

Mark Scheme for January 2013

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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

Annotation	Meaning
	Tick
	Cross
	Level 1
	Level 2
	Level 3
	Benefit of doubt
	Omission mark
	Too vague
	Repeat
	Noted but no credit given
	Example / Reference
	Expandable vertical wavy line

Question		Answer	Marks	Guidance														
1	(a)	<p>One mark for each security measure Two required</p> <ul style="list-style-type: none"> • Checking external entrances • Monitoring of keys • Security pads on doors/locks on doors • Window locks • Reporting of concerns to line managers • Identifying staff, receiving and monitoring visitors • CCTV • Alarmed doors/doorway. 	2	<p>The wording given by candidates may differ from the language given in the mark scheme. 2 x 1 mark.</p> <p>Accept first two answers only.</p> <p>Do not accept locking of doors, cameras in rooms as this would not be allowed or gates.</p> <p>Give BOD for cameras</p>														
1	(b)	<p>Two descriptions required The descriptions given are not definitive</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Security measure</th> <th>Description of how the measure could help to protect residents</th> </tr> </thead> <tbody> <tr> <td>Checking external entrances</td> <td>This will ensure that locks are tight otherwise strangers could access the premises and steal goods from the residents.</td> </tr> <tr> <td>Monitoring of keys</td> <td>To ensure that only those responsible for administering medicines can do so. This will prevent giving residents incorrect medication and causing an adverse effect.</td> </tr> <tr> <td>Security pads on doors</td> <td>This prevents the residents from exiting the premises and causing harm to themselves.</td> </tr> <tr> <td>Window locks</td> <td>This will prevent residents from climbing out and endangering themselves.</td> </tr> <tr> <td>Reporting of concerns to line managers</td> <td>For the safeguarding of the residents; to prevent discrimination from taking place.</td> </tr> <tr> <td>Identifying staff, receiving and monitoring visitors</td> <td>This is to ensure that only the correct personnel are working with the residents and that the correct care is being administered.</td> </tr> </tbody> </table>	Security measure	Description of how the measure could help to protect residents	Checking external entrances	This will ensure that locks are tight otherwise strangers could access the premises and steal goods from the residents.	Monitoring of keys	To ensure that only those responsible for administering medicines can do so. This will prevent giving residents incorrect medication and causing an adverse effect.	Security pads on doors	This prevents the residents from exiting the premises and causing harm to themselves.	Window locks	This will prevent residents from climbing out and endangering themselves.	Reporting of concerns to line managers	For the safeguarding of the residents; to prevent discrimination from taking place.	Identifying staff, receiving and monitoring visitors	This is to ensure that only the correct personnel are working with the residents and that the correct care is being administered.	4	<p>1 mark for basic description. 2 marks for full description Accept any other reasonable alternative.</p>
Security measure	Description of how the measure could help to protect residents																	
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Question		Answer	Marks	Guidance						
1	(c)	<p>One mark for each right Three required</p> <ul style="list-style-type: none"> • Choice • Confidentiality • Protection (from abuse and harm) • Equal and (fair treatment) • Consultation/right to be heard. 	3	Only those answers given are acceptable. 3 x 1 mark. Do not accept an example.						
1	(d)	<p>Two descriptions required</p> <p>The following list is not definitive:</p> <ul style="list-style-type: none"> • Using vocabulary that can be understood • Not being patronising/impatient/being respectful • Adapting their communication to suit the needs of the residents – emphasising words/slowing the pace/increasing tone/using gestures • Listening to the individual's needs/empowers • Use of touch to give comfort • Flash cards representing objects/people • Changing the speed of what is spoken • Reminiscence activities • Making use of any aids, eg loop system • Cheerful and approachable. 	4	Answers should apply to the residents at Woodbridge. If the answer given is not able to be applied to the residents then only award 1 mark for a description. 2 marks for full description, maximum 4 marks.						
2	(a)	<p>Two descriptions required</p> <p>Possible examples:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Value of care</th> <th>Example</th> </tr> </thead> <tbody> <tr> <td>Working in partnership with parents</td> <td>The staff could encourage Sally's Father to invite other children from the Nursery School to their house. This would encourage more social contact for Sally and alleviate her distress. Discuss what they could do to help Sally with the parents.</td> </tr> <tr> <td>Encouraging children's learning and development</td> <td>Activities are designed to stretch Sally's learning. Her progress will be monitored and additional activities will be introduced when she is able to cope with higher demands.</td> </tr> </tbody> </table>	Value of care	Example	Working in partnership with parents	The staff could encourage Sally's Father to invite other children from the Nursery School to their house. This would encourage more social contact for Sally and alleviate her distress. Discuss what they could do to help Sally with the parents.	Encouraging children's learning and development	Activities are designed to stretch Sally's learning. Her progress will be monitored and additional activities will be introduced when she is able to cope with higher demands.	4	Answers should apply to Sally. If the answer given is not able to be applied to Sally then only award 1 mark for the description. 2 marks for each correct description, maximum 4 marks.
Value of care	Example									
Working in partnership with parents	The staff could encourage Sally's Father to invite other children from the Nursery School to their house. This would encourage more social contact for Sally and alleviate her distress. Discuss what they could do to help Sally with the parents.									
Encouraging children's learning and development	Activities are designed to stretch Sally's learning. Her progress will be monitored and additional activities will be introduced when she is able to cope with higher demands.									

Question		Answer	Marks	Guidance									
				Content	Levels of response								
2	(b)	<p>Candidates should apply their knowledge to the early years values of care:</p> <ul style="list-style-type: none"> • The welfare of the child • Keeping children safe and in a healthy environment • Working in partnership with parents/guardians and families • By valuing diversity • Ensuring equality of opportunity • By practising anti-discrimination • Ensuring confidentiality • By working with others. <p>Effects – not an exhaustive list</p> <table border="1"> <thead> <tr> <th>Physical</th> <th>Intellectual</th> </tr> </thead> <tbody> <tr> <td>Pain Injury Bruising Physical abuse – broken bones dehydration</td> <td>Loss of focus Loss of concentration Lack of knowledge Lack of stimulation Lack of progression</td> </tr> <tr> <th>Emotional</th> <th>Social</th> </tr> <tr> <td>Humiliation Angry Stress Low self esteem Feeling inadequate Loss of trust Frustrated</td> <td>Exclusion Marginalised Poor social skills Anti-social behaviour</td> </tr> </tbody> </table>	Physical	Intellectual	Pain Injury Bruising Physical abuse – broken bones dehydration	Loss of focus Loss of concentration Lack of knowledge Lack of stimulation Lack of progression	Emotional	Social	Humiliation Angry Stress Low self esteem Feeling inadequate Loss of trust Frustrated	Exclusion Marginalised Poor social skills Anti-social behaviour	8	<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 - checklist</p> <ul style="list-style-type: none"> • detailed analysis of the effects • some links/consequences given between the effects • three categories of effects <p>Level 2 - checklist</p> <ul style="list-style-type: none"> • More descriptive (low end), explanatory (upper end) of the effects • Attempt at links between effects – high end • two categories of effects <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • likely to identify effects with little or no description • one category of effect 	<p>Level 3 (6–8 marks) Answer provides a detailed analysis of the effects on Sally if the values of care are not applied. Coverage of three categories of effects. Links will be made between the effects given. Answers will be factually accurate, using appropriate terminology.</p> <p>Level 2 (4–5 marks) Answer provides a sound analysis of the effects on Sally if the values of care are not applied. Coverage of two categories of effects. Some links will be made between the effects. Some correct terminology will be used. Sub max of 4 for one category of effects done well.</p> <p>Level 1 (1–3 marks) Answer provides a basic analysis of the effects on Sally if the values of care are not applied. List like answers should be placed in this level. Coverage of one category of effect.</p> <p>0 marks must be given where there is no evidence worthy of credit</p>
Physical	Intellectual												
Pain Injury Bruising Physical abuse – broken bones dehydration	Loss of focus Loss of concentration Lack of knowledge Lack of stimulation Lack of progression												
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Question		Answer	Marks	Guidance
3	(a)	<p>One mark for each personal hygiene measure Three required</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Hair tied back/covered • Open wounds covered • No jewellery • No nail polish • Appropriate protective clothing (accept examples of protective clothing eg apron) • Appropriate hand washing routines • Clean nails • Regular showering and hair washing • Regular brushing of teeth • Appropriate use and disposal of tissues/anti septic wipes • Use hand gel. 	3	<p>Be aware of repetition. Accept first three answers only. Answers must be personal hygiene 3 x 1 mark.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
3	(b)	<p>Examples that may be used – this list is not exhaustive:</p> <ul style="list-style-type: none"> • Food which represents different cultures/religions • Toys that demonstrate different cultures and ethnicities • Books used will illustrate people of differing backgrounds and will be in different languages • Displays in the classroom will reflect the diversity of the children who attend the Nursery School • Celebration of different festivals • Letters sent home will be in different languages • Welcoming signs in the Nursery School will reflect the diversity of the children who attend. • Talks/visiting speakers/assemblies about different cultures • Staff should encourage children talk about their culture. 	6	<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 - checklist</p> <ul style="list-style-type: none"> • Detailed explanation of how staff demonstrate diversity <p>Level 2 - checklist</p> <ul style="list-style-type: none"> • More descriptive (low end), explanatory (upper end) of how staff demonstrate diversity. <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • likely to identify examples with little or no description 	<p>Level 3 (5–6 marks) Candidates will fully explain at least two ways staff could demonstrate diversity in their work. Answers will be fluent and coherent, using correct terminology.</p> <p>Level 2 (3–4 marks) Candidates will identify and briefly explain two ways staff could demonstrate diversity in their work. Answers will be factually correct but still need developing. Some correct terminology will be used. Sub max of 3 for one example done well.</p> <p>Level 1 (1–2 marks) Candidates can identify/attempt to explain at least one way staff could demonstrate diversity in their work. List like answers should be placed in this band.</p> <p>0 marks must be given where there is no evidence worthy of credit</p>

Question		Answer	Marks	Guidance								
4	(a)	<p>The correct answers are:</p> <table border="1"> <thead> <tr> <th>Example</th> <th>Term</th> </tr> </thead> <tbody> <tr> <td>An older adult is turned down for a job because of their age</td> <td>discrimination</td> </tr> <tr> <td>A patient is given a choice of treatment</td> <td>empower</td> </tr> <tr> <td>A child is smacked by a nursery worker</td> <td>abuse</td> </tr> </tbody> </table>	Example	Term	An older adult is turned down for a job because of their age	discrimination	A patient is given a choice of treatment	empower	A child is smacked by a nursery worker	abuse	3	No other answers are acceptable. 3 x 1 mark.
Example	Term											
An older adult is turned down for a job because of their age	discrimination											
A patient is given a choice of treatment	empower											
A child is smacked by a nursery worker	abuse											
4	(b)	<p>One mark for each correct response Three required</p> <ul style="list-style-type: none"> • Children and young people • Vulnerable adults • Ethnic minority groups • People with disabilities • Men and women. 	3	No other answers are acceptable. 3 x 1 mark. This is testing terminology of groups of people as listed in LO3 of the specification.								

Question		Answer	Marks	Guidance	
				Content	Levels of response
4	(c)	<p>Features of the Equality Act 2010:</p> <ul style="list-style-type: none"> • Direct discrimination • Indirect discrimination • Harassment • Discrimination arising from disability • Pre-employment questionnaires • Equal pay • Secrecy clauses • Protected characteristics. <p>Impact upon service providers – this list is not definitive</p> <ul style="list-style-type: none"> • Dissemination of equality policies • Selection and recruitment of staff • Monitoring of staff • Providing training courses for staff • To have in place disciplinary procedures • To have a whistle blowing policy • To keep up to date with updates re the legislation. 	8	<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 - checklist</p> <ul style="list-style-type: none"> • Detailed explanation of how the equality act impacts upon service providers <p>Level 2 - checklist</p> <ul style="list-style-type: none"> • More descriptive (low end), explanatory (upper end) of how the equality act impacts • . <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • likely to identify examples with little or no description 	<p>Level 3 (6–8 marks) Answer provides a detailed explanation of how the equality act impacts upon the service providers. Answers will be fluent and coherent, using correct terminology.</p> <p>Level 2 (4–5 marks) Answer provides a sound explanation of the impact of the equality act. . Answers will be factually correct but still need developing.</p> <p>Level 1 (1–3 marks) Answer provides a basic description of the equality act. List like answers should be placed in this band.</p> <p>0 marks must be given where there is no evidence worthy of credit</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
5	(a)	<p>An emergency procedure that may be discussed is fire evacuation.</p> <p>Examples to include within discussion are:</p> <ul style="list-style-type: none"> • To know what is required and to reduce distress and anxiety amongst staff and residents • To ensure everyone is safe • Ensure that the fire brigade is called • Ensure everyone reports to their nearest assembly point • Ensure everyone evacuates the building and are safe • To recognise the fire alarm when it sounds • Specific staff roles • To reduce the risk of injury • Provides guidelines for staff and service users • Service users/service providers feel safe knowing procedures exist • Care workers know what to do in specific circumstances/situations. 	6	<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 - checklist</p> <ul style="list-style-type: none"> • Detailed discussion <p>Level 2 - checklist</p> <ul style="list-style-type: none"> • Sound discussion <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • Basic description 	<p>Level 3 (5–6 marks) Answer provides a detailed discussion of the importance of emergency procedures in protecting individuals in a care setting. Answers will be fluent and coherent, using correct terminology.</p> <p>Level 2 (3–4 marks) Answer provides a sound discussion of the importance of emergency procedures in protecting individuals in a care setting. Answers will be factually correct but still need developing. Some correct terminology will be used.</p> <p>Level 1 (1–2 marks) Answer provides a basic description of the emergency procedures in protecting individuals in a care setting. List like answers should be placed in this band. 0 marks must be given where there is no evidence worthy of credit</p> <p>Accept answers that link to maintaining individuals' rights.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
5	b	<p>Service users have the following rights – these may be reflected in the answers seen:</p> <ul style="list-style-type: none"> • Choice • Confidentiality • Protection from abuse and harm • Equal and fair treatment • Consultation. <p>Examples of how providing information about complaints procedures helps to support individuals to maintain their rights:</p> <ul style="list-style-type: none"> • Empowers • Will develop trust • To protect from discrimination • To protect from abuse – to seek redress • To have a say in their treatment and to feel valued • They will know what to do if their rights are not being met • They will know that someone will help • It is important something is done if someone is being treated unfairly • Individuals feel listened to. 	6	<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 - checklist</p> <ul style="list-style-type: none"> • Detailed explanation <p>Level 2 - checklist</p> <ul style="list-style-type: none"> • Sound explanation <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • Basic explanation 	<p>Level 3 (5–6 marks) Answer provides a detailed explanation of how providing information about complaints procedures helps to support individuals to maintain their rights. Answers will be fluent and coherent, using correct terminology.</p> <p>Level 2 (3–4 marks) Answer provides a sound explanation of how providing information about complaints procedures helps to support individuals to maintain their rights. Answers will be factually correct but still need developing. Some correct terminology will be used.</p> <p>Level 1 (1–2 marks) Answer provides a basic explanation of how providing information about complaints procedures helps to support individuals to maintain their rights. List like answers should be placed in this band.</p> <p>0 marks must be given where there is no evidence worthy of credit</p>

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