

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 2015

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 2015




1. These are the annotations to be used in Scoris when marking this paper:

Annotation	Meaning
	Blank Page – this annotation must be used on page 12 of the answer booklet and on each page of an additional object if there is no candidate response.
	Tick
	Development of point
	Cross
	Level 1
	Level 2
	Level 3
	Benefit of doubt
	Omission mark
	Too vague
	Repeat
	Noted but no credit given



Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p>One mark for each security measure, four required.</p> <ul style="list-style-type: none"> • Checking/monitoring external entrances/not leaving doors open • monitoring of keys • security pads//key cards/swipe cards • locks on doors • manned reception desk/intercom at front door • receiving and monitoring visitors/signing in/out book • staff wearing ID/lanyards • visitor badges • CCTV monitoring exit/entrance/CCTV • window locks/window restraints • secure fences surrounding the school 	4 (4x1)	<p>The number of ticks must match the number of marks awarded.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • ‘All doors locked’, ‘locked doors’ • References to fire safety • References to data security/protection • ‘alarms’ on its own – must state where eg main entrance • ‘name tags’ (too vague) • ‘Monitoring gates’ <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 5 for further guidance.)</p>

Question		Answer/Indicative content	Mark	Guidance
1	(b)	<p>Ways of complying with health & safety legislation:</p> <ul style="list-style-type: none"> • Dave has written a health and safety policy for the school. This can be viewed on the school website • Cleaning staff at the school are provided with overalls and rubber gloves free of charge • All staff have to record full details of any accidents in the 'accident book' that Dave has provided • All staff are told that they have responsibility for their own safety and that of others in the workplace • Dave ensures all equipment is checked for safety and is in good working order • Dave ensures all staff have received health and safety training • Dave carries out risk assessments to ensure the working environment does not put anyone at risk <p>Accept other appropriate examples that demonstrate how <u>the school</u> complies with health and safety requirements Eg. Fire drills, safety training, ensuring all equipment is safe.</p> <p>For reference key aspects of the Health and Safety at Work Act relevant for employers are: Employers must ensure the following:-</p> <ul style="list-style-type: none"> • The working environment must not put anyone at risk • The equipment provided must be safe & in good working order • They must provide adequate health and safety training for staff • A written health & safety policy should be provided • Protective equipment, if needed, must be available free of charge to employees 	<p>2 (2x1)</p>	<p>The number of ticks must match the number of marks awarded.</p> <p>Answer must demonstrate how the school complies with HASAWA not employees or pupils</p> <p>Do not accept: 'wet floor signs' or 'safety posters' Answers must be related to the 'organisation' ie whole school actions such as policies/procedures, not the actions of individual staff.</p>

Question	Answer/Indicative Content	Marks	Guidance																					
			Content	Levels of response																				
1 (c)	<p>How safety procedures protect staff:</p> <table border="1" data-bbox="309 344 1128 831"> <thead> <tr> <th data-bbox="309 344 636 411">Emergency / safety procedures</th> <th data-bbox="636 344 1128 411">How it protects staff</th> </tr> </thead> <tbody> <tr> <td data-bbox="309 411 636 596">Fire procedure Evacuation plans for: bomb threat, gas leak, flood etc Disaster plan</td> <td data-bbox="636 411 1128 596">Provides guidance for staff so they know what to do in an emergency Staff feel safe knowing procedures exist</td> </tr> <tr> <td data-bbox="309 596 636 735">Specific staff roles / responsibilities eg fire marshals</td> <td data-bbox="636 596 1128 735">Staff know what is required Reduces anxiety Staff will know where to go in an emergency</td> </tr> <tr> <td data-bbox="309 735 636 831">Medical/Health emergency procedure</td> <td data-bbox="636 735 1128 831">Prompt attention to injuries First aider always available</td> </tr> </tbody> </table> <table border="1" data-bbox="309 863 1128 1437"> <thead> <tr> <th data-bbox="309 863 636 930">Equipment considerations</th> <th data-bbox="636 863 1128 930">How it protects staff</th> </tr> </thead> <tbody> <tr> <td data-bbox="309 930 636 1102">Training for safe use of equipment</td> <td data-bbox="636 930 1128 1102">Staff will have the knowledge and skills necessary to avoid injuries to themselves & others Protects staff if accidents happen - instructions followed</td> </tr> <tr> <td data-bbox="309 1102 636 1169">Equipment fit for purpose</td> <td data-bbox="636 1102 1128 1169">Reduces the risk of accidents and injury</td> </tr> <tr> <td data-bbox="309 1169 636 1236">Risk assessments</td> <td data-bbox="636 1169 1128 1236">Identifies and minimises hazards Results in a safer environment</td> </tr> <tr> <td data-bbox="309 1236 636 1345">Regular safety checks eg PAT testing of electrical equipment</td> <td data-bbox="636 1236 1128 1345">Minimises risk of injury</td> </tr> <tr> <td data-bbox="309 1345 636 1437">PPE provided eg safety goggles</td> <td data-bbox="636 1345 1128 1437">Reduces the risk of injury</td> </tr> </tbody> </table>	Emergency / safety procedures	How it protects staff	Fire procedure Evacuation plans for: bomb threat, gas leak, flood etc Disaster plan	Provides guidance for staff so they know what to do in an emergency Staff feel safe knowing procedures exist	Specific staff roles / responsibilities eg fire marshals	Staff know what is required Reduces anxiety Staff will know where to go in an emergency	Medical/Health emergency procedure	Prompt attention to injuries First aider always available	Equipment considerations	How it protects staff	Training for safe use of equipment	Staff will have the knowledge and skills necessary to avoid injuries to themselves & others Protects staff if accidents happen - instructions followed	Equipment fit for purpose	Reduces the risk of accidents and injury	Risk assessments	Identifies and minimises hazards Results in a safer environment	Regular safety checks eg PAT testing of electrical equipment	Minimises risk of injury	PPE provided eg safety goggles	Reduces the risk of injury	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 • Balanced – emergency procedures and equipment considerations • Explicitly linked to staff & early years settings • Correct use of terminology <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • Basic explanation of procedures and/or equipment considerations • Not linked to staff • List like <p>Answers must relate to protecting staff for Level 2</p> <p>Must use terminology eg. risk assessment, PPE, evacuation plan etc to achieve Level 2.</p>	<p>Level 2 (4–6 marks) Answers provide a detailed explanation of how safety procedures protect staff at early years settings/Progress Primary. Answers include both emergency procedures and equipment considerations. Answers will be coherent, using correct terminology.</p> <p>Level 1 (1–3 marks) Answer provides a basic explanation of how safety procedures protect. Answers may not be explicitly linked to staff or early years settings. May only cover emergency procedures or equipment considerations. List like answers should be placed in this band. Sub-max of 3 for emergency procedures OR equipment done well.</p> <p>0 marks = not worthy of credit</p> <p>NR = no response</p>
Emergency / safety procedures	How it protects staff																							
Fire procedure Evacuation plans for: bomb threat, gas leak, flood etc Disaster plan	Provides guidance for staff so they know what to do in an emergency Staff feel safe knowing procedures exist																							
Specific staff roles / responsibilities eg fire marshals	Staff know what is required Reduces anxiety Staff will know where to go in an emergency																							
Medical/Health emergency procedure	Prompt attention to injuries First aider always available																							
Equipment considerations	How it protects staff																							
Training for safe use of equipment	Staff will have the knowledge and skills necessary to avoid injuries to themselves & others Protects staff if accidents happen - instructions followed																							
Equipment fit for purpose	Reduces the risk of accidents and injury																							
Risk assessments	Identifies and minimises hazards Results in a safer environment																							
Regular safety checks eg PAT testing of electrical equipment	Minimises risk of injury																							
PPE provided eg safety goggles	Reduces the risk of injury																							

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
1 (c) ctd	Do not credit descriptions of how to lift / manual handling instructions.		<p>Annotation:</p> <p> way / basic explanation</p> <p> application to staff</p> <p>Cannot achieve L2 if no </p>	

Question	Answer/Indicative content	Mark	Guidance
2 (a)	<p>Three values of care required. One mark each. Three examples. One mark each.</p> <p>Promoting equality and diversity</p> <ul style="list-style-type: none"> • Non-discriminatory language when talking to the young people / not patronising • Meeting individual needs – mobility / personal care • Celebrate any culture / religion that is relevant to the service users <p>Promoting individuals rights and beliefs</p> <ul style="list-style-type: none"> • Giving choice e.g. diet, dress, • Giving choice re activities • Maintaining privacy – knock on door • Provide access to an advocate • Provide access to prayer room • Provide access to a translator <p>Maintaining confidentiality</p> <ul style="list-style-type: none"> • Not gossiping about the service users • Need to know basis / secure files / password / information to be kept confidential • Keep personal details / files / records safe <p>Examples are interchangeable – but do not credit repeats</p> <p>Accept other appropriate examples</p> <p>Do not accept :</p> <ul style="list-style-type: none"> • early years values of care • ‘treat them all the same’ 	6 (3x1 +1)	<p>The number of ticks must match the number of marks awarded.</p> <p>For values of care can accept just:</p> <ul style="list-style-type: none"> • promoting equality OR diversity • promoting rights OR beliefs <p style="text-align: right;">on their own, but only credit once.</p> <p>Must state ‘promoting’ Must state ‘maintaining’ confidentiality. Do not credit ‘confidentiality’ on its’ own.</p> <p>Valid examples may be credited if the value of care is named incorrectly. However, the example must very clearly relate to one of the values of care.</p> <p>Answers should be contextualised to Adam / residents with disabilities</p> <p>Example answers: Promoting individuals’ rights and beliefs Care workers should always give residents such as Adam the option of vegetarian or halal food if required by his personal beliefs.</p> <p>Promoting equality and diversity Adam should be treated fairly irrespective of his disability, and so care workers should never use any discriminatory language when speaking to Adam.</p>

Question		Answer/Indicative Content	Marks	Guidance									
				Content	Levels of response								
2	(b)	<p>Possible effects on individuals if values of care are not applied:</p> <table border="1"> <tr> <td>Physical</td> <td>Intellectual</td> </tr> <tr> <td>pain if medication or treatment is not given physical abuse – broken bones, injury, bruising medical condition may deteriorate unsafe</td> <td>loss of focus loss of concentration lack of stimulation lack of progression</td> </tr> <tr> <td>Emotional</td> <td>Social</td> </tr> <tr> <td>humiliation angry stress low self esteem low self confidence feeling inadequate loss of trust frustrated upset/distressed unsafe</td> <td>exclusion marginalised withdrawn poor social skills anti-social behaviour</td> </tr> </table> <p>This list is not exhaustive, accept other appropriate effects.</p>	Physical	Intellectual	pain if medication or treatment is not given physical abuse – broken bones, injury, bruising medical condition may deteriorate unsafe	loss of focus loss of concentration lack of stimulation lack of progression	Emotional	Social	humiliation angry stress low self esteem low self confidence feeling inadequate loss of trust frustrated upset/distressed unsafe	exclusion marginalised withdrawn 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 explanation of effects At least 2 or more effects 2 categories of effects Related to residential home Correct use of terminology <p>Level 2 checklist</p> <ul style="list-style-type: none"> Sound explanation 2 effects or one done well 1 or 2 categories of effects One sided explanation Some links to residential home Some correct terminology <p>Level 1 – checklist</p> <ul style="list-style-type: none"> Likely to identify effects with little or no explanation List like/muddled Limited terminology <p>Explanations should be contextualised to a residential home for Levels 2 and 3.</p> <p>Must use terminology eg. 'low self esteem' not generic words such as 'sad' for Levels 2 and 3.</p>	<p>Level 3 (6-8 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. At least two categories of PIES.</p> <p>Level 2 (4-5 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 one effect done well or only one category of effects.</p> <p>Level 1 (1-3 marks) Answer provides a basic explanation of effects on individuals if values of care are not applied. May only address 1 effect or 1 category of PIES. List like or muddled answers should be placed in this band. Limited use of terminology.</p> <p>0 marks = no response worthy of credit NR = no response</p> <p>Annotation:</p> <p> effect</p> <p> development of effects</p>
Physical	Intellectual												
pain if medication or treatment is not given physical abuse – broken bones, injury, bruising medical condition may deteriorate unsafe	loss of focus loss of concentration lack of stimulation lack of progression												
Emotional	Social												
humiliation angry stress low self esteem low self confidence feeling inadequate loss of trust frustrated upset/distressed unsafe	exclusion marginalised withdrawn poor social skills anti-social behaviour												

Question	Answer/Indicative Content	Marks	Guidance													
			Content	Levels of response												
<p>3 (a)</p>	<p>Aspects of reflective practice:</p> <ul style="list-style-type: none"> • Exploring training and development needs • Evaluating specific incidents or activities • Identifying what might be done better next time • Identifying what went well <p>Example explanations:</p> <p>No privacy</p> <table border="1" data-bbox="311 608 1223 868"> <thead> <tr> <th>Reflective practice</th> <th>Care workers will:</th> <th>Examples of impact on daily practice</th> </tr> </thead> <tbody> <tr> <td>Evaluating specific incidents or activities</td> <td>Identify situations when patients may be overheard when talking about personal information</td> <td>Care workers use a private room/area, when required, to maintain patients' privacy and confidentiality</td> </tr> </tbody> </table> <p>Lack of respect and politeness from staff / patronising</p> <table border="1" data-bbox="311 1007 1223 1417"> <thead> <tr> <th>Reflective practice</th> <th>Care workers will:</th> <th>Examples of impact on daily practice</th> </tr> </thead> <tbody> <tr> <td>Exploring training and development needs</td> <td>Care workers review own knowledge and practice. Care workers undergo training to improve knowledge and understanding about effective communication with patients.</td> <td>Patients treated with respect by: <ul style="list-style-type: none"> • workers listening to them / use of active listening • adapting communication to meet the needs of the individual • patients not talked down to / patronised </td> </tr> </tbody> </table>	Reflective practice	Care workers will:	Examples of impact on daily practice	Evaluating specific incidents or activities	Identify situations when patients may be overheard when talking about personal information	Care workers use a private room/area, when required, to maintain patients' privacy and confidentiality	Reflective practice	Care workers will:	Examples of impact on daily practice	Exploring training and development needs	Care workers review own knowledge and practice. Care workers undergo training to improve knowledge and understanding about effective communication with patients.	Patients treated with respect by: <ul style="list-style-type: none"> • workers listening to them / use of active listening • adapting communication to meet the needs of the individual • patients not talked down to / patronised 	<p>6</p>	<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 • Balanced – reflective practice linked to daily practice • Linked to health care workers • Correct use of terminology <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • Basic explanation • Reflective practice not linked to daily practice • List like / muddled • Limited terminology <p>Must use reflective practice terminology for Level 2. Explanations should be contextualised to health care workers for Level 2.</p> <p>Level 1 if only impact on daily practice is given, with no reference to reflective practice.</p>	<p>Level 2 (4–6 marks) Answers provide a detailed explanation of how reflective practice can enable health care workers to improve daily practice in health settings. Answers will be coherent, using correct terminology.</p> <p>Level 1 (1–3 marks) Answer provides a basic description of how reflective practice can enable care workers to improve daily practice in health settings. Answers may not be explicitly linked to health care workers or health settings. List like answers should be placed in this band. Sub-max of 3 if no reference to reflective practice</p> <p>0 marks = not worthy of credit</p> <p>NR = no response</p>
Reflective practice	Care workers will:	Examples of impact on daily practice														
Evaluating specific incidents or activities	Identify situations when patients may be overheard when talking about personal information	Care workers use a private room/area, when required, to maintain patients' privacy and confidentiality														
Reflective practice	Care workers will:	Examples of impact on daily practice														
Exploring training and development needs	Care workers review own knowledge and practice. Care workers undergo training to improve knowledge and understanding about effective communication with patients.	Patients treated with respect by: <ul style="list-style-type: none"> • workers listening to them / use of active listening • adapting communication to meet the needs of the individual • patients not talked down to / patronised 														

Question	Answer/Indicative Content	Marks	Guidance							
			Content	Levels of response						
<p>3 (a) ctd</p>	<p>Patients in wheelchairs can't access the health centre</p> <table border="1" data-bbox="309 331 1220 582"> <tr> <td data-bbox="309 331 510 411">Reflective practice</td> <td data-bbox="510 331 804 411">Care workers will:</td> <td data-bbox="804 331 1220 411">Examples of impact on daily practice</td> </tr> <tr> <td data-bbox="309 411 510 582">Identifying what might be done better</td> <td data-bbox="510 411 804 582">Specific needs of individuals are identified to ensure access for all</td> <td data-bbox="804 411 1220 582">Adaption of premises ie ramps, automatic doors, wider doorways</td> </tr> </table> <p>Accept other relevant explanations.</p>	Reflective practice	Care workers will:	Examples of impact on daily practice	Identifying what might be done better	Specific needs of individuals are identified to ensure access for all	Adaption of premises ie ramps, automatic doors, wider doorways			
Reflective practice	Care workers will:	Examples of impact on daily practice								
Identifying what might be done better	Specific needs of individuals are identified to ensure access for all	Adaption of premises ie ramps, automatic doors, wider doorways								

Question		Answer/Indicative content	Mark	Guidance
3	(b)	<p>Two protected characteristics required. One mark each.</p> <p>Protected characteristics:</p> <ul style="list-style-type: none"> • Age • Disability • Race • Gender reassignment • Sex • Sexual orientation • Religion or belief • Marriage and civil partnership • Pregnancy and maternity 	2 (2x1)	<p>The number of ticks must match the number of marks awarded.</p> <p>No other answers are acceptable.</p> <p>Do not accept 'gender' on its' own.</p> <p>Equality Act protected characteristics: http://www.legislation.gov.uk/ukpga/2010/15/part/2/chapter/1?view=plain</p> <p>Information can be found in the 'OCR Guide to Legislation' which is available on the OCR website.</p> <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 5 for further guidance.)</p>

Question		Answer/Indicative content	Mark	Guidance								
4	(a)	<p>Three pieces of legislation required. One mark each.</p> <table border="1"> <thead> <tr> <th>Key Aspect</th> <th>Name of legislation</th> </tr> </thead> <tbody> <tr> <td>Women have the right to breastfeed in public places</td> <td>Equality Act</td> </tr> <tr> <td>Provides the authority to take a person to a 'place of safety' for assessment</td> <td>Mental Health Act</td> </tr> <tr> <td>Information must be secured against accidental loss, damage or unlawful processing</td> <td>Data Protection Act</td> </tr> </tbody> </table>	Key Aspect	Name of legislation	Women have the right to breastfeed in public places	Equality Act	Provides the authority to take a person to a 'place of safety' for assessment	Mental Health Act	Information must be secured against accidental loss, damage or unlawful processing	Data Protection Act	3 (3x1)	<p>The number of ticks must match the number of marks awarded.</p> <p>No other answers are acceptable.</p> <p>Must state 'Act'.</p> <p>Date not required.</p>
Key Aspect	Name of legislation											
Women have the right to breastfeed in public places	Equality Act											
Provides the authority to take a person to a 'place of safety' for assessment	Mental Health Act											
Information must be secured against accidental loss, damage or unlawful processing	Data Protection Act											

Question		Answer/Indicative Content	Marks	Guidance																	
				Content	Levels of response																
4	(b)	<p>Key aspects of the Children Act:</p> <table border="1"> <thead> <tr> <th>Aspect</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>Aims to protect children at risk</td> <td>May involve taking child away from family – care orders / emergency protection orders</td> </tr> <tr> <td>Aims to keep children safe</td> <td>Duty of practitioners who work with children to follow safeguarding procedures</td> </tr> <tr> <td>Paramountcy principle</td> <td>Issues have to be determined as soon as possible and children's needs must come first, ie. taking child away from family may adversely affects adults but may be in child's best interests</td> </tr> <tr> <td>Children should be consulted</td> <td>Children who are old enough / mature are to be consulted giving them the right to speak out/have a voice/to be heard</td> </tr> <tr> <td>Gives children rights</td> <td>Right to an advocate Children have to be consulted / wishes taken into consideration Have to ensure children stay within the wider family circle where possible</td> </tr> <tr> <td>ECM – 5 outcomes</td> <td>Staying safe, being healthy, enjoying and achieving, make a positive contribution, economic well-being.</td> </tr> <tr> <td>Encourages working in multi-disciplinary teams</td> <td>Duty of care practitioners who work with children to follow safeguarding procedures / ensure information is shared</td> </tr> </tbody> </table>	Aspect	Description	Aims to protect children at risk	May involve taking child away from family – care orders / emergency protection orders	Aims to keep children safe	Duty of practitioners who work with children to follow safeguarding procedures	Paramountcy principle	Issues have to be determined as soon as possible and children's needs must come first, ie. taking child away from family may adversely affects adults but may be in child's best interests	Children should be consulted	Children who are old enough / mature are to be consulted giving them the right to speak out/have a voice/to be heard	Gives children rights	Right to an advocate Children have to be consulted / wishes taken into consideration Have to ensure children stay within the wider family circle where possible	ECM – 5 outcomes	Staying safe, being healthy, enjoying and achieving, make a positive contribution, economic well-being.	Encourages working in multi-disciplinary teams	Duty of care practitioners who work with children to follow safeguarding procedures / ensure information is shared	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"> • Description of at least two key aspects – balanced • Correct use of terminology <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • Basic description • Only one aspect or second aspect mentioned briefly • List like/muddled <p>The five Every Child Matters outcomes count as one aspect, so credit individual outcomes once only.</p>	<p>Level 2 (4–6 marks) Answers will include a detailed description of at least two aspects of the legislation. Answers will be factually correct.</p> <p>Level 1 (1–3 marks) There may be evidence of one or two aspects of the legislation. Only one aspect or second mentioned briefly. List like answers should be placed in this band. Answers may be muddled and lack technical detail. Sub-max of 3 for one aspect done well.</p> <p>0 marks = not worthy of credit</p>
Aspect	Description																				
Aims to protect children at risk	May involve taking child away from family – care orders / emergency protection orders																				
Aims to keep children safe	Duty of practitioners who work with children to follow safeguarding procedures																				
Paramountcy principle	Issues have to be determined as soon as possible and children's needs must come first, ie. taking child away from family may adversely affects adults but may be in child's best interests																				
Children should be consulted	Children who are old enough / mature are to be consulted giving them the right to speak out/have a voice/to be heard																				
Gives children rights	Right to an advocate Children have to be consulted / wishes taken into consideration Have to ensure children stay within the wider family circle where possible																				
ECM – 5 outcomes	Staying safe, being healthy, enjoying and achieving, make a positive contribution, economic well-being.																				
Encourages working in multi-disciplinary teams	Duty of care practitioners who work with children to follow safeguarding procedures / ensure information is shared																				



Question		Answer/Indicative Content		Marks	Guidance	
					Content	Levels of response
4	(b) ctd	Created Children's Commissioner	Gives children a voice, represents their interests; their views have to be taken into account			
		Set up local Safeguarding Children's Boards				
		Established Children And Young People's Plan (CYPP)	Duty on Local Authorities to promote co-operation between agencies/practitioners to improve well being of C and YP relating to the 5 outcomes			

Question		Answer/Indicative content	Mark	Guidance
4	(c)	<p>Three rights required. One mark each.</p> <p>Rights:</p> <ul style="list-style-type: none"> • Consultation • Choice • Confidentiality • Equal and fair treatment • Protection from harm and abuse 	3 (3x1)	<p>The number of ticks must match the number of marks awarded.</p> <p>No other answers are acceptable.</p>

Question		Answer/Indicative content	Mark	Guidance
4	(d)	<p>Two pieces of information required. One mark each.</p> <p>Up to date information about:</p> <ul style="list-style-type: none"> • The time services are open/closed • Type of care provided • Alternatives available / other services that can support or help • Results of tests/treatments • Cost of treatment • Complaints procedures • Contact number / email of service 	2 (2x1)	<p>The number of ticks must match the number of marks awarded.</p> <p>Do not credit 'location'</p> <p>Accept other relevant pieces of information.</p>

Question	Answer/Indicative content	Mark	Guidance								
<p>5 (a)</p>	<p>Two marks for each explanation. Three required.</p> <p>Appropriate protective clothing for staff:</p> <table border="1" data-bbox="331 379 1317 820"> <thead> <tr> <th data-bbox="331 379 768 440">How it protects</th> <th data-bbox="768 379 1317 440">Detail</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 440 768 820"> <ul style="list-style-type: none"> • prevents injuries • reduces risk • improves hygiene • barrier against infection / cross infection </td> <td data-bbox="768 440 1317 820"> <ul style="list-style-type: none"> • examples of PPE – overalls, aprons, disposable gloves, surgical mask, goggles, etc • protects skin, face, eyes, mouth and clothing from soiling / splashing / contamination and potentially harmful micro-organisms • disposable items can be thrown away removing the risk of spreading infection </td> </tr> </tbody> </table> <p>Appropriate hand washing routines for children in a nursery:</p> <table border="1" data-bbox="331 959 1317 1275"> <thead> <tr> <th data-bbox="331 959 804 1026">How it protects</th> <th data-bbox="804 959 1317 1026">Detail</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 1026 804 1275"> <ul style="list-style-type: none"> • removes bacteria from hands • prevents transfer of bacteria • they learn good hygiene habits early • helps prevent the spread of infections / cross infection </td> <td data-bbox="804 1026 1317 1275"> <ul style="list-style-type: none"> • children will wash their hands after going to the toilet • children will wash their hands before eating • use of hand gel • stops specific illness ie vomiting </td> </tr> </tbody> </table>	How it protects	Detail	<ul style="list-style-type: none"> • prevents injuries • reduces risk • improves hygiene • barrier against infection / cross infection 	<ul style="list-style-type: none"> • examples of PPE – overalls, aprons, disposable gloves, surgical mask, goggles, etc • protects skin, face, eyes, mouth and clothing from soiling / splashing / contamination and potentially harmful micro-organisms • disposable items can be thrown away removing the risk of spreading infection 	How it protects	Detail	<ul style="list-style-type: none"> • removes bacteria from hands • prevents transfer of bacteria • they learn good hygiene habits early • helps prevent the spread of infections / cross infection 	<ul style="list-style-type: none"> • children will wash their hands after going to the toilet • children will wash their hands before eating • use of hand gel • stops specific illness ie vomiting 	<p>6 (3x2)</p>	<p>The number of ticks must match the number of marks awarded.</p> <p>A basic explanation that lacks clarity of how the measure protects should be awarded one mark</p> <p>A full explanation that clearly shows understanding with an example or context or further detail should be awarded two marks.</p> <p>Accept references to protecting service users or practitioners.</p> <p>Accept other relevant explanations but beware of repetition.</p> <p>Accept 'germs' in place of 'bacteria.'</p>
How it protects	Detail										
<ul style="list-style-type: none"> • prevents injuries • reduces risk • improves hygiene • barrier against infection / cross infection 	<ul style="list-style-type: none"> • examples of PPE – overalls, aprons, disposable gloves, surgical mask, goggles, etc • protects skin, face, eyes, mouth and clothing from soiling / splashing / contamination and potentially harmful micro-organisms • disposable items can be thrown away removing the risk of spreading infection 										
How it protects	Detail										
<ul style="list-style-type: none"> • removes bacteria from hands • prevents transfer of bacteria • they learn good hygiene habits early • helps prevent the spread of infections / cross infection 	<ul style="list-style-type: none"> • children will wash their hands after going to the toilet • children will wash their hands before eating • use of hand gel • stops specific illness ie vomiting 										

Question	Answer/Indicative content	Mark	Guidance				
<p>5 (a) ctd</p>	<p>Nursing staff are not allowed to wear nail polish:</p> <table border="1" data-bbox="331 316 1319 517"> <thead> <tr> <th data-bbox="331 316 808 368">How it protects</th> <th data-bbox="815 316 1319 368">Detail</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 373 808 517"> <ul style="list-style-type: none"> • Reduces the risk of contamination • Removes places for bacteria to be trapped </td> <td data-bbox="815 373 1319 517"> <ul style="list-style-type: none"> • If worn it may flake off and contaminate food / drink / wounds • If chipped may harbour bacteria </td> </tr> </tbody> </table> <p>Example answers:</p> <p>If a doctor wears disposable gloves [1] when examining a patient, it would protect against spreading germs between patient and the doctor.[1]</p> <p>If children learn to always wash their hands after going to the toilet [1] it will destroy germs and reduce the spread of infection in the nursery.[1]</p> <p>Chipped polish might flake off into a patient's wound [1] causing an infection. This risk will be avoided if polish is not allowed. [1]</p>	How it protects	Detail	<ul style="list-style-type: none"> • Reduces the risk of contamination • Removes places for bacteria to be trapped 	<ul style="list-style-type: none"> • If worn it may flake off and contaminate food / drink / wounds • If chipped may harbour bacteria 		
How it protects	Detail						
<ul style="list-style-type: none"> • Reduces the risk of contamination • Removes places for bacteria to be trapped 	<ul style="list-style-type: none"> • If worn it may flake off and contaminate food / drink / wounds • If chipped may harbour bacteria 						

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
5	(b)	<p>Applying ‘valuing diversity’ in early years:</p> <ul style="list-style-type: none"> • displays/toys/resources reflect different cultures/beliefs • offer food options: vegetarian, gluten free, halal, kosher etc • celebrate a wide range of festivals with all of the children eg Diwali, Christmas, Chinese New Year etc • school welcome signs in different languages • challenge discrimination eg child or staff making racist or sexist comments • differentiated tasks / activities to meet individual needs • allowing time off school for festivals that relate to their beliefs eg. Eid <p>This list is not exhaustive, accept other appropriate examples.</p>	6	<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 2 – checklist</p> <ul style="list-style-type: none"> • Description of at least two ways – balanced • Correct use of terminology <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • Basic description • Only one way or second way mentioned briefly • List like/muddled <p>Must use terminology eg. ‘beliefs’, ‘culture’, ‘individual needs’ for Level 2.</p> <p>Annotation:</p> <p> way / basic description</p> <p> developed answer / detailed description</p>	<p>Level 2 (4–6 marks) Answers will include a detailed description of applying the value of care. Answers will be factually correct.</p> <p>Level 1 (1–3 marks) Basic description of applying the value of care. Only one way or second mentioned briefly. List like answers should be placed in this band. Answers may be muddled and lack technical detail. Sub–max of 3 for one way done well.</p> <p>0 marks = not worthy of credit</p> <p>NR = no response</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 2015

