

Component 2: Health and Social Care Services and Values

Pearson Set Assignment — Success Criteria Booklet

Deadline: all five tasks completed by Friday 20 November

How to use this booklet

This booklet breaks each task down into a checklist and a "ladder" showing what MB1 (getting started), MB2, MB3 and MB4 (excellent) work looks like, in plain language. Use it to:

- check you have covered everything the task asks for before you finish
- see exactly what separates a good answer from an excellent one
- plan your home research so you walk into each supervised session ready to write

Important — this is a controlled assessment

This assignment is marked by Pearson and counts as formal assessed work (an NEA). That means:

- Your written answers must be produced independently, in your supervised lesson time — not pre-written at home.
- Your teacher can clarify what a task is asking for, but cannot tell you what to write or check drafts for you before submission.
- No two students' finished reports can be the same — see the "Make it your own" section below.
- You will sign a declaration confirming the work is entirely your own.

What home research IS for: building your general knowledge (real services, definitions, examples) so that when you sit down to write, you already understand the topic and can write fluently and independently.

What actually separates a high-mark answer from a lower one

This is based on comparing real past student work against the actual marks awarded. The gap isn't about writing more — it's about four specific things showing up consistently throughout the answer, not just at the start.

Higher-band answers	Lower-band answers
Name real, specific organisations or professional roles every time (a named charity, a named type of specialist)	Rely on generic terms — "a charity", "the doctor" — without naming a specific real example
Break down the impact on Physical, Intellectual, Emotional and Social development explicitly, for each key example	Mention PIES briefly, once, in general terms rather than tied to each specific service

Higher-band answers	Lower-band answers
Loop back to the individual's exact age/condition/circumstances constantly, all the way through	Mostly link to the individual in the introduction, then get more generic
Justify every point with reasoning — explain WHY it helps, not just WHAT it is	State a suggestion or service with little or no explanation of why it actually works

Important: length is not the goal. The strongest answers are dense with named detail, PIES and justification — not simply long. A tightly-argued, well-linked answer beats a padded, repetitive one every time.

Do / Don't checklist

Do

- ✓ Name a real, specific organisation, charity, or type of professional every time — not a vague category
- ✓ Explicitly explain the Physical, Intellectual, Emotional and Social impact of your key examples
- ✓ Refer back to the individual's specific age, condition and circumstances throughout the whole answer, not just the introduction
- ✓ Justify every point — say why it helps, using reasoning ("this works because...")
- ✓ Give equal, balanced depth to every bullet point in the task's "must include" list
- ✓ Use correct key terminology accurately and consistently (e.g. primary/secondary/tertiary; multi-agency vs multi-disciplinary)
- ✓ Re-read the task brief before finishing and tick off every requirement

Don't

- ✗ Don't describe a service without saying how it helps THIS individual specifically
- ✗ Don't use vague placeholders ("a charity", "a specialist") when a real named example is expected
- ✗ Don't state a suggestion or barrier solution without justifying why it would work
- ✗ Don't repeat the same point in different words to make an answer look longer — it doesn't add marks
- ✗ Don't slip into casual or unprofessional language — keep the tone of a formal report throughout
- ✗ Don't spend most of your word count on one bullet point and neglect the others

Success criteria — elements needed for the top band

- At least 2–3 specific, real named examples (organisations or professional roles) per sub-section
- A clear PIES breakdown for your key example(s) in each section
- The individual's specific circumstances referenced repeatedly, not just once
- Full development of each point: what it is → how it helps → why it works for this person
- Balanced coverage — every required bullet point covered in similar depth
- Accurate, consistent use of subject-specific terminology

Sentence starters toolkit

Use these as scaffolds, not as content — fill in the brackets with your own researched detail. The same starters work across all five tasks; task-specific versions are also given at the start of each task.

Introducing a service or professional

- One service that could support [the individual] is [name of service], which is a type of [primary/secondary/social/voluntary/informal] care.
- [Name of service] provides [what it does] for people who [need/condition].

Linking explicitly to the individual

- This is appropriate for [the individual] because they are [age/life stage] and have [specific need], so...
- Because [the individual] [specific circumstance from the brief], this service is useful as it can...

Explaining how it helps (the mechanism)

- [Name of service] would support them by [specific action], which helps because [reason].
- For example, [the individual] could [specific activity/process], meaning...

PIES impact

- Physically, this could help [the individual] by...
- Intellectually, this may support them because...
- Emotionally, this could [effect], because...
- Socially, this might help them to...

Justifying a suggestion or reasoning

- This is important because, without it, [the individual] might...
- This works because [reason], which directly relates to [the individual]'s [need/circumstance].
- This is effective for [the individual] specifically because...

Joint/multi-agency working

- [Service A] could work together with [Service B] by [how], which benefits [the individual] because...
- Good communication between [Service A] and [Service B], such as [example], means that...

Concluding a section

- Overall, [service/approach] is most effective for [the individual] because...
- In my opinion, [x] matters most here because...

Make it your own — avoiding identical work

Everyone in your class has the same brief, so it's easy to accidentally write very similar reports. Build in your own choices:

- Pick your own real, named examples of services (e.g. a specific type of clinic, charity, or support group) rather than generic ones everyone will think of first.
- Use your own structure and headings, not a shared template copied word-for-word from a classmate.
- Write explanations in your own words — even if you and a friend researched the same organisation, your sentences should be different.
- Choose your own real-life or plausible detail to illustrate points (e.g. how a specific service's opening hours or referral process would affect this individual).

Research starting points

Real websites and named organisations to look up at home to build topic knowledge — background research, not draft answers (see the assessment rules above).

General — useful for every task

- **NHS** — how services work, conditions, service info — <https://www.nhs.uk>
- **Care Quality Commission (CQC)** — regulates and lists real health/social care providers — <https://www.cqc.org.uk>
- **Social Care Institute for Excellence (SCIE)** — <https://www.scie.org.uk>
- **Skills for Care** — roles, skills and values in social care — <https://www.skillsforcare.org.uk>
- **Health and Care Professions Council (HCPC)** — allied health professional roles — <https://www.hcpc-uk.org>
- **GOV.UK** — adult social care — <https://www.gov.uk/browse/health/social-care>

Task-specific starting points are listed under "Home research to do before writing" within each task below.

Task 1 — How healthcare services work together

Total marks: 12 marks

Your report must include:

- how PRIMARY healthcare services could meet the needs of the specified individual
- how SECONDARY healthcare services could meet the needs of the specified individual
- how PRIMARY and SECONDARY services could work TOGETHER to meet those needs

The individual in this task

A 13-year-old with a physical impairment of the jaw, causing misaligned teeth and difficulty speaking clearly.

You've already completed Task 1 — keep this ladder handy in case you want to strengthen it further.

Note: the official mark grid for Task 1 wasn't included in what your teacher shared with this booklet — check the ladder below against the actual Task 1 grid before relying on it.

Guidance

For each service you cover, aim for this shape in a paragraph: name the service → say what it normally does → explain specifically how it helps with the jaw impairment, misaligned teeth or speech difficulty → give the PIES impact → (for the joint-working section) explain how primary and secondary services communicate with each other.

Sentence starters for this task

- A primary healthcare service that could support this individual is [name], because...
- As their [need] is ongoing, their GP/dentist could refer them to [secondary service], a specialist in...
- The [primary service] and [secondary service] could work together by [how — e.g. sharing records, joint appointments], which benefits this individual because...
- This referral pathway matters for a 13-year-old specifically because...

MB1 Getting started

- ☐ A superficial account of how primary services could meet the individual's needs, with little relevance to their age and needs
- ☐ A superficial account of how secondary services could meet the individual's needs, with little relevance to their age and needs
- ☐ A superficial account of how primary and secondary services could work together, with little relevance to their age and needs

MB2 Building it up

- ☐ A partially detailed account of primary services, with some relevance to age and needs
- ☐ A partially detailed account of secondary services, with some relevance to age and needs
- ☐ A partially detailed account of how the two work together, with some relevance to age and needs

MB3 <i>Strong work</i>	☐ A mostly detailed account of primary services, mostly relevant to age and needs ☐ A mostly detailed account of secondary services, mostly relevant to age and needs ☐ A mostly detailed account of joint working, mostly relevant to age and needs
MB4 <i>Excellent work</i>	☐ A fully detailed account of primary services, fully relevant to the individual's age and needs ☐ A fully detailed account of secondary services, fully relevant to the individual's age and needs ☐ A fully detailed account of joint working, fully relevant to the individual's age and needs

Home research to do before writing

- What counts as a primary healthcare service (GP, dentist, optician, pharmacist, health visitor) and what each actually does day to day
- What counts as a secondary healthcare service (hospital consultants, specialist clinics — e.g. orthodontics, maxillofacial, speech and language therapy) and how referral works
- How a GP or dentist refers a patient to a hospital specialist, and what information is shared between them
- Real named examples of speech and language therapy or orthodontic services you could refer to

Self-check before you finish

- ☐ I've named specific, real types of primary and secondary service — not just "the doctor" and "the hospital"
- ☐ I've clearly explained HOW each service helps with THIS individual's specific needs (jaw impairment, misaligned teeth, speech difficulty), not care needs in general
- ☐ I've explicitly explained how the two levels of service communicate or refer to each other, not just described them side by side

Task 2 — How social care services meet needs

Total marks: 12 marks

Your report must include:

- how SOCIAL CARE services could meet the individual's specific needs
- how VOLUNTARY CARE services could meet the individual's specific needs
- how INFORMAL CARE options could meet the individual's specific needs

The individual in this task

A 21-year-old with a long-term mental health issue caused by substance misuse, who needs help building confidence and resilience.

Guidance

Give social care, voluntary care and informal care roughly equal space. For each, name a real example, explain what it does, then explain specifically how it builds confidence/resilience for someone recovering from substance misuse at 21 — and give the PIES impact.

Sentence starters for this task

- A social care service that could help this individual is [name], which provides...
- [Voluntary organisation] could support their recovery by..., which builds confidence because...
- An informal carer, such as [family member/friend], could help by...
- This matters for someone of 21 specifically because...

MB1 <i>Getting started</i>	☐ A superficial account of how the selected social care services could meet the individual's needs, with little relevance to their age and needs ☐ A superficial account of how voluntary care services could meet their needs, with little relevance ☐ A superficial account of how informal care options could meet their needs, with little relevance
MB2 <i>Building it up</i>	☐ A partially detailed account of social care services, with some relevance to age and needs ☐ A partially detailed account of voluntary care services, with some relevance ☐ A partially detailed account of informal care options, with some relevance
MB3 <i>Strong work</i>	☐ A mostly detailed account of social care services, mostly relevant to age and needs ☐ A mostly detailed account of voluntary care services, mostly relevant ☐ A mostly detailed account of informal care options, mostly relevant
MB4 <i>Excellent work</i>	☐ A fully detailed account of social care services, fully relevant to age and needs ☐ A fully detailed account of voluntary care services, fully relevant ☐ A fully detailed account of informal care options, fully relevant

Home research to do before writing

- What social care services exist for adults with mental health needs (e.g. community mental health teams, social workers, supported housing)
- Real voluntary/charity organisations supporting people recovering from substance misuse and rebuilding confidence
- What "informal care" means (family, friends, unpaid support) and how it differs from paid/professional care
- What "resilience" and "confidence-building" support might look like in practice (peer support groups, structured programmes)

Useful starting points

- **Mind** — <https://www.mind.org.uk>
- **Rethink Mental Illness** — <https://www.rethink.org>
- **We Are With You** — **substance misuse recovery support** — <https://www.wearewithyou.org.uk>
- **Turning Point** — <https://www.turning-point.co.uk>

Self-check before you finish

- ☐ Every example I've used is clearly linked to THIS individual's age (21) and their specific needs (substance misuse recovery, confidence, resilience)
- ☐ I have covered all three: social care, voluntary care, AND informal care — not just two of them
- ☐ My voluntary care example is a real, named type of organisation, not invented

Task 3 — Barriers to accessing services

Total marks: 12 marks

Your report must include:

- the barriers the individual may face when accessing services
- for EACH barrier, a realistic suggestion for how services could minimise or remove it
- a justification to support each suggestion

The individual in this task

An 86-year-old with a hearing impairment, living alone in a rural area, relying on a neighbour for transport, who needs regular audiology appointments at a specialist clinic.

Guidance

Structure each paragraph as barrier → suggestion → justification, and keep all three together rather than listing all the barriers first. Identify at least 3 distinct barriers from different categories (e.g. sensory, geographical, financial) so you're not repeating the same type.

Sentence starters for this task

- One barrier this individual may face is [barrier], because they are [age] and [circumstance].
- This barrier could be minimised by [suggestion], provided by [named service].
- This suggestion would work because...
- Without this change, this individual might...

MB1 <i>Getting started</i>	☐ A superficial account of the barriers, with little clarity in the links between the individual's circumstances and the barriers they face ☐ Simplistic suggestions, with little relevance, for how each barrier could be minimised or removed ☐ Simplistic justifications, supported by little logical reasoning
MB2 <i>Building it up</i>	☐ A partially detailed account of the barriers, making partially clear links between the individual's circumstances and the barriers they face ☐ Partially developed and mostly relevant suggestions for minimising or removing each barrier ☐ Partially developed justifications, supported by partially logical reasoning
MB3 <i>Strong work</i>	☐ A mostly detailed account of the barriers, making mostly clear links between circumstances and barriers ☐ Mostly developed and mostly relevant suggestions for minimising or removing each barrier ☐ Mostly developed justifications, supported by mostly logical reasoning
MB4 <i>Excellent work</i>	☐ A fully detailed account of the barriers, making clear links between circumstances and barriers ☐ Well-developed and fully relevant suggestions for minimising or removing each barrier ☐ Well-developed justifications, supported by logical reasoning

Home research to do before writing

- Categories of access barrier: physical (distance, mobility), sensory/communication (hearing/sight), psychological, financial, geographical/rural isolation, resource-based (e.g. clinic capacity)
- Real solutions services use for hearing-impaired patients (induction loops, textphones, British Sign Language interpreters, visual alerts)
- Rural transport solutions used by the NHS or councils (patient transport services, community car schemes, telehealth/remote appointments)
- What "justification" means in BTEC reports — explaining WHY a suggestion would actually work, not just stating it

Useful starting points

- **RNID — national hearing loss charity** — <https://rnid.org.uk>
- **Age UK** — <https://www.ageuk.org.uk>
- **Carers UK** — <https://www.carersuk.org>
- **NHS Patient Transport Services** — search "NHS patient transport" on nhs.uk for how rural/mobility-impaired patients get help attending appointments

Self-check before you finish

- ☐ I have picked barriers that clearly come from THIS individual's situation (age, hearing impairment, rural location, no family, relies on a neighbour) — not generic barriers
- ☐ Every barrier has its OWN suggestion and its OWN justification — I haven't just listed barriers with no solutions
- ☐ Each justification explains WHY the suggestion would work for this specific person, using reasoning, not just repeating the suggestion

Task 4 — Skills, attributes and values in practice

Total marks: 12 marks

Your report must include:

- how the SKILLS of organisation and problem solving can be demonstrated
- how the ATTRIBUTES of patience and trustworthiness can be demonstrated
- how the VALUES of compassion and communication can be demonstrated
- reasons why the skills, values and attributes you've included are important for this individual

The individual in this task

A person in later adulthood with type 2 diabetes.

Guidance

Cover all six — organisation, problem solving, patience, trustworthiness, compassion, communication — with roughly equal depth. For each, name a type of professional, give a concrete scenario showing it in action with this individual, then explain why it matters for someone in later adulthood managing type 2 diabetes specifically.

Sentence starters for this task

- A [professional] could demonstrate organisation by...
- Problem solving would be shown when a professional...
- Patience is important here because..., for example when...
- A professional could show compassion/communication by..., which matters for this individual because...

MB1 *Getting started*

- ☐ A superficial account of how professionals demonstrate the specific skills, with little appropriateness to the age range and health condition
- ☐ A superficial account of how professionals demonstrate the specific attributes, with little appropriateness
- ☐ A superficial account of how professionals demonstrate the specific values, with little appropriateness
- ☐ Simplistic reasoning, with few accurate links to this individual's care needs

MB2 *Building it up*

- ☐ A partially detailed account of the skills, somewhat appropriate to age range and health condition
- ☐ A partially detailed account of the attributes, somewhat appropriate
- ☐ A partially detailed account of the values, somewhat appropriate
- ☐ Partially developed reasoning, with partially accurate links to this individual's care needs

MB3 <i>Strong work</i>	☐ A mostly detailed account of the skills, mostly appropriate to age range and health condition ☐ A mostly detailed account of the attributes, mostly appropriate ☐ A mostly detailed account of the values, mostly appropriate ☐ Mostly developed reasoning, with mostly accurate links to this individual's care needs
MB4 <i>Excellent work</i>	☐ A fully detailed account of the skills, fully appropriate to age range and health condition ☐ A fully detailed account of the attributes, fully appropriate ☐ A fully detailed account of the values, fully appropriate ☐ Well-developed reasoning, with fully accurate links to this individual's care needs

Home research to do before writing

- What type 2 diabetes involves day to day (blood sugar monitoring, diet, medication, routine appointments) and typical needs of someone in later adulthood
- Clear definitions and real practice examples of: organisation, problem solving, patience, trustworthiness, compassion, communication in a care setting
- For each skill/attribute/value, think of a concrete scenario showing it in action with THIS individual (not just a definition)

Useful starting points

- **Diabetes UK** — <https://www.diabetes.org.uk>

Self-check before you finish

- ☐ I've covered all six: organisation, problem solving, patience, trustworthiness, compassion, communication — none missing
- ☐ Each one is shown through a specific example relevant to type 2 diabetes and later adulthood, not a generic description
- ☐ I've explained WHY each one matters for this individual, not just described what it is

Task 5 — Helping Scott overcome obstacles

Total marks: 12 marks

Your report must include:

- the potential obstacles Scott may face during his care
- how these obstacles impact on Scott's recovery
- how professionals showing organisation, problem solving, patience, trustworthiness, compassion and communication could help him overcome each obstacle
- justification to support the reasons given

The individual in this task

Scott, aged 35, recently left the army after losing his leg. Effects include phantom limb pain, depression and anxiety, missing army culture/routine, difficulty adapting to daily life, and worry about losing friends and social opportunities.

Guidance

Structure this as obstacle → impact on recovery → how each of the six skills/attributes/values helps overcome it → justification. Use Scott's case study details directly (phantom limb pain, depression/anxiety, missing army routine, daily adaptation, social/friendship worries) rather than obstacles in general.

Sentence starters for this task

- One obstacle Scott may face is [obstacle from the case study], which could impact his recovery by...
- A professional showing [skill/attribute/value] could help him overcome this by..., because...
- This matters for Scott specifically because, having recently left the army, he...
- This justifies the approach because, without it, Scott's recovery might...

MB1 *Getting started*

- ☐ A superficial account of the obstacles Scott may face, with little clarity in the links between his circumstances and the potential obstacles
- ☐ A superficial account of the impact of the obstacles on Scott's recovery
- ☐ A superficial account of how the specified skills, attributes and values will help him overcome the obstacles, with little clarity in the links
- ☐ Limited judgement of how the skills, attributes and values support Scott, with simplistic justifications supported by little logical reasoning

MB2 *Building it up*

- ☐ A partially detailed account of the obstacles, making partially clear links to Scott's circumstances
- ☐ A partially detailed account of the impact of the obstacles on Scott's recovery
- ☐ A partially detailed account of how the skills, attributes and values help, making partially clear links
- ☐ Adequate judgement, with partially developed justifications supported by partially logical reasoning

MB3 <i>Strong work</i>	☐ A mostly detailed account of the obstacles, making mostly clear links to Scott's circumstances ☐ A mostly detailed account of the impact of the obstacles on Scott's recovery ☐ A mostly detailed account of how the skills, attributes and values help, making mostly clear links ☐ Good judgement, with mostly developed justifications supported by mostly logical reasoning
MB4 <i>Excellent work</i>	☐ A fully detailed account of the obstacles, making clear links to Scott's circumstances ☐ A fully detailed account of the impact of the obstacles on Scott's recovery ☐ A fully detailed account of how the skills, attributes and values help, making clear links ☐ Comprehensive judgement, with well-developed justifications supported by logical reasoning

Home research to do before writing

- Phantom limb pain, and depression/anxiety following limb loss — what they are and how they affect someone's daily life and recovery
- Support available for ex-forces personnel adjusting to civilian life (military charities, veteran support networks, rehabilitation services)
- How organisation, problem solving, patience, trustworthiness, compassion and communication would look specifically in supporting Scott's rehabilitation and mental health

Useful starting points

- **Blesma — The Limbless Veterans** — <https://www.blesma.org>
- **SSAFA — the Armed Forces charity** — <https://www.ssafa.org.uk>
- **Combat Stress — veterans' mental health charity** — <https://combatstress.org.uk>
- **Help for Heroes** — <https://www.helpforheroes.org.uk>
- **Veterans' Gateway** — <https://www.veteransgateway.org.uk>

Self-check before you finish

- ☐ I've identified obstacles that come directly from Scott's case study, not obstacles in general
- ☐ I've explicitly explained how EACH obstacle affects his recovery, not just listed the obstacles
- ☐ I've linked all six skills/attributes/values to Scott's specific obstacles, with a justification for each
- ☐ My justifications explain WHY the reasoning holds, not just repeat the point

Final whole-booklet checklist

- ☐ All five tasks are finished and saved by 20 November
- ☐ Every task explicitly addresses the named individual/case study — not generic answers
- ☐ My examples of real services/organisations are ones I researched myself, in my own words
- ☐ I have compared my draft against the MB ladders for each task and pushed weaker sections up a band where I can
- ☐ My work is entirely my own, ready to sign the declaration of authenticity