needs
- the state should be providing services for all service users on the basis of need – no one should have to rely on a voluntary organisation to meet their needs, as quality of care may be compromised where staff may be less skilled, e.g. unskilled volunteers
- voluntary organisations may be unreliable because of funding difficulties or because of personnel difficulties and so may be available one month but not the next and this can leave children without services they have come to rely upon
- resources may be very limited in some circumstances
- there can be a lack of accountability in some voluntary sector organisations because they are subject to less scrutiny than public sector services and this can mean that services may not be properly managed so service users' needs may not be met
- provision of services by voluntary sector organisations may be “patchwork” this means the service may be available in some areas but not others and this is unfair for those children who live in the areas not serviced
- voluntary sector may not be able to meet the needs of children and families with complex needs
- children/families may feel stigmatised using voluntary sector services and so may refuse support available

Also accept advantages and disadvantages of that sector

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 understanding

- displays limited knowledge of the advantages and disadvantages of the voluntary sector providing care and support for children
- there is limited discussion
- 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 knowledge and understanding

- displays adequate knowledge of the advantages and disadvantages of the voluntary sector providing care and support for children
- answers which focus **only** on the advantages **or only** on the disadvantages of the voluntary sector providing care for children cannot achieve more than 6 marks
- 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 knowledge and understanding

- displays very good to excellent knowledge of the advantages and disadvantages of the voluntary sector providing care and support for children
- there is competent discussion
- at the top of this mark band candidates should discuss three advantages and three disadvantages of the voluntary sector providing care and support for children
- 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]

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Total**100**AVAILABLE
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