

**Cambridge National**  
**Health and Social Care**

Cambridge National Level 1/2 Award/Certificate

Unit **R021/01**: Essential Values of Care for Use with Individuals IN Care Settings

**Mark Scheme for June 2014**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page – this annotation <b>must</b> be used on all <b>blank</b> pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Tick
	Cross
	Level 1
	Level 2
	Level 3
	Benefit of doubt (This does count as a mark – so do not ‘tick’ as well)
	Omission mark
	Too vague
	Repeat
	Noted but no credit given

**ADDITIONAL OBJECTS:** You **must** annotate the additional objects for each script you mark. If no credit is to be awarded for the answer on the additional object, please use the annotation ‘seen’ . If the page is blank use ‘BP’.

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p><b>One</b> mark for the meaning of each term. <b>Three</b> required.</p> <p><b>Rights</b></p> <ul style="list-style-type: none"> <li>• What individuals are entitled to</li> <li>• Rights are given by law</li> </ul> <p><b>Diversity</b></p> <ul style="list-style-type: none"> <li>• Recognition of differences</li> <li>• Everyone is seen as being different/unique</li> <li>• Differences are valued.</li> <li>• Accepting and respecting individual differences</li> <li>• Different races, cultures, genders, ages</li> </ul> <p><b>Discriminatory behaviour</b></p> <ul style="list-style-type: none"> <li>• Treating someone differently/badly/unfairly/negatively because of a specified characteristic (from Equality Act)</li> <li>• Racism / sexism / homophobia / ageism</li> </ul>	3 (3 x 1)	<p>The number of ticks must match the number of marks awarded.</p> <p>Please read the quality of response given. Beware of answers that just repeat the term that is being described.</p> <p><b>Rights</b> No credit for <b>examples</b> of rights. Eg. choice, confidentiality etc</p> <p><b>Diversity</b> No credit for 'treating fairly' on its own. Must state 'treating fairly regardless of differences/race/gender etc'</p> <p><b>Discriminatory behaviour</b> Accept: Discriminating someone because they are black/female/disabled etc</p> <p>For reference the Equality Act protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation</p>

Question		Answer/Indicative content	Mark	Guidance
1	(b)	<p><b>One</b> mark for each correct example identified. <b>Two</b> required.</p> <p><b>Ensuring the welfare of the child is paramount:</b></p> <ul style="list-style-type: none"> <li>• The child's needs come first</li> <li>• Using a child-centred approach</li> <li>• A child must never be humiliated</li> <li>• A child must never be abused/smacked</li> <li>• Example of a safeguarding procedure eg CRB/DBS checks</li> <li>• Keeping children safe</li> </ul> <p><b>Ensuring equality of opportunity:</b></p> <ul style="list-style-type: none"> <li>• Ensuring all areas/resources are accessible to all</li> <li>• Ensuring activities are available to all / not leaving anyone out</li> <li>• Meeting individual needs – cultural, religious, mobility, dietary, communication etc</li> <li>• Non-discriminatory language</li> <li>• All children treated fairly / no favourites</li> </ul> <p>This list is not exhaustive, accept other appropriate examples.</p>	2 (2 x1)	<p>The number of ticks must match the number of marks awarded.</p> <p>Do not credit repeats.</p> <p>For 'Ensuring equality of opportunity' do not accept 'treating all children the same'</p> <p>Accept examples of activities if they clearly exemplify the value of care.</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
1	(c)	<p>Reasons why the choice of outfit is unsuitable:</p> <p><b>Hygiene</b></p> <ul style="list-style-type: none"> <li>• Bacteria/germs on jewellery transfer to food</li> <li>• Nail polish could contaminate food</li> <li>• Spread of infection/cross infection</li> </ul> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>• Jewellery could scratch child</li> <li>• High heels – risk of tripping up/injury to child or self</li> <li>• Earrings/bracelet – may be grabbed by child causing injury to Jennie</li> <li>• Earring/charm from bracelet could be swallowed by child</li> <li>• Fitted skirt – restricts movement when playing with children</li> <li>• Jewellery could catch on child or equipment/toys</li> </ul> <p>Answers should refer to reasons why the outfit is <b>unsuitable</b>.</p> <p>Do not credit suggestions of more appropriate footwear etc.</p> <p><b>Tick the reasons</b> [safety, hygiene points] <b>NOT the identification</b> [high heels, jewellery etc]</p>	8	<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist</b></p> <ul style="list-style-type: none"> <li>• Detailed explanation</li> <li>• Balanced coverage of safety <b>and</b> hygiene</li> <li>• Use of correct terminology</li> </ul> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>• Sound explanation</li> <li>• Safety and hygiene – <b>both</b> covered but unbalanced/one sided</li> <li>• Some use of terminology</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>• Basic explanation</li> <li>• List like</li> <li>• Only safety <b>or</b> hygiene</li> <li>• Limited terminology</li> </ul> <p>Must use terminology eg. risk, hazard, injury, bacteria, personal hygiene, contaminate etc to achieve Level 3.</p>	<p><b>Level 3 (7–8 marks)</b> Answer provides a detailed explanation of hygiene <b>and</b> safety reasons why the outfit is unsuitable for working in an early years setting. Answers will be coherent, using correct terminology.</p> <p><b>Level 2 (4–6 marks)</b> Answer provides a sound explanation of hygiene and/or safety reasons why the outfit is unsuitable for working in an early years setting. Answers will be factually correct but still need developing. Some correct terminology will be used. <b>Sub-max of 4</b> if only hygiene or safety.</p> <p><b>Level 1 (1–3 marks)</b> Answer provides a basic explanation of hygiene and safety reasons why the outfit is unsuitable for working in an early years setting. List like answers should be placed in this band. Limited use of terminology.</p> <p><b>0 marks = no response worthy of credit</b></p>

Question	Answer/Indicative content	Mark	Guidance
2 (a)	<p><b>Two</b> marks for each 'way' described.  <b>Three</b> required.  Ways that George could challenge discriminatory behaviour and poor practice towards the older patients can include:</p> <ul style="list-style-type: none"> <li>• <b>challenge at the time</b> <ul style="list-style-type: none"> <li>– explain to the individuals concerned how they are discriminating</li> <li>– report to senior staff/supervisor to address the issue</li> <li>– ask the members of staff if they are aware that they are discriminating</li> <li>– ask the older patients for details of how they feel ignored and use this as evidence for further investigation</li> <li>– survey all service users to see how they feel about their treatment at the hospital</li> <li>– ensure the service users are aware of how to complain and advise them to do so</li> </ul> </li> <li>• <b>challenge afterwards through procedures</b> <ul style="list-style-type: none"> <li>– implement complaints procedures – means that service users are aware of how to take action if they have a complaint about neglect, discrimination or poor practice</li> <li>– instigate disciplinary action against staff - makes them aware of the seriousness of the issue; provides a basis for changing individual practice</li> <li>– refer to organisations' policies - eg equal opportunities</li> </ul> </li> <li>• <b>challenge through long-term proactive campaigning</b> <ul style="list-style-type: none"> <li>– deliver awareness sessions eg workshops/ campaigns/displays/resources</li> <li>– arrange staff training – to raise awareness of discrimination and correct ways of working.</li> </ul> </li> </ul>	6 (3 x 2)	<p>The number of ticks must match the number of marks awarded.</p> <p>A full description that clearly shows an understanding of a way that George could challenge discriminatory behaviour and poor practice should be awarded two marks.</p> <p>A simplified description which lacks clarity should only be awarded one mark.</p> <p><b>Focus should be on 'ways'</b> ie. what George could do.</p> <p>Example responses:  Point out to staff when he sees it happening (1)that older patients cannot be ignored just because of their age (1)</p> <p>Report it to the supervisor later (1) to alert them about the staff behaviour (1)</p> <p>Deliver a training session (1) to make everyone aware of what they should be doing (1)</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
2	(b)	<p><b>Ways to communicate effectively:</b></p> <ul style="list-style-type: none"> <li>Using vocabulary that can be understood</li> <li>Not being patronising</li> <li>Being patient – eg. accepting of repetition</li> <li>Adapting communication to suit the needs of the patients – emphasising words, slowing the pace/increasing tone, using gestures</li> <li>Listening to the individual's needs/active listening</li> <li>Changing the speed of what is spoken</li> <li>No background noise / quiet environment</li> <li>Making use of any aids, eg loop system, sign language, etc if needed</li> <li>Provide information in a different format eg written/pictures</li> <li>Reminiscence therapy</li> <li>Provide an advocate</li> </ul> <p>Accept other appropriate ways.</p> <p><b>Maintaining rights:</b></p> <ul style="list-style-type: none"> <li>Right to refuse treatment</li> <li>Dignity</li> <li>Confidentiality</li> <li>Protection from harm and abuse</li> <li>Consultation</li> <li>Choice</li> <li>Equal and fair treatment</li> </ul> <p>Tick the <b>ways</b> and the <b>rights</b></p>	6	<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist</b></p> <ul style="list-style-type: none"> <li>Detailed explanation</li> <li>Examples relate to hospital patients</li> <li>Both communication <b>and</b> rights</li> <li>Use of correct terminology</li> </ul> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>Sound explanation</li> <li>One relevant example or two not wholly relevant</li> <li>May link to hospital patients</li> <li>Some use of terminology</li> <li>Communication and rights – <b>both</b> covered but unbalanced/one sided</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>Basic explanation</li> <li>List like</li> <li>Limited examples</li> <li>Limited terminology</li> </ul> <p>Explanations must be contextualised to health care setting for Level 3.</p> <p>Must use terminology eg. pace, tone, vocabulary, specialist methods, active listening etc to achieve L3.</p>	<p><b>Level 3 (5–6 marks)</b></p> <p>Answer provides a detailed explanation of how effective communication can be used to support hospital patient's rights. They will give at least two examples to illustrate their response. Answers will be coherent, using correct terminology.</p> <p><b>Level 2 (3–4 marks)</b></p> <p>Answer provides a sound explanation of how effective communication can be used to support hospital patient's rights. One relevant example used well or two examples not wholly relevant. Answers will be factually correct but still need developing. Some correct terminology will be used.</p> <p><b>Sub-max of 3</b> if only if only one example done well</p> <p><b>Level 1 (1–2 marks)</b></p> <p>Answer provides a basic explanation of how effective communication can be used to support hospital patient's rights. No examples or examples that do not link to health care setting. List like or muddled answers should be placed in this band. Limited use of terminology.</p> <p><b>0 marks = no response worthy of credit</b></p>

Question		Answer/Indicative content	Mark	Guidance
3	(a)	<p><b>Three</b> values of care required. <b>One</b> mark each.</p> <p><b>Health and social values of care</b></p> <ul style="list-style-type: none"> <li>• promoting equality and diversity</li> <li>• promoting individuals rights and beliefs</li> <li>• maintaining confidentiality</li> </ul>	3 (3 x1)	<p>The number of ticks must match the number of marks awarded.</p> <p>Accept just:</p> <ul style="list-style-type: none"> <li>• equality <u>or</u> diversity</li> <li>• rights <u>or</u> beliefs</li> </ul> <p>But must state 'promoting' or 'supporting'</p> <p>Must state 'maintaining' confidentiality. Do not credit 'confidentiality' on its' own.</p> <p>Do not accept early years values of care.</p>

Question		Answer/Indicative Content	Marks	Guidance									
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3	(b)	<p>Possible effects on individual's of values of care not being applied:</p> <table border="1"> <tr> <td><b>Physical</b></td> <td><b>Intellectual</b></td> </tr> <tr> <td>pain if medication or treatment is not given physical abuse – broken bones, injury, bruising Medical condition may deteriorate</td> <td>loss of focus loss of concentration lack of stimulation lack of progress</td> </tr> <tr> <td><b>Emotional</b></td> <td><b>Social</b></td> </tr> <tr> <td>humiliation angry stress low self esteem low self confidence feeling inadequate loss of trust frustrated upset</td> <td>exclusion marginalised withdrawn poor social skills anti-social behaviour</td> </tr> </table> <p>This list is not exhaustive, accept other appropriate effects.</p>	<b>Physical</b>	<b>Intellectual</b>	pain if medication or treatment is not given physical abuse – broken bones, injury, bruising Medical condition may deteriorate	loss of focus loss of concentration lack of stimulation lack of progress	<b>Emotional</b>	<b>Social</b>	humiliation angry stress low self esteem low self confidence feeling inadequate loss of trust frustrated upset	exclusion marginalised withdrawn poor social skills anti-social behaviour	6	<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist</b></p> <ul style="list-style-type: none"> <li>detailed explanation of effects</li> <li>at least 2 or more effects</li> <li>2 categories of effects</li> <li>Related to hospice for 6 marks</li> </ul> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>Sound explanation</li> <li>2 effects or one done well</li> <li>1 or 2 categories of effects</li> <li>One sided explanation</li> <li>May link to hospice</li> <li>Some correct terminology</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>likely to identify effects with little or no description</li> <li>1 category of effect</li> <li>List like/muddled</li> <li>Limited terminology</li> </ul> <p>Explanations must be contextualised to hospice residents for Levels 3. Must use terminology eg. Low self esteem not generic words such as 'sad'</p>	<p><b>Level 3 (5 – 6 marks)</b> Two effects on individuals if care values are not applied are explained in detail. Answers will be coherent, using correct terminology. At least two categories of PIES.</p> <p><b>Level 2 (3–4 marks)</b> Answer provides a sound explanation of one or two effects on individuals if care values are not applied. Response may focus on one category with only a token mention of a second. Answers will be factually correct but still need developing. Some correct terminology will be used.</p> <p><b>Sub-max of 3</b> for one effect done well or only one category of effects</p> <p><b>Level 1 (1–2 marks)</b> Answer provides a basic explanation of effects on individuals if care values are not applied. May only address 1 effect or one category of PIES. List like or muddled answers should be placed in this band. Limited use of terminology.</p> <p><b>0 marks = no response worthy of credit</b></p>
<b>Physical</b>	<b>Intellectual</b>												
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4	(a)	<p><b>Equality Act</b></p> <ul style="list-style-type: none"> <li>Covers discrimination on the basis of a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)</li> <li>Prohibits discrimination in education, employment, access to goods and services, housing</li> <li>Covers direct and indirect discrimination</li> <li>Covers victimisation/harassment</li> <li>Changed the definition of gender re-assignment</li> <li>Discrimination due to perception / association / third party is now an offence. ie. provides protection for people discriminated against because they have or are associated with someone who has a protected characteristic (this means there is now also protection for carers)</li> <li>Women have the right to breastfeed in public places</li> <li>Pay secrecy clauses have been made illegal</li> </ul> <p><b>Mental Health Act</b></p> <ul style="list-style-type: none"> <li>Circumstances in which a person who has a mental disorder can be treated without their consent are set out in sections of the act– ‘sectioning’</li> <li>Provides the authority to take the person to a ‘place of safety’ for assessment</li> <li>Gives relatives and Approved Mental Health Professionals the right to have a</li> </ul>	6	<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Do not credit naming of the legislation</b> Do not annotate the legislation</p> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>Description of two key aspects - balanced</li> <li>Correct terminology</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>Basic description</li> <li>Only one aspect or second aspect mentioned briefly</li> <li>List like/muddled</li> </ul> <p>Only credit description of <b>one</b> piece of legislation</p> <p>For Equality Act – the nine ‘protected characteristics’ count as one aspect, so credit individual characteristics once only.</p> <p>Answers should relate to the content of the Act, what it covers, not the impact on individuals or society.</p>	<p><b>Level 2 (4–6 marks)</b> Answers will include a detailed description of at least two aspects of the legislation. Answers will be factually correct.</p> <p><b>Level 1 (1–3 marks)</b> There may be evidence of one or two aspects of the legislation. Only one aspect or second aspect mentioned briefly. List like answers should be placed in this band. Answers are may be muddled and lack technical detail.</p> <p><b>0 marks = no response worthy of credit</b></p> <p><b>Do not credit naming of the legislation</b></p>

Question			Answer/Indicative Content	Marks	Guidance	
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			<p>person detained under the act for their own safety or to ensure the safety of others</p> <ul style="list-style-type: none"> <li>• The MHA gives a definition of different types of mental disorder</li> <li>• It sets out the safeguards to which the person with the disorder is entitled including right to representation / an advocate</li> <li>• Established Managers' hearings, Mental Health Review Tribunals and the Mental Health Act Commission</li> <li>• Initially detention is for the purpose of assessment and can be for a period of up to 28 days</li> <li>• A longer period of detention can follow, during which patients are required to receive medication</li> <li>• Introduced supervised community treatment</li> </ul>			

Question		Answer/Indicative content	Mark	Guidance						
4	(b)	<p><b>Example of how legislation impacts – two required.</b>  <b>One mark for each example.</b></p> <table border="1"> <thead> <tr> <th>Groups impacted</th> <th>Example of impact</th> </tr> </thead> <tbody> <tr> <td><b>Care practitioners</b></td> <td>                     Practitioners will need to undergo training                       Legislation provides guidance                       Legislation sets standards of practice and conduct                       Legislation requires provision of safe working conditions                       Examples resulting from legislation                      eg have to treat everyone fairly [Equality Act]                 </td> </tr> <tr> <td><b>Service providers</b></td> <td>                     SP have to produce organisational policies and procedures                       SP have to know what is required to operate within the law / need to monitor staff                       Legislation provides SP with a framework to maintain and improve the quality of service                       Legislation provides SP with guidance about what should be done to meet people’s needs                 </td> </tr> </tbody> </table> <p>May be interchangeable, but do not credit repeats.</p>	Groups impacted	Example of impact	<b>Care practitioners</b>	Practitioners will need to undergo training  Legislation provides guidance  Legislation sets standards of practice and conduct  Legislation requires provision of safe working conditions  Examples resulting from legislation eg have to treat everyone fairly [Equality Act]	<b>Service providers</b>	SP have to produce organisational policies and procedures  SP have to know what is required to operate within the law / need to monitor staff  Legislation provides SP with a framework to maintain and improve the quality of service  Legislation provides SP with guidance about what should be done to meet people’s needs	<p>2 2x1</p>	<p>The number of ticks must match the number of marks awarded.</p>
Groups impacted	Example of impact									
<b>Care practitioners</b>	Practitioners will need to undergo training  Legislation provides guidance  Legislation sets standards of practice and conduct  Legislation requires provision of safe working conditions  Examples resulting from legislation eg have to treat everyone fairly [Equality Act]									
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Question		Answer/Indicative content	Mark	Guidance										
4	(c)	<p><b>Three</b> rights required. One example for each <b>three</b> required</p> <table border="1"> <thead> <tr> <th>Rights</th> <th>Examples</th> </tr> </thead> <tbody> <tr> <td><b>Choice</b></td> <td>           Joining in activities            Offering food choices            Selection of GP            Where/how to received treatment            Opinions and views being sought            Clothes they want to wear         </td> </tr> <tr> <td><b>Protection from abuse or harm</b></td> <td>           CRB/ Disclosure and Barring Service checks            Trained staff            Accompanying people for intimate examinations            Provision of CCTV         </td> </tr> <tr> <td><b>Equal and fair treatment</b></td> <td>           Treated for individual needs            Not being treated unfairly            Not being discriminated against         </td> </tr> <tr> <td><b>Consultation</b></td> <td>           Type of care            Type of care the individual would like if it were possible            Opinions and views being sought         </td> </tr> </tbody> </table> <p>Accept other appropriate examples</p>	Rights	Examples	<b>Choice</b>	Joining in activities Offering food choices Selection of GP Where/how to received treatment Opinions and views being sought Clothes they want to wear	<b>Protection from abuse or harm</b>	CRB/ Disclosure and Barring Service checks Trained staff Accompanying people for intimate examinations Provision of CCTV	<b>Equal and fair treatment</b>	Treated for individual needs Not being treated unfairly Not being discriminated against	<b>Consultation</b>	Type of care Type of care the individual would like if it were possible Opinions and views being sought	6 (6 x 1)	<p>The number of ticks must match the number of marks awarded.</p> <p>:</p> <p>The only acceptable wording of rights is on the mark scheme, no other wording acceptable.</p> <p>Example must relate to the right identified and to the support provided by a care worker</p> <p>Example can be credited if the stated right is incorrect, but the example must relate to one of the rights.</p> <p>Do not credit repetition of rights or examples. Be especially aware of repetition of 'choice' examples.</p>
Rights	Examples													
<b>Choice</b>	Joining in activities Offering food choices Selection of GP Where/how to received treatment Opinions and views being sought Clothes they want to wear													
<b>Protection from abuse or harm</b>	CRB/ Disclosure and Barring Service checks Trained staff Accompanying people for intimate examinations Provision of CCTV													
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4	(d)	<p>It is not always possible to maintain confidentiality in care settings due to:</p> <ul style="list-style-type: none"> <li>• Protection of an individual from abuse and harm (eg. child sex abuse)</li> <li>• When there is a risk of the person harming themselves (eg suicidal)</li> <li>• When there is a risk of the person harming others (eg. mental health)</li> <li>• When there is a risk of the person committing a <b>serious</b> crime (eg.drug dealing)</li> <li>• Information has to be shared on a need to know basis</li> </ul>	3 (3 x1)	<p>The number of ticks must match the number of marks awarded.</p> <p><i>Do not accept 'committing a crime'. Must state 'serious crime'</i></p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
5	(a)	<p>Methods used to reduce the spread of infection.</p> <p><b>General cleanliness</b></p> <ul style="list-style-type: none"> <li>• Cleaning of surfaces / floors / bins / toys / equipment</li> <li>• Use of appropriate cleaning materials eg sanitizer; antibacterial liquids</li> <li>• Deep cleaning</li> <li>• Cleaning of materials / bedclothes</li> <li>• Appropriate use and disposal of tissues / wipes</li> <li>• Control of potential infection sources eg not allowing flowers / food into hospital</li> <li>• Rules on allowing ill children into school/early years setting</li> </ul> <p><b>Personal protective equipment</b></p> <ul style="list-style-type: none"> <li>• Appropriate protective clothing - eg aprons / overalls</li> <li>• Use of disposable gloves</li> <li>• Work clothes / cover own clothes</li> </ul> <p><b>Contribution of personal hygiene</b></p> <ul style="list-style-type: none"> <li>• Personal hygiene – eg clean hair/teeth/clothes</li> <li>• Appropriate hand washing routines</li> <li>• Use of hand gel</li> <li>• Open wounds covered</li> <li>• No jewellery / nail polish</li> <li>• piercings covered / removed</li> <li>• tying hair back</li> </ul> <p>This list is not exhaustive. Accept other appropriate examples.</p>	6	<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist</b></p> <ul style="list-style-type: none"> <li>• Detailed explanation</li> <li>• At least two methods – balanced explanation</li> <li>• Examples related to care settings for 6 marks.</li> <li>• Use of correct terminology</li> </ul> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>• Sound explanation</li> <li>• Two methods or one done well</li> <li>• May link to care settings</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>• Basic explanation</li> <li>• List like</li> </ul> <p>Be aware of repetition for example personal hygiene is one method</p> <p>Do not accept: Posters/leaflets for awareness This is not a method for reducing the spread of infection.</p>	<p><b>Level 3 (5–6 marks)</b> Answer provides a detailed explanation of at least two methods for reducing the spread of infection in care settings. Relevant examples related to care settings Answers will be coherent, using correct terminology.</p> <p><b>Level 2 (3–4 marks)</b> Answer provides a sound explanation of one or two methods for reducing the spread of infection in care settings. Answers will be factually correct but still need developing. Some examples may be related to care settings. Some correct terminology will be used. <b>Sub-max of 3</b> if only one method done well</p> <p><b>Level 1 (1–2 marks)</b> Answer provides a basic explanation of methods for reducing the spread of infection in care settings. Limited examples, may not relate to care settings. List like answers should be placed in this band.</p> <p><b>0 marks = no response worthy of credit</b></p>

Question		Answer/Indicative content	Mark	Guidance								
5	(b)	<p>One example for each <b>three</b> required.</p> <table border="1"> <thead> <tr> <th>Measure or procedure</th> <th>Example</th> </tr> </thead> <tbody> <tr> <td><b>Emergency procedure</b></td> <td>Having procedures for: Fire Evacuation Gas Leak Bomb Threat Lockdown</td> </tr> <tr> <td><b>Security measure</b></td> <td>Checking external entrances CCTV (not cameras) Key pad locks Monitoring of visitors Visitor badges Signing in / out books Staff ID / lanyards Monitoring keys</td> </tr> <tr> <td><b>Moving and handling</b></td> <td>Training to use a hoist Training on how to lift patients Training to use specialist equipment</td> </tr> </tbody> </table>	Measure or procedure	Example	<b>Emergency procedure</b>	Having procedures for: Fire Evacuation Gas Leak Bomb Threat Lockdown	<b>Security measure</b>	Checking external entrances CCTV (not cameras) Key pad locks Monitoring of visitors Visitor badges Signing in / out books Staff ID / lanyards Monitoring keys	<b>Moving and handling</b>	Training to use a hoist Training on how to lift patients Training to use specialist equipment	3 (3x1)	<p>For emergency procedure do not accept: 'fire bell' or 'fire alarm' on its own. Has to be given as part of a procedure to gain the mark.</p> <p>For security measure do not accept:</p> <ul style="list-style-type: none"> <li>• All doors locked</li> <li>• References to data security/protection</li> </ul> <p>For moving and handling do not accept just 'using a hoist' this is not a procedure</p>
Measure or procedure	Example											
<b>Emergency procedure</b>	Having procedures for: Fire Evacuation Gas Leak Bomb Threat Lockdown											
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