

WJEC Level 3 Health and Social Care: Principles and Contexts

Unit 5: Supporting individuals at risk to achieve their desired outcomes

Approved by Qualifications Wales

This qualification forms part of the new suite of Health and Social Care, and Childcare qualifications in Wales provided by City & Guilds/WJEC.

This Qualifications Wales regulated qualification is not available to centres in England.

For first assessment from 2024

Sample Assessment Materials (Internal)

Version 3 - January 2024



SUMMARY OF AMENDMENTS

Version	Description	Page number/s
2	Command verb changed from 'Identification' to 'Outline' in Task 1 (b).	3, 10
	Instructions for candidates updated to reflect the format of the live assessment	1 and 2
3	Centre Mark Sheet declarations updated.	18

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LEVEL 3

4973U5

SAMPLE ASSESSMENT (INTERNAL NEA)

HEALTH AND SOCIAL CARE: PRINCIPLES AND CONTEXTS

UNIT 5 NEA: Supporting individuals at risk to achieve their desired outcomes

15 HOURS

INSTRUCTIONS FOR CANDIDATES

YOU WILL HAVE 15 HOURS IN TOTAL TO COMPLETE THIS ASSESSMENT.

You must choose one case study (**A** or **B**) to provide your evidence for Task 1 and Task 2. The same case study must be used for both tasks

Task 1

You have been asked to prepare up-to-date case notes based on either case study A or case study B. Your case notes must be based on supporting individuals at risk to achieve their desired outcomes.

You should spend approximately **10 hours** on this task.

You may use the following resources when completing this task:

- ICT software
- case studies
- class notes. These should consist of a maximum of six sides of A4 paper. They may be handwritten or word-processed. They should be in your own words and must not include pre-written answers. Your teacher/assessor is responsible for reviewing the notes to ensure they are within the guidance above.

All notes used during the assessment must be retained by the centre.

You are not allowed access to the internet whilst completing this task.

Task 2

You are required to produce information to contribute to a personal care and support plan based on either case study **A** or case study **B**. Your case notes must be based on supporting individuals at risk to achieve their desired outcomes.

You should spend approximately **5 hours** on this task.

You may use the following resources when completing this task:

- ICT software
- case studies
- class notes. These should consist of a maximum of six sides of A4 paper. They may be handwritten or word-processed. They should be in your own words and must not include pre-written answers. Your teacher/assessor is responsible for reviewing the notes to ensure they are within the guidance above.

You are allowed access to the internet whilst completing this task.

INFORMATION FOR CANDIDATES

Your teacher is allowed to help you to understand the assignment briefs and the tasks, but there are rules about the kind of help and how much they can give you. You should speak to your teacher if you have any questions about what you are and are not allowed to do as you are completing the tasks, as they will know how much help they are allowed to give you.

It is important that you work independently from other candidates and the work produced should be your own unaided work. You and your teacher will be required to sign a declaration that all work presented is your own work.

You are advised to check your work carefully to make sure that it is accurate and correct.

Introduction to the assessment

Through this assessment you will demonstrate knowledge and understanding gained through the completion of Unit 5: Supporting individuals at risk to achieve their desired outcomes. You will draw on your knowledge and understanding gained through the completion of Unit 3: Promoting the rights of individuals across the lifespan.

You must base your responses on the following profile of an individual at risk.

Profile

PB has been known to Children's Services for many years and has been supported by a wide range of health and social care workers and services. He was adopted at 2 years old after sustaining physical abuse within the home. His birth mother had a drug addiction and his birth father died when he was very young. His birth mother entered a new relationship with a male who physically abused PB.

By the age of 11, PB began to misbehave both at school and at home. He started skipping school and became involved in petty crime and shoplifting. His adoptive parents were unaware of how to manage and support their son. PB has since stated that he was punished at home and these punishments became increasingly severe over time. In response PB became very upset and aggressive, and his behaviour further deteriorated.

At the age of 15, PB received a custodial sentence at a Youth Offender Institution (YOI). PB had stolen multiple times from the family home, including personal possessions and jewellery. PB was assigned a female social worker because it was felt that it would benefit PB and help him feel less threatened. During this time, PB started to use racist language. When questioned on this, PB informed his social worker that he had overheard support workers using similar remarks and had thought that this was acceptable.

At the age of 16, PB was released on license and returned to his adoptive parents' home. PB's parents helped him when he was released with support from the youth offending team, the local authority and third sector to secure an unpaid work placement. PB now aged 17, has, with the help of a Multi-Disciplinary Team (MDT) including his social worker, a psychiatrist, and a counsellor, processed the events that happened in his past and understands how they have contributed to his current situation. He has successfully completed the unpaid work placement and is hoping to gain a place on a motor vehicle apprenticeship in a local further education college. He is currently living in supported living accommodation, receiving support from supported living staff in developing his independent living skills. PB would like to move into social housing, however, his social worker still has concerns over how well he would cope and manage a tenancy. He does not currently have any contact with his birth mother or adoptive parents; however, he has expressed interest in making contact with them in the future.

Unit 5 Tasks

Task 1

You are a trainee social worker, supporting the social worker who has been working with PB for many years. She has asked you to prepare up to date case notes as PB transitions to the next phase of his life. You have been asked to present your case notes to MDT colleagues to ensure a successful transition and enable positive outcomes.

Case notes are a record of interactions, observations and actions, and are specific detailed records of information related to any given individual. Designed to record and help pass on detailed information to the next social worker, they are also used to communicate with other professionals who may be involved with an individual's case.

Your case notes should be in the form of a presentation with supporting notes to clearly evidence the following:

- (a) An explanation of the factors that contributed to the individual being at risk of abuse and neglect in the past. [20 marks]
- (b) Outline of any current risks of abuse and neglect that need to be communicated to the social services and the MDT. [5 marks]
- (c) A description of relevant factors that may have affected the rights of the individual at risk when accessing health and social care services in the past. You will draw on your knowledge and understanding of the rights of individuals, gained through the completion of *Unit 3: Promoting the rights of individuals across the lifespan*. [10 marks]
- (d) An explanation of current relevant factors that may impact the individual in achieving positive outcomes in the future. [13 marks]
- (e) Suggestions of ways in which the health and social care workers **identified in the profile**, and the services they provide, can promote inclusion for the individual at risk. [18 marks]

Total Marks [66 marks]

Task 2

As a high-risk individual, it is important to ensure that any future health and social care workers safeguard and protect the individual at risk. In order to do this, and to support PB's successful progression, you are required to produce information to contribute to a personal care and support plan to assist them through their phase of transition and to promote successful outcomes.

The information must include:

- (a) Examination of how **relevant** legislation **and** codes of conduct/practice, safeguard and protect the individual at risk. [16 marks]
- (b) An assessment of how health and social care practices can safeguard individuals and how approaches can be used to secure the rights of the individual at risk. [18 marks]

Total Marks [34 marks]

You can choose how to present the information, which can be in a table format.

You should spend approximately **5 hours** completing this task.

Total Marks (Task 1 and Task 2): [100 marks]

Information for candidates

The following information has been taken from the *JCQ Information for candidates – non-examination assessments* document¹. This tells you about things that you **must** and **must not** do when you are completing your assessment. If there is anything that you do not understand, you **must** ask your teacher.

Preparing your work

- If you receive help and guidance from someone other than your teacher, you **must** tell your teacher who will then record the nature of the assistance given to you.
- If you worked as part of a group on an assignment, for example undertaking field research, you **must** each write up your own account of the assignment. Even if the data you have is the same, you **must** describe in your own words how that data was obtained, and you **must independently draw your own conclusions from the data**.
- Take care of your work and keep it safe. **Do not** leave it lying around where your classmates can find it or share it with anyone, including posting it on social media. You **must** always keep your work secure and confidential whilst you are preparing it; **do not** share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you do not need.
- **Do not** be tempted to use pre-prepared online solutions – this is cheating. Electronic tools used by WJEC can detect this sort of copying.
- You **must not** write inappropriate, offensive or obscene material.

Plagiarism

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. **It is a form of cheating which is taken very seriously. Do not** think you will not be caught; there are many ways to detect plagiarism:

- markers can spot changes in the style of writing and use of language
- markers are highly experienced subject specialists – they may have read the source you are using, or even marked the work you have copied from
- internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

Penalties for breaking the regulations

If it is discovered that you have broken the regulations, one of the following penalties will be applied:

- the piece of work will be awarded zero marks
- you will be disqualified from that assessment for the examination/moderation series in question
- you will be disqualified from the whole qualification for that examination/moderation series
- you will be disqualified from all qualifications and barred from entering again for a period of time.

WJEC will decide which penalty is appropriate.

REMEMBER – IT IS YOUR QUALIFICATION SO IT NEEDS TO BE YOUR OWN WORK.

¹ https://www.jcq.org.uk/wp-content/uploads/2021/08/IFC-NE_Assessments_2021_v4.pdf



MARKING SCHEME

FOR USE WITH SAMPLE ASSESSMENT

LEVEL 3

HEALTH AND SOCIAL CARE

PRINCIPLES AND CONTEXTS – UNIT 5

4973U5

This is an abridged marking scheme, the complete version inclusive of indicative content can be found on the WJEC secure website [WJEC \(wjecservices.co.uk\)](https://www.wjecservices.co.uk)

Information for assessors on applying banded mark schemes

Banded mark schemes are divided so that each band within a section has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks.

Before marking, you should first read and annotate a candidate's work to pick out the evidence that is being assessed. Once the annotation is complete, the mark scheme can be applied. This is done as a two-stage process.

Stage 1 – Deciding on the band

Beginning at the lowest band, you should look at the appropriate section of the candidate's work and check whether it matches the descriptor for that section's mark band. If the descriptor at the lowest band is satisfied, you should move up to the next band and repeat this process for each band until the descriptor matches the work.

If a candidate's work covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's work should be used to decide on the mark within the band. For instance, if work is mainly in band 2 but with a limited amount of band 3 content, the work would be placed in band 2, but the mark awarded would be close to the top of band 2 because of the band 3 content.

You should not seek to mark candidates down as a result of small omissions in minor areas of their work.

Stage 2 – Deciding on the mark

Once the band has been decided, you can then assign a mark. WJEC will provide exemplar work already awarded a mark, and this should be used as reference material when assessing the work.

When marking, you can use these examples to decide whether a candidate's work is of a superior, inferior or comparable standard to the example. Assessors are reminded of the need to revisit the work as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the work submitted.

Where work is not creditworthy, that is, contains nothing of any significance to the project, or has been omitted, no marks should be awarded.

Internal standardisation

It is essential that, where there is more than one teacher in a centre, work from all teaching groups is standardised internally. This is to ensure that the final assessment reflects a single agreed standard for all teaching groups involved. All centres will receive detailed feedback from moderation via WJEC's secure website on results day.

Task 1

You are a trainee social worker, supporting the social worker who has been working with PB for many years. She has asked you to prepare up to date case notes as PB transitions to the next phase of his life. You have been asked to present your case notes to MDT colleagues to ensure a successful transition and enable positive outcomes.

Your case notes should be in the form of a presentation and should include detailed written notes to clearly evidence the following:

(a) An explanation of the factors that contributed to the individual being at risk of abuse and neglect in the past. [20 marks]	
Band	AO2: Apply knowledge and understanding of health and social care principles and contexts
5	<p style="text-align: center;">17-20 marks</p> <p>An excellent response which provides a detailed and coherent explanation of the factors that contributed to the individual being at risk of abuse and neglect in the past.</p> <p>The response demonstrates thorough knowledge and understanding that is consistently applied to the context of the task.</p>
4	<p style="text-align: center;">13-16 marks</p> <p>A good response which provides a comprehensive explanation of the factors that contributed to the individual being at risk of abuse and neglect in the past.</p> <p>The response demonstrates knowledge and understanding that is applied to the context of the task.</p>
3	<p style="text-align: center;">9-12 marks</p> <p>A satisfactory response which provides a competent explanation of the factors that contributed to the individual being at risk of abuse and neglect in the past.</p> <p>The response demonstrates sound knowledge and understanding that is mainly applied to the context of the task.</p>
2	<p style="text-align: center;">5-8 marks</p> <p>A basic response which provides a generalised explanation of the factors that contributed to the individual being at risk of abuse and neglect in the past.</p> <p>The response demonstrates partially accurate knowledge and understanding that is partially applied to the context of the task.</p>
1	<p style="text-align: center;">1-4 marks</p> <p>A limited response which provides a superficial explanation of the factors that contributed to the individual being at risk of abuse and neglect in the past.</p> <p>The response may be list-like and demonstrate limited knowledge and understanding that is applied to the context of the task in a minimal manner.</p>
	<p>0 marks</p> <p>Not creditworthy or attempted.</p>

(b) Outline of any current risks of abuse and neglect that need to be communicated to the social services and the MDT. [5 marks]	
Band	<i>AO1: Demonstrate knowledge and understanding of a range of key concepts, values and issues that are relevant to health and social care</i>
3	<p style="text-align: center;">5 marks</p> <p>A very good response which clearly outlines current risks of abuse and neglect that should be communicated to the MDT.</p> <p>The response demonstrates a range of accurate knowledge and understanding relevant to the requirements of the task.</p>
2	<p style="text-align: center;">3-4 marks</p> <p>A good response which outlines appropriate risks of abuse and neglect that should be communicated to the MDT.</p> <p>The response demonstrates sound knowledge and understanding relevant to the requirements of the task.</p>
1	<p style="text-align: center;">1-2 marks</p> <p>A basic response which outlines some current risks of abuse and neglect that should be communicated to the MDT.</p> <p>The response demonstrates some knowledge and understanding relevant to the requirements of the task.</p> <p>Some risks identified may be generalised to individuals at risk and are not specifically relevant to the individual within the profile.</p>
	<p>0 marks</p> <p>Not creditworthy or attempted.</p>

<p>(c) A description of relevant factors that may have affected the rights of the individual at risk when accessing health and social care services in the past. You will draw on your knowledge and understanding of the rights of individuals, gained through the completion of <i>Unit 3: Promoting the rights of individuals across the lifespan</i>.</p> <p style="text-align: right;">[10 marks]</p>	
Band	<i>AO1: Demonstrate knowledge and understanding of a range of key concepts, values and issues that are relevant to health and social care</i>
4	<p style="text-align: center;">8-10 marks</p> <p>An excellent response which provides a detailed and coherent description of relevant factors that affected the rights of the individual at risk when accessing health and social care services in the past.</p> <p>The response demonstrates detailed and accurate knowledge and understanding relevant to the requirements of the task.</p>
3	<p style="text-align: center;">5-7 marks</p> <p>A good response which provides a comprehensive description of relevant factors that affected the rights of the individual at risk when accessing health and social care services in the past.</p> <p>The response demonstrates a range of accurate knowledge and understanding relevant to the requirements of the task.</p>
2	<p style="text-align: center;">3-4 marks</p> <p>A basic response which provides a general description of relevant factors that affected the rights of the individual at risk when accessing health and social care services in the past.</p> <p>The response demonstrates some accurate knowledge and understanding relevant to the requirements of the task.</p>
1	<p style="text-align: center;">1-2 marks</p> <p>A limited response which provides a superficial description of factors that affected the rights of the individual at risk when accessing health and social care services in the past.</p> <p>The response demonstrates limited knowledge and understanding partially relevant to the requirements of the task.</p>
	<p>0 marks Not creditworthy or attempted.</p>

(d) An explanation of current relevant factors that may impact the individual in achieving positive outcomes in the future. [13 marks]	
Band	<i>AO2: Apply knowledge and understanding of health and social care principles and contexts</i>
4	<p style="text-align: center;">11-13 marks</p> <p>An excellent response which provides a detailed and coherent explanation of current relevant factors that may impact the individual in achieving positive outcomes in the future.</p> <p>The response demonstrates detailed and accurate knowledge and understanding relevant to the requirements of the task.</p>
3	<p style="text-align: center;">8-10 marks</p> <p>A good response which provides a comprehensive explanation of current relevant factors that may impact the individual in achieving positive outcomes in the future.</p> <p>The response demonstrates a range of accurate knowledge and understanding relevant to the requirements of the task.</p>
2	<p style="text-align: center;">4-7 marks</p> <p>A basic response which provides a generalised explanation of current relevant factors that may impact the individual in achieving positive outcomes in the future.</p> <p>The response demonstrates some accurate knowledge and understanding relevant to the requirements of the task.</p>
1	<p style="text-align: center;">1-3 marks</p> <p>A limited response which provides a superficial explanation of current relevant factors that may impact the individual in achieving positive outcomes in the future.</p> <p>The response demonstrates limited knowledge and understanding partially relevant to the requirements of the task.</p>
	<p>0 marks</p> <p>Not creditworthy or attempted.</p>

(e) Suggestions of ways in which the health and social care workers identified in the profile, and the services they provide, can promote inclusion for the individual at risk.	
[18 marks]	
Band	<i>AO1: Demonstrate knowledge and understanding of a range of key concepts, values and issues that are relevant to health and social care</i>
5	<p style="text-align: center;">16-18 marks</p> <p>An excellent response which provides detailed and coherent suggestions of ways in which health and social care workers in the profile, provide services and promote inclusion for the individual at risk. Answer will be wide-ranging in scope.</p> <p>The response demonstrates thorough knowledge and understanding that is consistently applied to the context of the task.</p>
4	<p style="text-align: center;">12-15 marks</p> <p>A good response which provides comprehensive suggestions of ways in which health and social care workers in the profile provide services and promote inclusion for the individual at risk.</p> <p>The response demonstrates knowledge and understanding that is applied to the context of the task.</p>
3	<p style="text-align: center;">8-11 marks</p> <p>A satisfactory response which provides competent suggestions of ways in which health and social care workers in the profile provide services and promote inclusion for the individual at risk.</p> <p>The response demonstrates sound knowledge and understanding that is mainly applied to the context of the task.</p>
2	<p style="text-align: center;">4-7 marks</p> <p>A basic response which provides generalised suggestions of ways in which health and social care workers in the profile provide services and promote inclusion for the individual at risk.</p> <p>The response demonstrates partially accurate knowledge and understanding that is partially applied to the context of the task.</p>
1	<p style="text-align: center;">1-3 marks</p> <p>A limited response which provides generalised superficial suggestions of ways in which health and social care workers in the profile provide services and promote inclusion for the individual at risk.</p> <p>The response may be list-like and demonstrate limited knowledge and understanding that is applied to the context of the task in a minimal manner, for example there may be little or no reference to the health and social workers in the profile or the individual.</p>
	<p>0 marks Not creditworthy or attempted.</p>

Task 2

As a high-risk individual, it is important to ensure that any future health and social care workers safeguard and protect the individual at risk. In order to do this and to support PB's successful progression, you are required to produce information to contribute to a personal care and support plan to assist them through their phase of transition to promote successful outcomes.

The information must include:

(a) Examination of how relevant legislation and codes of conduct/practice, safeguard and protect the individual at risk	
[16 marks]	
Band	AO3: Analyse and evaluate health and social care principles and contexts to demonstrate understanding, including any influence on practice, making reasoned judgements and drawing conclusions.
4	<p style="text-align: center;">14-16 marks</p> <p>An excellent response providing a detailed and insightful examination which:</p> <ul style="list-style-type: none"> • makes clear and accurate reference to both relevant legislation and codes of conduct/practice • demonstrates a confident grasp of how legislation and codes of conduct/practice safeguard and protect the individual at risk. <p>The response demonstrates consistent and appropriate analysis and evaluation skills used in an effective way.</p>
3	<p style="text-align: center;">10-13 marks</p> <p>A good response providing a comprehensive examination which:</p> <ul style="list-style-type: none"> • makes appropriate reference to both relevant legislation and codes of conduct/practice • demonstrates reasonable understanding of how legislation and codes of conduct/practice safeguard and protect the individual at risk. <p>The response demonstrates mostly consistent and appropriate analysis and evaluation skills used in a generally effective way.</p>
2	<p style="text-align: center;">6-9 marks</p> <p>A basic response providing a partial examination which:</p> <ul style="list-style-type: none"> • makes some reference to both legislation and codes of conduct/practice • demonstrates generalised knowledge of how legislation and codes of conduct/practice safeguard and protect the individual at risk. <p>The response demonstrates some analysis and evaluation skills used but may lack precision.</p>
1	<p style="text-align: center;">1-5 marks</p> <p>A limited response providing a superficial examination which:</p> <ul style="list-style-type: none"> • makes limited or no reference to legislation or and/codes of practice • demonstrates minimal or no knowledge of how legislation or code of conduct practices safeguard and protect the individual at risk. <p>The response demonstrates limited analysis and evaluation skills used with little or no competence.</p>

	<p style="text-align: center;">0 marks Not creditworthy or attempted.</p>
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(b) An assessment of how health and social care practices can safeguard individuals and how approaches can be used to secure the rights of the individual at risk. [18 marks]	
Band	<i>AO3: Analyse and evaluate health and social care principles and contexts to demonstrate understanding, including any influence on practice, making reasoned judgements and drawing conclusions.</i>
5	<p style="text-align: center;">16-18 marks</p> <p>An excellent response which provides a detailed and persuasive assessment of:</p> <ul style="list-style-type: none"> • how health and social care practices can safeguard individuals • how approaches could be used to secure the rights of the individual at risk. <p>The response demonstrates consistent and appropriate analysis/evaluation skills used in an effective way.</p>
4	<p style="text-align: center;">12-15 marks</p> <p>A good response which provides a comprehensive and relevant assessment of:</p> <ul style="list-style-type: none"> • how health and social care practices can safeguard individuals • how approaches could be used to secure the rights of the individual at risk. <p>The response demonstrates mostly consistent analysis and evaluation skills used in a generally effective way.</p>
3	<p style="text-align: center;">8-11 marks</p> <p>A satisfactory response which provides a competent assessment of:</p> <ul style="list-style-type: none"> • how health and social care practices can safeguard individuals • how approaches could be used to secure the rights of the individual at risk. <p>The response demonstrates sound analysis and evaluation skills used in an appropriate way.</p>
2	<p style="text-align: center;">4-7 marks</p> <p>A basic response which provides a partial assessment of:</p> <ul style="list-style-type: none"> • how health and social care practices can safeguard individual • how approaches could be used to secure the rights of the individual at risk. <p>The response demonstrates some analysis/evaluation skills used but may lack precision.</p>
1	<p style="text-align: center;">1-3 marks</p> <p>A limited response which provides a minimal assessment of:</p> <ul style="list-style-type: none"> • how health and social care practices can safeguard individuals • how approaches could be used to secure the rights of the individual at risk <p>The response demonstrates limited analysis/evaluation skills used with little or no competence and may focus on practices without assessing how these practices could safeguard individuals at risk and/or may not refer to the individual at risk.</p>
	<p>0 marks Not creditworthy or attempted.</p>



Level 3 Diploma in Health and Social Care: Principles and Contexts

Non-examination assessment: Unit 5 Tasks 1 and 2

Name of Candidate:

Candidate Number:

Name of Centre:

Centre Number:

Non-examination assessment: Unit 5 Tasks 1 and 2

Tasks	Maximum Mark	Centre Mark	Moderator Mark	Centre Comments
Task 1				
(a)	20			
(b)	5			
(c)	10			
(d)	13			
(e)	18			
Task 2				
(a)	16			
(b)	18			

Total	100			
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Non-examination assessment: Comments

To be completed by the individual supervising the NEA.

Please indicate where help beyond normal supervisory guidance has been given and how this has affected the marks awarded.

List the sources of information used in developing the NEA.

NOTICE TO CANDIDATES

The work you submit for assessment must be your own.

If you copy from someone else, allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the qualification concerned.

DECLARATION BY TEACHER

I confirm that the candidate's work was conducted under the conditions laid out by the specification.

I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

The candidate has clearly referenced any sources and any Artificial Intelligence tools used in the work. I understand that false declaration is a form of malpractice.

Teacher's signature:

Date:

DECLARATION BY CANDIDATE

I have read and understood the **Notice to Candidates** (above).

I have produced the attached work without assistance other than that which my teacher has explained is acceptable within the specification.

I have clearly referenced any sources and any Artificial Intelligence tools used in the work. I understand that false declaration is a form of malpractice.

Candidate's signature:

Date:

Mapping of tasks to unit content and assessment objectives

Tasks	Unit content					Mark allocation			
	5.1	5.2	5.3	5.4	5.5	Total Marks	A01 Marks	AO2 Marks	AO3 Marks
Task 1 (a)	✓					20		20	
(b)	✓	✓				5	5		
(c)		✓				10	10		
(d)		✓				13		13	
(e)					✓	18	18		
Task 2 (a)			✓			16			16
(b)				✓		18			18
Total						100	33	33	34