

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 January 2016

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.













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.




© OCR 2016

Annotation	Meaning of annotation
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Tick
	Cross – incorrect answer
	Development of point (use only on questions where stated in the mark scheme)
	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
No Response (NR)	Award NR if the question has not been attempted

ADDITIONAL OBJECTS: You **must** annotate responses on any additional objects, as above.
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	Marks	Guidance								
1 (a)	<p>Two marks for each example. Three required.</p> <p>Focus should be on the ‘ways’ ie. what STAFF can do. One <u>developed</u> example required for each.</p> <table border="1" data-bbox="331 363 1370 1125"> <thead> <tr> <th data-bbox="331 363 546 402">Right</th> <th data-bbox="546 363 1370 402">Example care worker actions:</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 402 546 593">Choice</td> <td data-bbox="546 402 1370 593"> <ul style="list-style-type: none"> - offering food options/choice of food – vegetarian / halal etc - if accepting clean clothes, choice of what they want to wear - when, or if, they want a shower - give choice of how they receive help - accepting their refusal of advice re drugs/alcohol problems </td> </tr> <tr> <td data-bbox="331 593 546 896">Protection from harm and abuse</td> <td data-bbox="546 593 1370 896"> <ul style="list-style-type: none"> - staff CRB / DBS checked -report abusive behaviour to provide a safe environment - helping the homeless adults find accommodation - referring them to see a GP / doctor - providing health advice / medical treatment - providing advice to help stay safe on the streets - providing advice on rehab / giving up alcohol / drugs -attend training eg manual handling / safeguarding </td> </tr> <tr> <td data-bbox="331 896 546 1125">Confidentiality</td> <td data-bbox="546 896 1370 1125"> <ul style="list-style-type: none"> - not gossiping about the homeless person’s circumstances - information only shared on a ‘need to know’ basis (accept named circumstances for disclosure) - storing the person’s notes/records securely - not speaking about the person where others can hear - using a private room when providing drugs/alcohol advice </td> </tr> </tbody> </table> <p>This list is not exhaustive, accept other appropriate ways.</p> <p>Example 2 mark answer: The care worker can ensure that there is a choice of food (1) to suit their needs, eg vegetarian or Halal (1)</p>	Right	Example care worker actions:	Choice	<ul style="list-style-type: none"> - offering food options/choice of food – vegetarian / halal etc - if accepting clean clothes, choice of what they want to wear - when, or if, they want a shower - give choice of how they receive help - accepting their refusal of advice re drugs/alcohol problems 	Protection from harm and abuse	<ul style="list-style-type: none"> - staff CRB / DBS checked -report abusive behaviour to provide a safe environment - helping the homeless adults find accommodation - referring them to see a GP / doctor - providing health advice / medical treatment - providing advice to help stay safe on the streets - providing advice on rehab / giving up alcohol / drugs -attend training eg manual handling / safeguarding 	Confidentiality	<ul style="list-style-type: none"> - not gossiping about the homeless person’s circumstances - information only shared on a ‘need to know’ basis (accept named circumstances for disclosure) - storing the person’s notes/records securely - not speaking about the person where others can hear - using a private room when providing drugs/alcohol advice 	<p>6 (3x2)</p>	<p>The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1615 416 1980 496" style="border: 1px solid black; padding: 5px; text-align: center;"> ^ TV REP SEEN </div> <p>One developed example required for 2 marks The example will be detailed and appropriate to homeless adults. It will clearly show understanding of a realistic way staff could maintain the right.</p> <p>For one mark: A basic example that lacks clarity.</p> <ul style="list-style-type: none"> • Do not give 2 separate marks for two examples • Do not credit a description of rights. • Do not credit a description of what the care worker should <u>not</u> do. <p>Do not accept: ‘advice’ on its own – must state what the advice is about eg giving up alcohol, coming off drugs etc</p>
Right	Example care worker actions:										
Choice	<ul style="list-style-type: none"> - offering food options/choice of food – vegetarian / halal etc - if accepting clean clothes, choice of what they want to wear - when, or if, they want a shower - give choice of how they receive help - accepting their refusal of advice re drugs/alcohol problems 										
Protection from harm and abuse	<ul style="list-style-type: none"> - staff CRB / DBS checked -report abusive behaviour to provide a safe environment - helping the homeless adults find accommodation - referring them to see a GP / doctor - providing health advice / medical treatment - providing advice to help stay safe on the streets - providing advice on rehab / giving up alcohol / drugs -attend training eg manual handling / safeguarding 										
Confidentiality	<ul style="list-style-type: none"> - not gossiping about the homeless person’s circumstances - information only shared on a ‘need to know’ basis (accept named circumstances for disclosure) - storing the person’s notes/records securely - not speaking about the person where others can hear - using a private room when providing drugs/alcohol advice 										

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
1 (b)	<p>Physical effects:</p> <ul style="list-style-type: none"> • pain if medication or treatment is not given • physical abuse – broken bones, injury, bruising • medical/physical condition may deteriorate • unhygienic / body odour • unsafe – at risk of injury e.g. if the centre is not risk assessed (right to protection from harm) <p>Intellectual effects: Could be caused by stress and worry or drugs/alcohol if they are not encouraged to give them up</p> <ul style="list-style-type: none"> • loss of focus • loss of concentration • lack of stimulation • lack of progression / improvement • lack of achievement in life <p>This list is not exhaustive, accept other appropriate physical and intellectual effects.</p> <p>Examples of values of care not being applied:</p> <ul style="list-style-type: none"> • discriminated against • treated unfairly • needs not met • information gossiped about <p>Do not credit references to the early years values of care.</p>	8	<p>Level 3 checklist</p> <ul style="list-style-type: none"> • detailed description of effects • 2 or more effects • 2 categories of effects – <u>physical</u> and <u>intellectual</u> • links to values of care • related to homeless adults • correct use of terminology <p>Level 2 checklist</p> <ul style="list-style-type: none"> • sound explanation • 2 or more effects not fully developed • one sided: <ul style="list-style-type: none"> - only one effect done well - only one category of effects • some links to homeless adults • some reference to values of care • some correct terminology <p>Level 1 checklist</p> <ul style="list-style-type: none"> • likely to identify several effects with little or no explanation • may not link to homeless adults • limited terminology <p>Do not credit emotional effects</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p> eg. of care value not being applied</p> <p> effects – physical or intellectual</p>	<p>Level 3 (7–8 marks) Answers provide a detailed explanation of at least two effects on individuals if values of care are not applied. Answers will be coherent, using correct terminology. Physical and intellectual effects explained.</p> <p>Level 2 (4–6 marks) Answers provide a sound explanation of one or two effects on individuals if values of care are not applied. Response may focus on one category with only minimal mention of a second. Answers will be factually correct but still need developing. Some correct terminology will be used. Sub-max of 4 for only one effect done well or only one category of effects.</p> <p>Level 1 (1–3 marks) Answers will give effect(s) on individuals if values of care are not applied. List like answers should be placed in this level. Answers may only cover one category of effect. Limited use of terminology.</p> <p>0 marks = response not worthy of credit</p> <p> for a zero mark response</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
2	(a)	<p>Supporting rights:</p> <ul style="list-style-type: none"> • aids resident's understanding of procedures/treatment/what's happening etc • residents understand and so can make informed choices • residents feels valued and respected • resident feels safe • instils confidence and trust • meets individual needs • provides equality of access to services • empowers the residents • raises residents self esteem <p>Not being patronising</p> <ul style="list-style-type: none"> • active listening / listening to what the individual needs • use of positive body language • no jargon • no sarcasm / no talking down to them • being polite • make them feel they are being taken seriously • being patient / listening to repetitions <p>Adapting their communication to suit the needs of the residents with dementia</p> <ul style="list-style-type: none"> • using vocabulary that can be understood • emphasising words / slowing the pace / increasing tone / using gestures • repetition / reminiscence activities • flash cards/pictures of menu choices • making use of aids to communication, eg loop system • use of specialist methods, eg. Braille, signing, PECs etc 	6	<p>Level 2 checklist</p> <ul style="list-style-type: none"> • detailed explanation – two relevant examples / ways • examples relate to the residents with dementia • both communication and rights • use of correct terminology • must cover not patronising and adapting coms for L2 <p>Level 1 checklist</p> <ul style="list-style-type: none"> • basic explanation/description • one sided explanation – if candidate only addresses how or supporting rights • likely to identify several ways with little or no explanation • may not link to residents • limited terminology <p>Must use some terminology eg. pace, tone, vocabulary, specialist methods, active listening, self-esteem etc to achieve L2.</p> <p>Do not accept: Translators/interpreters – not relevant to the context.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p> eg. of care value not being applied</p>	<p>Level 2 (4–6 marks) Answer provides a detailed explanation of how effective communication can be used to support resident's rights. Candidates will give at least two examples to illustrate their response. Answers will be coherent, using correct terminology.</p> <p>Level 1 (1–3 marks) Answer provides a basic explanation/description of how effective communication can be used to support resident's rights. One relevant example used well or several examples that need developing. Examples may not link to a residential care setting. List like or muddled answers should be placed in this band. Limited use of terminology.</p> <p>Sub-max 3 if only how or only supporting rights</p> <p>0 marks = response not worthy of credit</p> <p> for a zero mark response</p> <p> effects – physical or intellectual</p>

Question	Answer	Marks	Guidance
2 (b)	<p>One mark for each personal hygiene measure. Two required. One mark for how each protects. Two required.</p> <p>Personal hygiene measures:</p> <ul style="list-style-type: none"> • hair tied back / covered • open wounds covered • no jewellery • no nail polish • appropriate protective clothing / wearing an apron / disposable gloves • appropriate hand washing routines / washing hands • regular showering and hair washing • regular brushing of teeth • appropriate use and disposal of tissues / antiseptic wipes • wear blue plasters <p>How it protects students/residents:</p> <ul style="list-style-type: none"> • prevents transfer of bacteria • destroys bacteria • student carries less bacteria/germs • ensures high level of cleanliness • reduces opportunity for spreading bacteria/germs • stops others coming into contact with bacteria/germs • barrier method reduces/prevents transfer of bacteria • removes places for bacteria to be trapped • nail polish / hair can't drop into food and contaminate it – must have reference to contaminating or containing bacteria <p>This list is not exhaustive, accept other appropriate ways.</p>	<p>4 (2x1+1)</p>	<p>The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>Accept: 'germs' in place of bacteria.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • choking for jewellery • wearing 'gloves' on its own • hair drops into food on its own • nail polish flakes off into food on its own <p>Beware of repetition of exact same words. Eg 'prevents germs spreading' for both – only credit once.</p>

Question	Answer	Marks	Guidance
2 (c)	<p>One mark for each security measure. Two required. One mark for how each protects. Two required.</p> <p>Security measures:</p> <ul style="list-style-type: none"> • checking/monitoring external entrances • monitoring of keys • security pads/key cards / swipe cards / key (pin) code entry • manned reception desk / buzzer at front door • signing in/out book for visitors • staff wearing ID / lanyards • visitor badges • CCTV monitoring exit/entrance / security cameras • locks on doors / windows / gates • external gates / doors locked <p>How it protects:</p> <ul style="list-style-type: none"> • only authorised people can enter • to control who is allowed in / out • to prevent residents with dementia wandering out unaccompanied • easy to identify staff / authorised visitors • easy to spot unauthorised people • know who is in the building <p>This list is not exhaustive, accept other appropriate ways.</p>	<p>4 (2x1+1)</p>	<p>The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> A TV REP SEEN </div> <p>Examples must be relevant to a residential home.</p> <p>Repetition of how it protects is acceptable only if relevant to the measure.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • all doors locked / locked doors • 'cameras' on its own • 'ID badges' on its own • DBS check – not security • references to fire safety • references to data security/protection <p>Can credit relevant 'how it protects' if measure is incorrect. eg: Measure: 'locked doors' X How protects: 'to keep unauthorised people out' ✓</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
3	(a)	<p>Ways of challenging Rob's discriminatory behaviour:</p> <p>Challenge at the time</p> <ul style="list-style-type: none"> explain to Rob how he is discriminating, to raise his awareness make Rob reflect on his actions/what he has just done supervision – monitor Rob as he carries out his work with the patient <p>Challenge afterwards through procedures</p> <ul style="list-style-type: none"> refer Rob to ambulance service policies – eg. Equal Opportunities, Bullying instigate disciplinary action against Rob – makes him aware of the seriousness of the issue; provides a basis for changing individual's attitudes consult with other senior staff to address the issue <p>Challenge through long-term proactive campaigning</p> <ul style="list-style-type: none"> awareness sessions for Rob and other staff on the values of care training for Rob on effective communication send Rob on an anger management course staff training – to raise awareness of correct ways of working to address the issue 	4	<p>Level 2 checklist</p> <ul style="list-style-type: none"> detailed description of a relevant example / way example/way fully relates to the situation use of correct terminology <p>Level 1 checklist</p> <ul style="list-style-type: none"> basic description likely to identify several ways with little or no description may not link to the situation limited terminology <p>Explanations should be contextualised to the situation, and must use terminology eg. supervision, raise awareness, training etc to achieve L2.</p> <p>Do not credit:</p> <ul style="list-style-type: none"> go to the press / TV sack Rob 	<p>Level 2 (3–4 marks) Answer provides a detailed description of how Rob's discriminatory behaviour could be challenged. Description will clearly relate to the context. Answers will be coherent, using correct terminology.</p> <p>Level 1 (1–2 marks) Answer provides a basic description of how Rob's discriminatory behaviour could be challenged. Examples may not link to the context. List like or muddled answers should be placed in this band. Limited use of terminology.</p> <p>0 marks = response not worthy of credit</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>SEEN for a zero mark response</p>

Question	Answer/Indicative content	Marks	Guidance
3 (b)	<p>Two required. One mark each.</p> <p>Any two points from:</p> <p>Information about complaints procedures:</p> <ul style="list-style-type: none"> • write down what happened / describe the incident • retain evidence – friends might have taken photo/video • take advice – eg friends/family/Citizens Advice Bureau • talk to someone in authority • listen to other views / perspectives • choose to make a complaint or not • choose when to make a complaint – straight away or later • who to complain to / where they are based • where to get a complaints form • choose to take up issue with external input – eg police, solicitor, local health authority, CQC, Equality Commission • tell him the steps to take to make a complaint/explain the procedure • reassure him it will be dealt with in a certain time frame • contact details of who/where to complain • name of the person to complain about 	2 (2x1)	<p>Annotation:</p> <p>The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> ^ TV REP SEEN </div>

Question		Answer/Indicative content	Marks	Guidance								
4	(a)	<p>Four required. One mark each.</p> <table border="1"> <tr> <td>The Mental Health Act</td> <td>Provides the authority 'to section' a person for their own safety</td> </tr> <tr> <td>The Data Protection Act</td> <td>States that data should always be accurate and up-to-date</td> </tr> <tr> <td>The Equality Act</td> <td>Identifies nine protected characteristics</td> </tr> <tr> <td>The Health and Safety at Work Act</td> <td>Requires that the working environment should not put anyone at risk</td> </tr> </table>	The Mental Health Act	Provides the authority 'to section' a person for their own safety	The Data Protection Act	States that data should always be accurate and up-to-date	The Equality Act	Identifies nine protected characteristics	The Health and Safety at Work Act	Requires that the working environment should not put anyone at risk	<p>4 (4x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross.</p> <p>No other answers are acceptable.</p> <p>Crossed Out Responses Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.</p> <p>(see page 2 of this mark scheme for further guidance.)</p>
The Mental Health Act	Provides the authority 'to section' a person for their own safety											
The Data Protection Act	States that data should always be accurate and up-to-date											
The Equality Act	Identifies nine protected characteristics											
The Health and Safety at Work Act	Requires that the working environment should not put anyone at risk											

Question	Answer/Indicative content	Marks	Guidance
4 (b)	<p>Two marks for a definition.</p> <p>A person who is:</p> <ul style="list-style-type: none"> • 18 years or over • unable to take care of themselves • unable to protect themselves against significant harm or exploitation • in need of community care services because of mental or other disability or illness • in need of extra support • unable to defend / stand up for themselves • unable to fend for themselves • prone to discrimination <p>http://adultsocialcare.newham.gov.uk/pages/who-is-a-vulnerable-person.aspx</p>	2 (2x1)	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>Wording of answers does not have to exactly match that on the mark scheme.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • 'disabled person' • 'person with a mental illness' <p>Not everyone with a disability or mental illness is vulnerable.</p>

Question		Answer/Indicative content	Marks	Guidance										
4	(c)	<p>One marks for each correct answer. Four required.</p> <table border="1"> <thead> <tr> <th>Example</th> <th>Aspect</th> </tr> </thead> <tbody> <tr> <td>Children’s needs must always come first.</td> <td>E</td> </tr> <tr> <td>Children have the right to speak out and have their views heard.</td> <td>A</td> </tr> <tr> <td>Children should be able to stay safe, be healthy, enjoy and achieve, make a positive contribution and achieve economic well-being.</td> <td>D</td> </tr> <tr> <td>It is the duty of care practitioners working with children to ensure information is shared.</td> <td>B</td> </tr> </tbody> </table> <p>Credit responses where the candidate has written out the key aspects rather than just the identification letter.</p>	Example	Aspect	Children’s needs must always come first.	E	Children have the right to speak out and have their views heard.	A	Children should be able to stay safe, be healthy, enjoy and achieve, make a positive contribution and achieve economic well-being.	D	It is the duty of care practitioners working with children to ensure information is shared.	B	<p>4 (4x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use a cross.</p> <p>No other answers are acceptable.</p> <p>Crossed Out Responses Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.</p> <p>(see page 2 of this mark scheme for further guidance.)</p>
Example	Aspect													
Children’s needs must always come first.	E													
Children have the right to speak out and have their views heard.	A													
Children should be able to stay safe, be healthy, enjoy and achieve, make a positive contribution and achieve economic well-being.	D													
It is the duty of care practitioners working with children to ensure information is shared.	B													

Question		Answer/Indicative Content	Marks	Guidance															
				Content	Levels of response														
5	(a)	<p>Ways to ensure equality of opportunity:</p> <table border="1"> <thead> <tr> <th>Ways</th> <th>Additional description/examples</th> </tr> </thead> <tbody> <tr> <td>Ensuring all areas are accessible</td> <td><i>meeting individual needs eg. physical access, ramps, adjustable height tables for wheelchair users</i></td> </tr> <tr> <td>Ensuring resources and activities are accessible to all</td> <td><i>adapt resources/tasks for those with special educational needs or learning disabilities or English as second language providing extra support / help</i></td> </tr> <tr> <td>Children should be treated according to their individual needs</td> <td><i>Examples: Braille, sign language, hearing loop, food for special diets</i></td> </tr> <tr> <td>Non-discriminatory language / behaviour</td> <td><i>no sexist, racist comments; challenge staff/children who make these kind of comments</i></td> </tr> <tr> <td>Treat the children fairly</td> <td><i>irrespective of race, gender, religion, disability, ethnicity, sexuality etc no 'favourites' given the same choices and opportunities as others - regardless of differences, eg visits arranged to places with wheelchair access / hearing loop etc</i></td> </tr> <tr> <td>Refer to and follow organisations' policies</td> <td><i>Equal Opportunities, Bullying</i></td> </tr> </tbody> </table> <p>Accept other appropriate ways and examples.</p>	Ways	Additional description/examples	Ensuring all areas are accessible	<i>meeting individual needs eg. physical access, ramps, adjustable height tables for wheelchair users</i>	Ensuring resources and activities are accessible to all	<i>adapt resources/tasks for those with special educational needs or learning disabilities or English as second language providing extra support / help</i>	Children should be treated according to their individual needs	<i>Examples: Braille, sign language, hearing loop, food for special diets</i>	Non-discriminatory language / behaviour	<i>no sexist, racist comments; challenge staff/children who make these kind of comments</i>	Treat the children fairly	<i>irrespective of race, gender, religion, disability, ethnicity, sexuality etc no 'favourites' given the same choices and opportunities as others - regardless of differences, eg visits arranged to places with wheelchair access / hearing loop etc</i>	Refer to and follow organisations' policies	<i>Equal Opportunities, Bullying</i>	4	<p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>SEEN for a zero mark response</p> <p>Level 2 checklist</p> <ul style="list-style-type: none"> • detailed description • two ways • relevant to a nursery nurse • use of correct terminology <p>Level 1 checklist</p> <ul style="list-style-type: none"> • basic description • only one way or several ways with little or no description • limited terminology <p>Descriptions should be relevant to a nursery nurse in an early years setting for Level 2.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • treating all children the same <p>Beware of vague responses such as:</p> <ul style="list-style-type: none"> • treating children equally • letting them all have equal chance to play with the same toy • different options for what they want to do 	<p>Level 2 (3–4 marks) Answer provides a detailed description of at least two ways that equality of opportunity could be applied in an early years setting. Answers will be coherent, using correct terminology.</p> <p>Level 1 (1–2 marks) Answer provides a basic description of ways equality of opportunity could be applied in an early years setting. One relevant way or several ways that need developing. List like or muddled answers should be placed in this band. Limited use of terminology.</p> <p>0 marks = response not worthy of credit</p> <p>SEEN for a zero mark response</p>
Ways	Additional description/examples																		
Ensuring all areas are accessible	<i>meeting individual needs eg. physical access, ramps, adjustable height tables for wheelchair users</i>																		
Ensuring resources and activities are accessible to all	<i>adapt resources/tasks for those with special educational needs or learning disabilities or English as second language providing extra support / help</i>																		
Children should be treated according to their individual needs	<i>Examples: Braille, sign language, hearing loop, food for special diets</i>																		
Non-discriminatory language / behaviour	<i>no sexist, racist comments; challenge staff/children who make these kind of comments</i>																		
Treat the children fairly	<i>irrespective of race, gender, religion, disability, ethnicity, sexuality etc no 'favourites' given the same choices and opportunities as others - regardless of differences, eg visits arranged to places with wheelchair access / hearing loop etc</i>																		
Refer to and follow organisations' policies	<i>Equal Opportunities, Bullying</i>																		

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
5	(b)	<p>Possible social effects on a child of 'ensuring equality of opportunity' not being applied.</p> <p>Social effects:</p> <ul style="list-style-type: none"> • become anti-social • behaviour problems • exclusion / left out / unwanted • inability to make relationships • isolated / alone • lack of friends • marginalised • poor social skills / not want to interact with others • refuse to attend nursery • uncooperative • withdrawn <p>This list is not exhaustive, accept other appropriate social effects.</p> <p>Do not accept: Any emotional effects</p> <ul style="list-style-type: none"> • not feel safe • not trust staff • upset etc 	6	<p>Level 2 checklist</p> <ul style="list-style-type: none"> • detailed explanation • 2 or more social effects • related to children • correct use of terminology <p>Level 1 checklist</p> <ul style="list-style-type: none"> • basic explanation/description • only one social effect done well or several effects with little or no explanation • limited terminology <p>Only credit social effects.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> ^ TV REP SEEN </div> <p>SEEN for a zero mark response</p>	<p>Level 2 (4–6 marks) Answer provides a detailed explanation of at least two social effects on a child if 'ensuring equality of opportunity' is not applied. Answers will be coherent, using correct terminology.</p> <p>Level 1 (1–3 marks) Answer provides a basic explanation/description of social effects on a child if 'ensuring equality of opportunity' is not applied. List like answers should be placed in this level. Limited use of terminology. Sub-max of 3 for one effect done well.</p> <p>0 marks = response not worthy of credit</p>

Question	Answer/Indicative content	Marks	Guidance
5 (c)	<p>Two explanations. Two marks each.</p> <p>The marks are for the explanation of how the procedure protects SU, <u>not</u> for identification or explanation of a safety procedure.</p> <p>How safety procedures protect service users:</p> <ul style="list-style-type: none"> • provides guidance for staff so they know what to do to keep SU safe at all times • SU feel safe knowing that procedures are in place, reassured that staff will know what to do in an emergency • enables staff to take quick, efficient action to remove SU from danger/treat with first aid • reduces risk of spread of infection/cross-contamination • prevents accidents • specialist moving and handling equipment available – eg evacuation chairs helps keep those with mobility problems safe in an emergency • staff trained to use specialist moving and handling equipment prevents injuries to SU • equipment safety checked/risk assessed for faults or damage so no risk of injuring SU <p>Responses could relate to:</p> <ul style="list-style-type: none"> • <i>Emergency fire procedures/fire exits/assembly points</i> • <i>Emergency evacuation procedures</i> • <i>Equipment considerations eg appropriate training, fit for purpose, use of stair gates, specialist manual handling equipment</i> • <i>Correct moving and handling techniques</i> • <i>Risk assessments</i> • <i>First aid procedures</i> • <i>Food safety procedures</i> • <i>Correct supervision/supervised at all times</i> • <i>Staff to children/patient/resident ratio</i> 	<p>4 (2x2)</p>	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1576 384 1939 464" style="border: 1px solid black; padding: 5px; display: inline-block;"> ^ TV REP SEEN </div> <p>SEEN for a zero mark response</p> <p>Two marks: A full explanation that clearly shows an understanding of how safety procedures protect service users in care settings.</p> <p>One mark: A simplified explanation which lacks clarity.</p> <p>Do not credit:</p> <ul style="list-style-type: none"> • identification of a safety procedure. • security measures <p>Be aware of repetition of the word ‘protect’ from the question – must state ‘how’ it protects.</p>

Question	Answer/Indicative content	Marks	Guidance
5 (d)	<p>Two required. One mark each.</p> <p>Early years settings:</p> <ul style="list-style-type: none"> • breakfast club /afterschool club/wraparound • child minder • children’s centre • crèche • day care centre for under 7’s • parent and toddler group • playgroup • playschool • pre-school • primary school • Surestart centre 	<p>2 (2x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> ^ TV REP </div> <p>Do not credit:</p> <ul style="list-style-type: none"> • nursery or nursery school • ‘school’ on its own • babysitter • baby centre • children’s hospital • day care • day care centre • day centre • social club • youth club <p>Note: Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. (see page 2 of this mark scheme for further guidance.)</p>

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2016

