

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 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.

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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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Annotations

Used in the detailed Mark Scheme including abbreviations and subject specific conventions:

Annotation	Meaning of annotation
	Blank Page – this annotation must be used on all blank lined pages at the end of the answer booklet and on each page of an additional object where there is no candidate response.
	Tick – correct response
	Cross – incorrect response
	Development of point
	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	Marks	Guidance										
1	<p>(a) One mark for each early years value of care. Three required. One mark for each example. Three required.</p> <p>EARLY YEARS VALUES OF CARE:</p> <ul style="list-style-type: none"> • ensuring the welfare of the child is paramount (<i>wording must be correct for this one</i>) • keeping children safe and maintaining a healthy and safe environment • working in partnership with parents/guardians and families • encouraging children’s learning and development • valuing diversity • ensuring equality of opportunity • practising anti-discrimination • ensuring confidentiality • working with others/professionals/partnership working <table border="1" data-bbox="309 667 1406 1426"> <thead> <tr> <th data-bbox="309 667 573 707">Value of care</th> <th data-bbox="573 667 1406 707">Possible examples</th> </tr> </thead> <tbody> <tr> <td data-bbox="309 707 573 906">Ensuring the welfare of the child is paramount</td> <td data-bbox="573 707 1406 906"> <ul style="list-style-type: none"> • The child’s needs come first • Using a child-centred approach • A child must never be humiliated • A child must never be abused/smacked • Example of a safeguarding procedure </td> </tr> <tr> <td data-bbox="309 906 573 1078">Keeping children safe and maintaining a healthy and safe environment</td> <td data-bbox="573 906 1406 1078"> <ul style="list-style-type: none"> • Protecting children from abuse – DBS(CRB) checks; child protection procedures • Following health and safety procedures/legislation – appropriate staff pupil ratio; safety scissors; fire drills etc </td> </tr> <tr> <td data-bbox="309 1078 573 1230">Working in partnership with parents/guardians and families</td> <td data-bbox="573 1078 1406 1230"> <ul style="list-style-type: none"> • Parent evenings • Progress reports/letters/certificates sent home • Open days • Parents invited in </td> </tr> <tr> <td data-bbox="309 1230 573 1426">Encouraging children’s learning and development</td> <td data-bbox="573 1230 1406 1426"> <ul style="list-style-type: none"> • Range of activities provided, well planned curriculum • Activities are designed to stretch learning • Progress will be monitored <p>Additional activities will be introduced to stretch and challenge</p> </td> </tr> </tbody> </table>	Value of care	Possible examples	Ensuring the welfare of the child is paramount	<ul style="list-style-type: none"> • The child’s needs come first • Using a child-centred approach • A child must never be humiliated • A child must never be abused/smacked • Example of a safeguarding procedure 	Keeping children safe and maintaining a healthy and safe environment	<ul style="list-style-type: none"> • Protecting children from abuse – DBS(CRB) checks; child protection procedures • Following health and safety procedures/legislation – appropriate staff pupil ratio; safety scissors; fire drills etc 	Working in partnership with parents/guardians and families	<ul style="list-style-type: none"> • Parent evenings • Progress reports/letters/certificates sent home • Open days • Parents invited in 	Encouraging children’s learning and development	<ul style="list-style-type: none"> • Range of activities provided, well planned curriculum • Activities are designed to stretch learning • Progress will be monitored <p>Additional activities will be introduced to stretch and challenge</p>	6 (3x 1+1)	<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="1671 411 2036 493" style="border: 1px solid black; padding: 5px; text-align: center;"> ^ TV REP SEEN </div> <p>Only accept early years values of care not health and social care values</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • ‘confidentiality’ ‘diversity’ ‘equality’ etc on their own, must be qualified i.e. not one word. • ‘Welfare of the child is paramount’ as application. <p>Accept correct application if value is wrong.</p>
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Question	Answer/Indicative Content	Marks	Guidance					
			Content	Levels of response				
1	(b) Possible effects on a child of being discriminated against. <table border="1"> <thead> <tr> <th>Emotional</th> <th>Social</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • angry • depressed • embarrassed • fear • feeling inadequate • frustrated • humiliation • lack of enjoyment or interest in school • loss of trust • low self confidence • low self esteem • not feel safe • sad / unhappy • self-harm • stress • upset </td> <td> <ul style="list-style-type: none"> • aggression towards other pupils • anti-social behaviour • become more independent • excluded • isolated • lack of trust • marginalised • no friends • not want to go to school • not want to join in • poor communication skills • poor social skills • withdrawn </td> </tr> </tbody> </table> This list is not exhaustive, accept other appropriate effects. Accept positive points.	Emotional	Social	<ul style="list-style-type: none"> • angry • depressed • embarrassed • fear • feeling inadequate • frustrated • humiliation • lack of enjoyment or interest in school • loss of trust • low self confidence • low self esteem • not feel safe • sad / unhappy • self-harm • stress • upset 	<ul style="list-style-type: none"> • aggression towards other pupils • anti-social behaviour • become more independent • excluded • isolated • lack of trust • marginalised • no friends • not want to go to school • not want to join in • poor communication skills • poor social skills • withdrawn 	6	The number of ticks will not necessarily correspond to the marks awarded. Level 2 checklist <ul style="list-style-type: none"> • detailed description • at least 2 effects • 2 categories of effects – social and emotional • some links/consequences given between the effects • related to a child • correct use of terminology Level 1 checklist <ul style="list-style-type: none"> • likely to identify effects with little or no explanation • one sided: <ul style="list-style-type: none"> - only one effect done well - only one category of effects • may not link to children • limited terminology 	Level 2 (4–6 marks) Answers provide a detailed description of at least two effects of discrimination on the child. Both categories of effects covered and links will be made between the effects Answers will be coherent, using correct terminology. Sub-max of 3 for only one effect done well or only one category of effects. Level 1 (1–3 marks) Answers will give effect(s) of discrimination on the child. List like answers should be placed in this level. Answers may only cover one category of effect. Limited use of terminology. 0 marks = response not worthy of credit
Emotional	Social							
<ul style="list-style-type: none"> • angry • depressed • embarrassed • fear • feeling inadequate • frustrated • humiliation • lack of enjoyment or interest in school • loss of trust • low self confidence • low self esteem • not feel safe • sad / unhappy • self-harm • stress • upset 	<ul style="list-style-type: none"> • aggression towards other pupils • anti-social behaviour • become more independent • excluded • isolated • lack of trust • marginalised • no friends • not want to go to school • not want to join in • poor communication skills • poor social skills • withdrawn 							

Question	Answer/Indicative content	Marks	Guidance
1 (c)	<p>Two ways required. Two marks each.</p> <p>Methods of challenging discrimination can include:</p> <p>Challenge at the time</p> <ul style="list-style-type: none"> • explain to the individuals concerned how they are discriminating, to raise their awareness, make them reflect on their actions, apologise • report to senior staff/supervisor straight away, so that they can deal with the situation • involve parents / guardians • supervision – monitors staff / service users <p>Challenge afterwards through procedures</p> <ul style="list-style-type: none"> • refer to organisations policies – eg. Equal Opportunities, Bullying • implement complaints procedures – means that children and parents are aware of how to take action if they have a complaint about discrimination • instigate disciplinary action against discriminatory pupils/staff – makes them aware of the seriousness of the issue; provides a basis for changing individual’s attitudes • consult with senior staff to address the issue <p>Challenge through long-term proactive campaigning</p> <ul style="list-style-type: none"> • awareness sessions for children eg. assemblies / workshops / campaigns / displays / resources • staff training – to raise awareness of discrimination and correct ways of working to address the issue <p>Accept any two appropriate ways.</p>	<p>4 (2x2)</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="1447 344 1812 427" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Wording of answers does not have to exactly match that on the mark scheme.</p> <p>Focus should be on the ‘ways’ ie. what staff can do.</p> <p>Do not accept: Punishment e.g. detentions; sent home</p> <p>Accept the headings: Challenge at the time Challenge afterwards through procedures Challenge through long-term proactive campaigning</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
1	(d)	<p>How to communicate effectively:</p> <ul style="list-style-type: none"> • using vocabulary that can be understood – no jargon • not being patronising • adapting their communication to suit the needs of the children – upset, anxious, EAL, SEN etc • body language/ using gestures/ eye contact • emphasising words / slowing the pace / increasing tone • listening to the individual child's needs / active listening • flash cards representing objects/people • making use of aids to communication, eg loop system, computer technology • use of specialist methods, eg. braille, signing, pecs etc • providing an advocate <p>Supporting rights:</p> <ul style="list-style-type: none"> • aids child's understanding of tasks/procedures etc • child understands and so can make informed choices • child feels valued and respected • child feels safe • instils confidence and trust • included / not excluded • meets individual needs • provides equality of access to services • empowers children • raises self esteem 	4	<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 2 checklist</p> <ul style="list-style-type: none"> • detailed explanation – two relevant examples / ways • examples relate to children • both communication and rights • use of correct terminology <p>Level 1 checklist</p> <ul style="list-style-type: none"> • basic explanation/description • one sided explanation - only communication or rights • likely to identify several ways with little or no explanation • may not link to children • limited terminology <p>Annotation:</p> <p> ways of communicating</p> <p> links to rights</p>	<p>Level 2 (3–4 marks) Answer provides a detailed explanation of how effective communication can be used to support children's rights. Candidates will give at least two examples to illustrate their response. Answers will be coherent, using correct terminology.</p> <p>Sub-max of 2 if not linked to rights</p> <p>Level 1 (1–2 marks) Answer provides a basic explanation / description of how effective communication can be used to support children's rights. One relevant example used well or several examples that need developing. Examples may not link to an early years setting. 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>

Question	Answer/Indicative content	Marks	Guidance
2 (a)	<p>Two statements, one mark each.</p> <p>How emergency procedures protect residents:</p> <ul style="list-style-type: none"> • Provides guidance for staff so they know what to do to keep residents safe in an emergency situation • Residents feel safe knowing that procedures are in place, reassured that staff will know what to do to keep them safe • Enables staff to take quick, efficient action to remove residents from danger <p>How equipment considerations protect residents:</p> <ul style="list-style-type: none"> • Specialist moving and handling equipment available <ul style="list-style-type: none"> - eg evacuation chairs helps keep those with mobility problems safe in an emergency - grab handles to assist in the bathroom • Equipment safety checked for faults or damage so no risk of injuring residents • Staff trained to use specialist moving and handling equipment prevents injuries to residents <p>Accept other appropriate statements.</p>	2 (2x1)	<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>Answers must relate to the protection of residents.</p> <p>Do not credit identification of actions or procedures on their own. e.g. availability of fire exits....</p> <p>Be aware of repetition of the word 'protect' from the question – must state 'how' it protects.</p>

Question	Answer/Indicative Content	Marks	Guidance									
			Content	Levels of response								
2	(b)	8	<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Annotation:</p> <p> ways to promote equality/diversity</p> <p> links to rights</p> <p>Level 3 – checklist</p> <ul style="list-style-type: none"> • detailed explanation • at least two ways • balanced - equality and diversity • reference to maintaining rights is clear • examples linked to residential setting • correct use of terminology <p>Level 2 – checklist</p> <ul style="list-style-type: none"> • sound explanation • two ways or one done well • some reference to maintaining rights – may lack clarity • may reference to residential setting – lacks clarity <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • identifies ways with little or no explanation • may not refer to maintaining rights • may not link to residential setting • list like/muddled 	<p>Level 3 (6–8 marks) Answers provide a detailed explanation of at least two ways of promoting equality and diversity. Answers include how this supports individual rights and are linked to a residential care setting. Answers will be coherent, using correct terminology.</p> <p>Level 2 (4–5 marks) Answers provide a sound explanation of one or two ways of promoting equality or diversity. Some reference to how this supports individual rights and some links to a residential care setting. Some correct terminology will be used.</p> <p>Sub-max of 4 for one way done well/one-sided explanation/no reference to rights</p> <p>Level 1 (1–3 marks) Answer provides way(s) of promoting equality and/or diversity. Answers may not be explicitly linked to a residential setting or supporting rights. List like answers should be placed in this band.</p> <p>0 marks = response not worthy of credit</p>								
<p>Examples may be interchangeable - but be aware of repetition.</p> <p>Do not credit: ‘Treating all residents the <u>same</u>’</p> <p>Supporting rights:</p> <ul style="list-style-type: none"> • All residents feel valued and respected • Instils confidence and trust • Raises self esteem • Meets individual needs / not treated the same / treated as an individual • Provides equality of access to services • Provides choice • Protects from harm and abuse- residents feel safe / protected • Empowers residents • Ensures a high standard of care is provided <p>Promoting Equality</p> <table border="1"> <thead> <tr> <th>Ways</th> <th>Additional detail/examples</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Equal and fair treatment</td> <td>All residents to be treated fairly irrespective of age, race, gender, religion, disability, ethnicity, sexuality etc</td> </tr> <tr> <td>All residents given the same choices and opportunities regardless of differences; eg visits arranged to places with wheelchair access / hearing loop etc</td> </tr> <tr> <td>Non-discriminatory language and behaviour</td> <td>Not patronising No racist, sexist, ageist comments or actions Not excluding individuals</td> </tr> <tr> <td>Meeting individual needs</td> <td>Providing for: dietary, cultural, religious, mobility, communication needs. Ensuring all areas and resources are accessible to all – ramps, automatic doors, hearing loop, sign language, information in different formats and languages</td> </tr> </tbody> </table>		Ways	Additional detail/examples	Equal and fair treatment	All residents to be treated fairly irrespective of age, race, gender, religion, disability, ethnicity, sexuality etc	All residents given the same choices and opportunities regardless of differences; eg visits arranged to places with wheelchair access / hearing loop etc	Non-discriminatory language and behaviour	Not patronising No racist, sexist, ageist comments or actions Not excluding individuals	Meeting individual needs	Providing for: dietary, cultural, religious, mobility, communication needs. Ensuring all areas and resources are accessible to all – ramps, automatic doors, hearing loop, sign language, information in different formats and languages		
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2	(b) ctd	Promoting Diversity			
		Ways	Additional detail/examples		
		Valuing diversity	Accepting and respecting individual differences: eg faith, language, diet, customs etc Activities/resources/food reflect different cultures/beliefs/faith Celebrate range of festivals with the residents		
		Meeting individual needs	Provide prayer rooms, transport to church Meals eg. Halal, kosher, diabetic, gluten free, vegetarian etc Meet cultural, religious requirements eg female care assistant/nurse/GP Mobility – activities accessible by all, transport provided, trips to wheelchair accessible venues etc Communication needs – info in Braille, hearing loop, staff who can sign		
		No discriminatory behaviour	Residents not being discriminated against due to differences eg: race, gender, religion, age, disability, sexuality etc		
Challenge discrimination	If a care worker witnesses any discriminatory behaviour it would be reported, and challenged with the individual concerned				


Question	Answer/Indicative content	Mark	Guidance												
3	<p>One mark for each correct aspect identified, two required One mark for each description of impact, two required</p> <table border="1" data-bbox="309 300 1279 852"> <thead> <tr> <th data-bbox="309 300 689 368">Aspects of The Mental Health Act</th> <th data-bbox="689 300 1279 368">Impact on care practitioners</th> </tr> </thead> <tbody> <tr> <td data-bbox="309 368 689 520">Aims to protect those at risk to themselves or others</td> <td data-bbox="689 368 1279 520"> <ul style="list-style-type: none"> • <i>Need to be able to make difficult decisions – ie taking the person to a place of safety without their consent - ‘sectioning’</i> </td> </tr> <tr> <td data-bbox="309 520 689 683">Aims to keep people safe</td> <td data-bbox="689 520 1279 683"> <ul style="list-style-type: none"> • <i>Practitioners must be appropriately qualified – ‘Approved Social Worker’ and ‘responsible medical officer’</i> • <i>Personal skills and qualities – must be able to communicate well with those who have a mental disorder and their families</i> </td> </tr> <tr> <td data-bbox="309 683 689 852">Provides the authority to take the person to a ‘place of safety’ for assessment</td> <td data-bbox="689 683 1279 852"> <ul style="list-style-type: none"> • <i>Practitioners can only detain the person for initial assessment for up to 28 days</i> </td> </tr> </tbody> </table> <table border="1" data-bbox="309 922 1279 1289"> <tbody> <tr> <td data-bbox="309 922 689 1018">Gives rights to those with a mental disorder</td> <td data-bbox="689 922 1279 1018" rowspan="3"> <ul style="list-style-type: none"> • <i>Practitioners have the duty to provide the person with an independent mental health advocate</i> • <i>Practitioners have to provide appropriate ‘Supervised Community Treatment’ following release from hospital</i> </td> </tr> <tr> <td data-bbox="309 1018 689 1161">Sets out safeguards to which the person with a mental disorder is entitled</td> </tr> <tr> <td data-bbox="309 1161 689 1289">The MHA provides a definition of mental disorder</td> </tr> </tbody> </table>	Aspects of The Mental Health Act	Impact on care practitioners	Aims to protect those at risk to themselves or others	<ul style="list-style-type: none"> • <i>Need to be able to make difficult decisions – ie taking the person to a place of safety without their consent - ‘sectioning’</i> 	Aims to keep people safe	<ul style="list-style-type: none"> • <i>Practitioners must be appropriately qualified – ‘Approved Social Worker’ and ‘responsible medical officer’</i> • <i>Personal skills and qualities – must be able to communicate well with those who have a mental disorder and their families</i> 	Provides the authority to take the person to a ‘place of safety’ for assessment	<ul style="list-style-type: none"> • <i>Practitioners can only detain the person for initial assessment for up to 28 days</i> 	Gives rights to those with a mental disorder	<ul style="list-style-type: none"> • <i>Practitioners have the duty to provide the person with an independent mental health advocate</i> • <i>Practitioners have to provide appropriate ‘Supervised Community Treatment’ following release from hospital</i> 	Sets out safeguards to which the person with a mental disorder is entitled	The MHA provides a definition of mental disorder	<p>4 (2x 1+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 data-bbox="1518 379 1883 459" style="border: 1px solid black; padding: 5px; text-align: center;"> ^ TV REP SEEN </div> <p>Impacts may be interchangeable - but be aware of repetition.</p> <p>Impact must be on practitioners</p> <p>Do not accept: ‘keep them safe’</p> <p>Do accept: “allows practitioner to keep them safe” “they need to keep the patient safe”</p>
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Question	Answer/Indicative content		Mark	Guidance
<p>3 ctd</p>	<p>Sets out the processes that must be followed to detain a person with a mental disorder</p> <hr/> <p>‘Appropriate medical treatment test’ required for longer detention</p>	<ul style="list-style-type: none"> • <i>Duty of practitioners who work with those who have a mental disorder to follow procedures</i> • <i>Practitioners must ensure appropriate medical treatment is available to continue detention of the person beyond 28 days</i> 		
	<p>Established Managers’ hearings and Mental Health Review Tribunals</p>	<ul style="list-style-type: none"> • <i>Duty of care practitioners to follow procedures that safeguard those with a mental disorder / ensure information is shared</i> • <i>Practitioners must represent the best interests of those with mental health disorder</i> • <i>Accountability of those who make decisions – checks made by independent bodies</i> 		

Question		Answer			Marks	Guidance															
4	(a)	<table border="1"> <thead> <tr> <th>Statements</th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>Individuals have the right to be protected from abuse</td> <td>✓</td> <td></td> </tr> <tr> <td>It is against the law not to apply the values of care</td> <td></td> <td>✓</td> </tr> <tr> <td>Information about individuals must be secured to prevent unauthorised access</td> <td>✓</td> <td></td> </tr> <tr> <td>Equal and fair treatment means to treat everyone the same</td> <td></td> <td>✓</td> </tr> </tbody> </table>			Statements	True	False	Individuals have the right to be protected from abuse	✓		It is against the law not to apply the values of care		✓	Information about individuals must be secured to prevent unauthorised access	✓		Equal and fair treatment means to treat everyone the same		✓	4 (4x1)	<p>The number of ticks must match the number of marks awarded. For incorrect answers use the cross</p> <p>Only those answers given are acceptable.</p> <p>If both true and false are ticked: No mark should be awarded.</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>
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Question		Answer/Indicative Content		Marks	Guidance	
					Content	Levels of response
4	(b)	HASAWA requires that employers must ensure the following:	Exemplification:	6	<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 2 checklist</p> <ul style="list-style-type: none"> • detailed explanation • at least two aspects of the HASAWA • at least 2 impacts on practice or procedures • related to service providers / employers • correct use of terminology <p>Level 1 checklist</p> <ul style="list-style-type: none"> • aspects of HASAWA identified with little or no explanation of impact • 1 or 2 aspects / impacts • Limited terminology <p>Impact must be on service providers not service users.</p> <p>Focus is on health and safety <u>management</u>. Not individual safety measures.</p>	<p>Level 2 (4–6 marks) Answers provide a detailed explanation of at least two aspects of the HASAWA and their impact on the practice or procedures of HSC service providers. Answers will be coherent, using correct terminology.</p> <p>Level 1 (1–3 marks) Answers provide aspects of the HASAWA and their impact on HSC service providers. List like answers should be placed in this level. Limited use of terminology.</p> <p>0 marks = response not worthy of credit</p>
		The working environment must not put anyone at risk	<ul style="list-style-type: none"> • must carry out risk assessments • must provide ppe • have to put in place procedures to prevent accidents • monitor staff practice • accidents / incidents recorded 			
		The equipment provided must be safe & in good working order	<ul style="list-style-type: none"> • equipment provided must be fit for purpose • equipment must be regularly safety checked • equipment must be regularly serviced / maintained • electrical appliances PAT tested 			
		They must provide adequate health and safety training for staff	<ul style="list-style-type: none"> • provide H&S training for staff – updated regularly • staff trained to use specialist equipment • have regular fire / evacuation practices 			
		A written health & safety policy should be provided	<ul style="list-style-type: none"> • have to produce a H&S policy in line with legal requirements • must ensure staff are aware of and have access to the policy 			
		Protective equipment, if needed, must be available free of charge to employees	<ul style="list-style-type: none"> • adequate supply of PPE maintained • make no charge to staff for PPE • ensure staff wear PPE provided 			

Question		Answer	Marks	Guidance										
4	(c)	<p>Four terms required, one mark each.</p> <table border="1"> <thead> <tr> <th>Explanations</th> <th>Term</th> </tr> </thead> <tbody> <tr> <td>Keeping private information safe; not passing on information inappropriately.</td> <td>Confidentiality</td> </tr> <tr> <td>Opinions and views being sought.</td> <td>Consultation</td> </tr> <tr> <td>Speaking on behalf of service users who are unable to do so for themselves.</td> <td>Advocacy</td> </tr> <tr> <td>Something of the highest importance.</td> <td>Paramount</td> </tr> </tbody> </table>	Explanations	Term	Keeping private information safe; not passing on information inappropriately.	Confidentiality	Opinions and views being sought.	Consultation	Speaking on behalf of service users who are unable to do so for themselves.	Advocacy	Something of the highest importance.	Paramount	<p>4 (4x1)</p>	<p>The number of ticks must match the number of marks awarded. 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>
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Question	Answer/Indicative content	Mark	Guidance																								
5 (a)	<p>One mark for each security measure, three required. One mark for how it could protect individuals, three required</p> <p>Answers must relate to security not safety</p> <table border="1" data-bbox="331 403 1279 1378"> <thead> <tr> <th data-bbox="331 403 712 459">Security measure</th> <th data-bbox="712 403 1279 459">How it protects</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 459 712 555">Checking / monitoring external entrances</td> <td data-bbox="712 459 1279 555" rowspan="2"><i>Controls access – only authorised people have access to the setting</i></td> </tr> <tr> <td data-bbox="331 555 712 627">Monitoring of keys / visitors</td> </tr> <tr> <td data-bbox="331 627 712 699">Security pads/locks on doors/key pads</td> <td data-bbox="712 627 1279 699" rowspan="2"><i>Prevents vulnerable people / or children from wandering off</i></td> </tr> <tr> <td data-bbox="331 699 712 786">CCTV monitoring exit/entrance</td> </tr> <tr> <td data-bbox="331 786 712 858">Manned reception desk</td> <td data-bbox="712 786 1279 858" rowspan="2"><i>To control who is allowed into the setting</i></td> </tr> <tr> <td data-bbox="331 858 712 930">Receptionist</td> </tr> <tr> <td data-bbox="331 930 712 1002">Receiving/escorting and monitoring visitors</td> <td data-bbox="712 930 1279 1002" rowspan="2"><i>In a nursery children only released to authorised people</i></td> </tr> <tr> <td data-bbox="331 1002 712 1074">Signing in/out book</td> </tr> <tr> <td data-bbox="331 1074 712 1145">Staff wearing ID/lanyards</td> <td data-bbox="712 1074 1279 1145"><i>Easy to identify staff and unauthorised people</i></td> </tr> <tr> <td data-bbox="331 1145 712 1217">Visitor badges</td> <td data-bbox="712 1145 1279 1217"><i>Easy to identify visitors</i></td> </tr> <tr> <td data-bbox="331 1217 712 1289">Window locks/window restraints</td> <td data-bbox="712 1217 1279 1289"><i>Prevents unwanted visitors getting into the setting</i></td> </tr> <tr> <td data-bbox="331 1289 712 1361">Locked external gates / door locks</td> <td data-bbox="712 1289 1279 1361"><i>Prevents people leaving / escaping (dementia / children)</i></td> </tr> <tr> <td data-bbox="331 1361 712 1378">Reporting of concerns to line managers</td> <td data-bbox="712 1361 1279 1378"><i>Appropriate action / response can be initiated</i></td> </tr> </tbody> </table>	Security measure	How it protects	Checking / monitoring external entrances	<i>Controls access – only authorised people have access to the setting</i>	Monitoring of keys / visitors	Security pads/locks on doors/key pads	<i>Prevents vulnerable people / or children from wandering off</i>	CCTV monitoring exit/entrance	Manned reception desk	<i>To control who is allowed into the setting</i>	Receptionist	Receiving/escorting and monitoring visitors	<i>In a nursery children only released to authorised people</i>	Signing in/out book	Staff wearing ID/lanyards	<i>Easy to identify staff and unauthorised people</i>	Visitor badges	<i>Easy to identify visitors</i>	Window locks/window restraints	<i>Prevents unwanted visitors getting into the setting</i>	Locked external gates / door locks	<i>Prevents people leaving / escaping (dementia / children)</i>	Reporting of concerns to line managers	<i>Appropriate action / response can be initiated</i>	6 (3x1+1)	<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="1541 416 1906 496" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Examples may relate to any health, social care or early years settings.</p> <p>How individuals are protected must relate to the security method identified</p> <p>Repetition of how it protects is acceptable only if relevant to the measure.</p> <p>Accept valid alternative descriptions of how it protects.</p> <p>Answers must relate to security not safety.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • <u>All</u> doors locked / locked doors • references to fire safety • references to data security/protection • just 'ID badges' • safety locks <p>'locking doors' is a security measure – locked doors is not.</p> <p>Be aware of repetition of the security measure.</p>
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5	(b)	<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 • appropriate hand washing routines • regular showering and hair washing • regular brushing of teeth • appropriate use and disposal of tissues / antiseptic wipes <p>How it protects staff/service users:</p> <ul style="list-style-type: none"> • prevents transfer of bacteria • destroys bacteria • prevents infections • prevents illness • care worker 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 	6	<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 2 checklist</p> <ul style="list-style-type: none"> • detailed description • at least two personal hygiene measures • how measures protect <p>Level 1 checklist</p> <ul style="list-style-type: none"> • likely to identify measures with little or no description of how they protect • only one measure or several mentioned briefly <p>Accept: 'germs'</p> <p>Do not accept: 'clean clothes'</p>	<p>Level 2 (4–6 marks) Answers provide a detailed description of at least two personal hygiene measures and how they protect individuals. Answers will be coherent, using correct terminology.</p> <p>Sub-max of 3 for only one measure.</p> <p>Level 1 (1–3 marks) Answers provide personal hygiene measure(s) and how they protect individuals. List like answers should be placed in this level. Limited use of terminology.</p> <p>0 marks = response not worthy of credit</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

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