

**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 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.

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

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

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

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

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These are the annotations, (including abbreviations), which must be used when marking

Annotation	Meaning of annotation
	Blank Page – this annotation <b>must</b> be used on all <b>blank</b> pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Tick – correct answer
	Cross – incorrect answer
	Development of point (only for use on questions where stated in the mark scheme)
	Level 1
	Level 2
	Level 3
	Benefit of doubt (This <b>does</b> count as a mark – so do not ‘tick’ as well)
	Omission mark
	Too vague
	Repeat
	Noted but no credit given / zero mark response
No Response (NR)	Award NR if the question has not been attempted

**ADDITIONAL OBJECTS:** You **must** annotate responses on any additional objects, as above. (‘additional objects’ are continuation sheets at the end.) If no credit is to be awarded for the answer written on the additional object, please use the annotation ‘seen’. If the page is blank use ‘BP’.

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p><b>Three</b> required, <b>one</b> mark each.</p> <p>Health and social values of care:</p> <ul style="list-style-type: none"> <li>• Promoting equality and diversity</li> <li>• Promoting individuals rights and beliefs</li> <li>• Maintaining confidentiality</li> </ul>	<p><b>3</b> (3x1)</p>	<p>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> <span style="border: 1px solid red; padding: 2px;">^</span> <span style="border: 1px solid red; padding: 2px; margin-left: 10px;">REP</span> <span style="border: 1px solid red; padding: 2px; margin-left: 10px;">SEEN</span> </div> <p>For values of care can accept just:</p> <ul style="list-style-type: none"> <li>• equality <b>or</b> diversity</li> <li>• rights <b>or</b> beliefs</li> </ul> <p>on their own, but only credit once. Must state <b>‘promoting’</b></p> <p>Must state <b>‘maintaining’</b> confidentiality. Do not credit ‘confidentiality’ on its’ own.</p> <p>Do not accept early years values of care.</p>

Question	Answer/Indicative content	Mark	Guidance								
1 (b)	<p>Three examples required, one mark each.</p> <p>Examples of how rights can be maintained:</p> <table border="1" data-bbox="309 331 1279 1141"> <thead> <tr> <th data-bbox="309 331 573 368">Right</th> <th data-bbox="573 331 1279 368">How the right could be maintained</th> </tr> </thead> <tbody> <tr> <td data-bbox="309 368 573 630"><b>Choice</b></td> <td data-bbox="573 368 1279 630"> <ul style="list-style-type: none"> <li>- food options</li> <li>- activities</li> <li>- what they want to wear</li> <li>- when they have a bath or shower</li> <li>- how they receive help</li> <li>- accepting their refusal of medication</li> <li>- of G.P.</li> </ul> </td> </tr> <tr> <td data-bbox="309 630 573 877"><b>Confidentiality</b></td> <td data-bbox="573 630 1279 877"> <ul style="list-style-type: none"> <li>- personal notes being stored securely</li> <li>- not speaking about the person where others can hear</li> <li>- not gossiping about the person's circumstances</li> <li>- information only shared on a 'need to know' basis</li> <li>- Keeps information private and safe</li> </ul> </td> </tr> <tr> <td data-bbox="309 877 573 1141"><b>Consultation</b></td> <td data-bbox="573 877 1279 1141"> <ul style="list-style-type: none"> <li>- what type of care the person would like</li> <li>- the person's views and opinions being sought</li> <li>- providing or being an advocate for them</li> <li>- talk to doctor about their treatment</li> <li>- ask how they are feeling today</li> <li>- take suggestions from them</li> <li>- discuss options / have a say</li> </ul> </td> </tr> </tbody> </table> <p>Some answers may be interchangeable.</p>	Right	How the right could be maintained	<b>Choice</b>	<ul style="list-style-type: none"> <li>- food options</li> <li>- activities</li> <li>- what they want to wear</li> <li>- when they have a bath or shower</li> <li>- how they receive help</li> <li>- accepting their refusal of medication</li> <li>- of G.P.</li> </ul>	<b>Confidentiality</b>	<ul style="list-style-type: none"> <li>- personal notes being stored securely</li> <li>- not speaking about the person where others can hear</li> <li>- not gossiping about the person's circumstances</li> <li>- information only shared on a 'need to know' basis</li> <li>- Keeps information private and safe</li> </ul>	<b>Consultation</b>	<ul style="list-style-type: none"> <li>- what type of care the person would like</li> <li>- the person's views and opinions being sought</li> <li>- providing or being an advocate for them</li> <li>- talk to doctor about their treatment</li> <li>- ask how they are feeling today</li> <li>- take suggestions from them</li> <li>- discuss options / have a say</li> </ul>	<p><b>3</b> (3x1)</p>	<p>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div data-bbox="1503 416 1868 496" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Accept other appropriate examples.</p> <p><b>Do not credit:</b></p> <ul style="list-style-type: none"> <li>• repeat of the right, it must be qualified e.g. "offer choices" – too vague</li> <li>• "not tell anyone anything" or similar – confidentiality does have to be broken sometimes</li> </ul>
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			Content	Levels of response
1 (c)	<p>How training staff in moving and handling techniques helps protect individuals:</p> <p><b>Protection of care workers</b></p> <ul style="list-style-type: none"> <li>• Gives staff guidance on good practice – correct posture / position / equipment for lifting or moving</li> <li>• Environment, equipment and load will be risk assessed</li> <li>• Assessment identifies if a second person is needed to assist</li> <li>• Prevents injury to care workers</li> <li>• Helps them do their job correctly, results in a safer environment, reduces risk</li> <li>• Improved knowledge of moving and handling develops confidence when moving and handling service users</li> <li>• Protects from accusations of abuse</li> </ul> <p><b>Protection of service users</b></p> <ul style="list-style-type: none"> <li>• Prevents injury to service users</li> <li>• Improves comfort and dignity of service users</li> <li>• Shows respect</li> <li>• Instils confidence, trust, feeling safe</li> <li>• Results in a safer environment, reduces risk</li> <li>• Will not feel disempowered</li> </ul> <p><b>Social care examples:</b></p> <ul style="list-style-type: none"> <li>• Use of hoists – bathing / getting out of bed</li> <li>• Assisting older person to get out of bed / chair / shower / bath</li> <li>• Transfer from bed to chair</li> <li>• Moving and handling eg commode or other objects eg shopping bags</li> </ul>	6	<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist</b></p> <ul style="list-style-type: none"> <li>• Detailed explanation, at least 2 ways</li> <li>• Balanced – protecting care workers and service users</li> <li>• Correct use of terminology</li> </ul> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>• Sound explanation</li> <li>• 2 ways of protecting or one done well/one sided explanation</li> <li>• Some correct terminology</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>• Basic explanation/description of protecting care workers and/or service users</li> <li>• Identifies moving and handling techniques rather than how individuals are protected</li> <li>• List like / muddled</li> </ul> <p>For Level 3 – must cover both SU and CW</p>	<p><b>Level 3 (5–6 marks)</b> Answers provide a detailed explanation of at least two ways training on moving and handling techniques protects individuals. Answers include both care workers and service users and are linked to social care. Answers will be coherent, using correct terminology.</p> <p><b>Level 2 (3–4 marks)</b> Answers provide a sound explanation of one or two ways training on moving and handling techniques protects individuals. May only cover care workers or service users. Some links to social care and some correct terminology will be used. <b>Sub-max of 3</b> one way done well.</p> <p><b>Level 1 (1–2 marks)</b> Answer provides a basic explanation of how moving and handling techniques protect individuals. Answers may not be explicitly linked to care workers, service users <b>or</b> social care. List like answers should be placed in this band.</p> <p><b>0 marks =</b> response not worthy of credit</p>

Question	Answer/Indicative content	Mark	Guidance																		
2 (a)	<p>Three explanations required, two marks each.</p> <p><b>Explanation of a security measure</b></p> <table border="1" data-bbox="331 331 1323 727"> <thead> <tr> <th data-bbox="331 331 712 400">Way</th> <th data-bbox="712 331 1323 400">Additional detail / context / example</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 400 712 512">Monitoring external entrances</td> <td data-bbox="712 400 1323 512">CCTV, key pads/locks, monitoring keys etc Controls access.</td> </tr> <tr> <td data-bbox="331 512 712 619">Identification</td> <td data-bbox="712 512 1323 619">Visitor badges, escorting visitors, signing in/out books, staff ID/lanyards etc Only authorised people have access.</td> </tr> <tr> <td data-bbox="331 619 712 727">Window locks/window restraints</td> <td data-bbox="712 619 1323 727">To prevent children falling out of windows; prevents unwanted visitors getting in.</td> </tr> </tbody> </table> <p><b>Explanation of a safety procedure</b></p> <table border="1" data-bbox="331 831 1323 1310"> <thead> <tr> <th data-bbox="331 831 712 879">Way</th> <th data-bbox="712 831 1323 879">Additional detail / context / example</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 879 712 986">Following specific health and safety procedures</td> <td data-bbox="712 879 1323 986">Fire drills, First Aid, appropriate staff pupil ratio, risk assessments etc Protects children as staff know what to do in an emergency</td> </tr> <tr> <td data-bbox="331 986 712 1093">Complying with legislation</td> <td data-bbox="712 986 1323 1093">Health &amp; Safety at Work Act Staff alert to dangers. Provides framework to ensure safety.</td> </tr> <tr> <td data-bbox="331 1093 712 1200">Equipment considerations</td> <td data-bbox="712 1093 1323 1200">Safety checks eg PAT testing of electrical equipment, fit for purpose, safety scissors. Protects children from avoidable injuries</td> </tr> <tr> <td data-bbox="331 1200 712 1310">CRB/Disclosure &amp; Barring Service checks; child protection procedures</td> <td data-bbox="712 1200 1323 1310">Protecting children from abuse</td> </tr> </tbody> </table>	Way	Additional detail / context / example	Monitoring external entrances	CCTV, key pads/locks, monitoring keys etc Controls access.	Identification	Visitor badges, escorting visitors, signing in/out books, staff ID/lanyards etc Only authorised people have access.	Window locks/window restraints	To prevent children falling out of windows; prevents unwanted visitors getting in.	Way	Additional detail / context / example	Following specific health and safety procedures	Fire drills, First Aid, appropriate staff pupil ratio, risk assessments etc Protects children as staff know what to do in an emergency	Complying with legislation	Health & Safety at Work Act Staff alert to dangers. Provides framework to ensure safety.	Equipment considerations	Safety checks eg PAT testing of electrical equipment, fit for purpose, safety scissors. Protects children from avoidable injuries	CRB/Disclosure & Barring Service checks; child protection procedures	Protecting children from abuse	6 (3x2)	<p>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div data-bbox="1615 416 1980 496" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p><b>One mark:</b> A basic explanation that lacks clarity</p> <p><b>Two marks:</b> A full explanation that clearly shows understanding with an example or context or further detail OR two clearly identified measures / procedures</p> <p>Do not accept:</p> <ul style="list-style-type: none"> <li>• ‘cameras’ on its own</li> </ul>
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2 (c)	<p><b>Two</b> reasons required, <b>two</b> marks each.</p> <p>The importance of applying the values of care in early years settings:</p> <ul style="list-style-type: none"> <li>• all children receiving the appropriate care and attention</li> <li>• all children feeling safe</li> <li>• children feel valued</li> <li>• children are kept safe</li> <li>• needs being met</li> <li>• formative experience / impact on development</li> <li>• children treated fairly</li> <li>• given opportunities to support development</li> <li>• special needs provided for</li> <li>• promotes good relationships</li> <li>• trust</li> <li>• raises self-esteem</li> <li>• raises self-confidence</li> <li>• children are respected</li> <li>• promotes rights</li> <li>• abides by legislation</li> <li>• role models – teaches children not to discriminate</li> <li>• so children don't feel stupid / patronised</li> <li>• to ensure standardisation of care</li> <li>• to improve the quality of care</li> <li>• to provide clear guidelines to inform and improve practice</li> <li>• to maintain or improve quality of life</li> </ul>	<p><b>4</b> (2x2)</p>	<p>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <span style="border: 1px solid red; padding: 2px;">^</span> <span style="border: 1px solid red; padding: 2px;">TV</span> <span style="border: 1px solid red; padding: 2px;">REP</span> <span style="border: 1px solid red; padding: 2px;">SEEN</span> </div> <p><b>One mark:</b> A basic explanation that lacks clarity OR identification of one basic reason</p> <p><b>Two marks:</b> A full explanation that clearly shows understanding with an example or further detail, OR two clearly stated reasons. e.g. students will feel valued ✓and respected.✓</p> <p>Candidates may use different wording, accept appropriate alternatives.</p>

Question	Answer/Indicative Content	Marks	Guidance	
3	<p><b>Supporting rights:</b></p> <ul style="list-style-type: none"> <li>• service user feels valued and respected</li> <li>• instils confidence and trust</li> <li>• meets individual needs</li> <li>• provides equality of access to services</li> <li>• prevents discrimination</li> <li>• promotes equal and fair treatment</li> <li>• enables consultation</li> <li>• provides advocacy</li> <li>• supports confidentiality</li> <li>• empowers service users</li> <li>• raises self esteem</li> <li>• aids service user's understanding of treatment</li> <li>• service user will understand and so can make informed choices</li> </ul> <p><b>Ways of communicating effectively with service users:</b></p> <ul style="list-style-type: none"> <li>• using vocabulary that can be understood – no jargon</li> <li>• not being patronising</li> <li>• listening to the individual's needs / active listening</li> <li>• being patient and calm</li> <li>• use of facial expression / body language</li> <li>• emphasising words</li> <li>• slowing the pace</li> <li>• appropriate tone</li> <li>• using gestures / pictures / Makaton</li> <li>• making use of specialist methods, eg. sign language, Braille, PECs etc</li> <li>• use of aids, eg. hearing loop system</li> <li>• interpreters</li> <li>• provide leaflets/information in other languages</li> </ul> <p>Accept other appropriate ways.</p>	8	<p><b>Content</b></p> <p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist</b></p> <ul style="list-style-type: none"> <li>• detailed explanation</li> <li>• at least 2 ways</li> <li>• linked to supporting rights</li> <li>• may link to needs of SU in scenario</li> <li>• correct use of terminology</li> </ul> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>• sound explanation</li> <li>• 2 ways or one done well</li> <li>• links to rights not fully developed</li> <li>• some correct terminology</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>• basic explanation</li> <li>• identifies ways of communicating</li> <li>• may not link to supporting rights</li> <li>• limited use of terminology</li> </ul> <p>Must use terminology eg. empowerment, self esteem, active listening for L3.</p> <p><b>Annotation:</b></p> <p> way</p> <p> link to supporting rights</p>	<p><b>Levels of response</b></p> <p><b>Level 3 (7-8 marks)</b> Answers provide a detailed explanation of at least two ways effective communication can be used to support service user's rights. Answers are linked to specific needs of service users in the scenario and will be coherent, using correct terminology.</p> <p><b>Level 2 (4-6 marks)</b> Answers provide a sound explanation of one or two ways effective communication can be used to support service user's rights. May only cover ways of communicating or rights. Some links to specific service user needs and some correct terminology will be used. <b>Sub-max of 4</b> if ways <b>OR</b> rights done well.</p> <p><b>Level 1 (1-3 marks)</b> Answer provides a basic explanation of ways effective communication can be used. Answers may not be explicitly linked to supporting rights <b>or</b> SU needs. List like or muddled answers should be placed in this band. Limited use of terminology.</p> <p><b>0 marks</b> = response not worthy of credit</p>

Question		Answer/Indicative content	Mark	Guidance
4	(a)	<p><b>Four</b> groups required, <b>one</b> mark each:</p> <ul style="list-style-type: none"> <li>• children (and young people)</li> <li>• vulnerable adults / people</li> <li>• ethnic minority groups</li> <li>• men and women</li> <li>• adults</li> <li>• older adults / O.A.P.s</li> <li>• gay / lesbian / bi-sexual / transgender</li> <li>• religious groups / cultures</li> <li>• married couples / civil partnerships</li> <li>• pregnant women / mothers</li> <li>• people with mental health issues / conditions</li> <li>• people who work / workers</li> </ul> <p>Accept any group of people that is protected by legislation.</p>	<p><b>4</b> (4x1)</p>	<p>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> <span style="border: 1px solid red; padding: 2px 5px;">A</span> <span style="border: 1px solid red; padding: 2px 5px;">TV</span> <span style="border: 1px solid red; padding: 2px 5px;">REP</span> <span style="border: 1px solid red; padding: 2px 5px;">SEEN</span> </div> <p><b>Do not credit:</b></p> <ul style="list-style-type: none"> <li>• “people with disabilities” – it is in the question.</li> <li>• “people with mental problems” – too vague</li> </ul>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
4	(b)	<p><b>Key aspects of the Data Protection Act:</b></p> <p>Personal data should be:</p> <ul style="list-style-type: none"> <li>• <b>secured</b> against accidental loss, damage or unlawful processing; so that no unwanted persons can access</li> <li>• <b>used only for the purposes for which it was intended</b></li> <li>• <b>adequate and relevant but not excessive</b> in relation to the purposes for which it is processed</li> <li>• <b>accurate and kept up-to-date</b>; inaccurate data should be destroyed or corrected</li> <li>• <b>kept for no longer than is necessary</b> -- destroyed after use</li> <li>• <b>processed fairly and lawfully</b></li> <li>• <b>processed in line with the rights of the individual</b> (this includes the individual's right to be informed about information held on him or her)</li> <li>• <b>not transferred to countries outside the European economic area</b> unless that country ensures an adequate level of protection for the rights and freedoms of data subjects.</li> </ul>	6	<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 2 – checklist</b></p> <ul style="list-style-type: none"> <li>• description of at least two key aspects</li> <li>• correct use of terminology</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>• basic description</li> <li>• only one aspect or several vague aspects</li> <li>• list like/muddled</li> <li>• limited use of terminology</li> </ul> <p><b>Data Protection Act:</b> Do not accept references to confidentiality.</p> <p>Candidates may use different wording. Accept appropriate alternatives.</p>	<p><b>Level 2 (4–6 marks)</b> Answers will include a detailed description of at least two aspects of the legislation. Answers will be factually correct.</p> <p><b>Level 1 (1–3 marks)</b> There may be evidence of one or two aspects of the legislation. Only one aspect or a second mentioned briefly. List like answers should be placed in this band. Answers may be muddled and lack technical detail. <b>Sub-max of 3</b> for one aspect</p> <p><b>0 marks</b> = response not worthy of credit</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
4	(b) ctd	<p><b>Key aspects of the Health and Safety at Work Act:</b></p> <p><b>Employers</b> must ensure the following:</p> <ul style="list-style-type: none"> <li>• The working environment must not put anyone at risk</li> <li>• The equipment provided must be safe &amp; in good working order</li> <li>• They must provide adequate health and safety training for staff</li> <li>• A written health &amp; safety policy should be provided</li> <li>• Protective equipment, if needed, must be available free of charge to employees</li> </ul> <p><b>Employees</b> must ensure the following:</p> <ul style="list-style-type: none"> <li>• Must cooperate with their employer by following health and safety regulations in the workplace</li> <li>• Must report any hazards to the employer</li> <li>• Not to misuse or tamper with equipment provided that meets health &amp; safety regulations eg fire extinguishers</li> <li>• Take care of themselves and others in the workplace</li> </ul>			

Question		Answer/Indicative content	Mark	Guidance
4	(c)	<p><b>Two</b> descriptions, two marks each.</p> <p><b>Challenge at the time</b></p> <ul style="list-style-type: none"> <li>• explain to the individuals concerned how they are discriminating – to raise their awareness</li> <li>• report to senior staff/supervisor straight away – so that they can address the issue</li> <li>• supervision – monitors staff / service users</li> <li>• take a statement from the victim of discrimination</li> </ul> <p><b>Challenge afterwards through procedures</b></p> <ul style="list-style-type: none"> <li>• report to a higher authority – senior staff / boss / manager / supervisor / parents</li> <li>• initiate training</li> <li>• implement complaints procedures – means that service users are aware of how to take action if they have a complaint about neglect, discrimination or poor practice</li> <li>• instigate disciplinary action against staff – makes them aware of the seriousness of the issue; provides a basis for changing individual practice</li> <li>• refer to organisations policies – Equal Opportunities, Bullying etc</li> </ul>	4 (2x2)	<p>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <span style="border: 1px solid red; padding: 2px 5px;">A</span> <span style="border: 1px solid red; padding: 2px 5px;">TV</span> <span style="border: 1px solid red; padding: 2px 5px;">REP</span> <span style="border: 1px solid red; padding: 2px 5px;">SEEN</span> </div> <p><b>One mark:</b> A basic description that lacks clarity.</p> <p><b>Two marks:</b> A full description that clearly shows understanding with an example or further detail.</p>

Question	Answer/Indicative content	Mark	Guidance
5 (a)	<p>Two ways, one mark each.</p> <p><b>Working in partnership with parents/guardians and families:</b></p> <ul style="list-style-type: none"> <li>• open days / inviting parents in to see children working</li> <li>• formal parents evenings/meet the mentor sessions</li> <li>• parents invited in to discuss progress/behaviour etc</li> <li>• progress reports</li> <li>• letters home / phone calls home</li> <li>• award certificates sent home</li> <li>• daily diary in a nursery</li> <li>• informal chat / talking to parents regularly</li> <li>• suggesting activities parents can do with their child</li> <li>• keeping parents updated</li> <li>• comments on a child's work</li> <li>• inform parents of accident / incident</li> <li>• obtain parents' permission for trips / visits</li> <li>• provide information sessions/training for parents on relevant topics eg. potty training, dealing with tantrums etc</li> </ul> <p>This list is not exhaustive accept other relevant ways.</p>	2 (2x1)	<p>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <span style="border: 1px solid red; padding: 2px 5px;">A</span> <span style="border: 1px solid red; padding: 2px 5px;">TV</span> <span style="border: 1px solid red; padding: 2px 5px;">REP</span> <span style="border: 1px solid red; padding: 2px 5px;">SEEN</span> </div>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
5	(b)	<p><b>Possible intellectual effects:</b></p> <ul style="list-style-type: none"> <li>• lack of skills development – writing etc</li> <li>• not be able to communicate well / limited vocabulary</li> <li>• lack of knowledge</li> <li>• lack of progress / in later life</li> <li>• lack of stimulation</li> <li>• loss of concentration / interest</li> <li>• will not achieve potential / not get a good job in the future</li> </ul> <p><b>Possible emotional effects:</b></p> <ul style="list-style-type: none"> <li>• low self esteem</li> <li>• low self confidence</li> <li>• feeling inadequate / giving up</li> <li>• loss of trust</li> <li>• frustrated</li> <li>• lack of enjoyment/interest</li> <li>• withdrawn / isolated</li> <li>• excluded /marginalised / bullied / neglected</li> <li>• feel discriminated against</li> </ul> <p>The list is not exhaustive, accept other appropriate effects.</p>	6	<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>• detailed description of the effects</li> <li>• intellectual + emotional effects - balanced</li> <li>• links between the effects for 6 marks</li> <li>• correct use of terminology</li> </ul> <p><b>Level 1 checklist</b></p> <ul style="list-style-type: none"> <li>• basic description</li> <li>• intellectual OR emotional effects or both mentioned briefly</li> <li>• likely to identify effects with little or no description</li> <li>• list like/muddled</li> <li>• limited use of terminology</li> </ul> <p>Links between intellectual and emotional effects required for 6 marks.</p>	<p><b>Level 2 (4–6 marks)</b> Answers will provide a detailed explanation of the effects on children if the value of care is not applied. Intellectual and emotional effects will be described and, for full marks links will be made between the effects. Answers will be coherent, using appropriate terminology.</p> <p><b>Level 1 (1–3 marks)</b> Learners will give a basic description of the effects on children if the value of care is not applied. Only one category of effects or with a second mentioned briefly. List like answers should be placed in this level. Answers may only cover intellectual or emotional effects. <b>Sub-max of 3</b> for intellectual or emotional effects done well.</p> <p><b>0 mark</b> = response not worthy of credit</p>

Question		Answer/Indicative content	Mark	Guidance										
5	(c)	<p>Four terms required, one mark each.</p> <table border="1"> <thead> <tr> <th>Example</th> <th>Term</th> </tr> </thead> <tbody> <tr> <td>Someone who is less able to protect themselves from harm, due to, for example, mental health problems or a physical or learning disability.</td> <td><b>Vulnerable</b></td> </tr> <tr> <td>A patient is given a choice of treatment</td> <td><b>Empower</b></td> </tr> <tr> <td>A volunteer from a charity organisation represents an older person by speaking about their needs with social services.</td> <td><b>Advocacy</b></td> </tr> <tr> <td>Provides a framework for an individual to obtain their rights.</td> <td><b>Legislation</b></td> </tr> </tbody> </table>	Example	Term	Someone who is less able to protect themselves from harm, due to, for example, mental health problems or a physical or learning disability.	<b>Vulnerable</b>	A patient is given a choice of treatment	<b>Empower</b>	A volunteer from a charity organisation represents an older person by speaking about their needs with social services.	<b>Advocacy</b>	Provides a framework for an individual to obtain their rights.	<b>Legislation</b>	<p><b>4</b> (1x4)</p>	<p>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> annotation.</p> <p>No other answers are acceptable.</p>
Example	Term													
Someone who is less able to protect themselves from harm, due to, for example, mental health problems or a physical or learning disability.	<b>Vulnerable</b>													
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