

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 2017

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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 which are to be used when marking

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

ADDITIONAL OBJECTS: You **must** annotate responses on any additional objects, using the above annotations. 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) Two marks for each way explained. Three required.</p> <p>Ways:</p> <ul style="list-style-type: none"> • use simple vocabulary / no medical jargon • use of facial expression • use of body language / gestures • using appropriate tone of voice • slowing the pace / talking slowly • clarity / speak clearly • being patient and calm / repeat as necessary • active listening • seating arrangements • using pictures • provide leaflets / printed information in polish • provide an interpreter / translator • find another member of staff or relative / friend who can speak Polish • use 'Language Line' <p>Explanations:</p> <ul style="list-style-type: none"> • no complicated words which could confuse • so Tomasz can understand what is being said • to make it clear what he is saying • helps Tomasz to show where the pain is etc. • aids Tomasz's knowledge of the illness/treatment • helps to convey the meaning of what is being said • Tomasz will be able to make informed choices • information translated into own language so Tomasz will: <ul style="list-style-type: none"> - have the information he needs - be able to ask questions - be able to say exactly how he feels - be able to say exactly what is wrong - be able to tell the doctor he has all the information he needs about his illness/treatment <p>This list is not exhaustive accept other relevant ways/explanations.</p>	<p>6 (3x2)</p>	<p>The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> A TV REP SEEN </div> <p>For two marks:</p> <ul style="list-style-type: none"> • a way appropriate for an adult who speaks little English <p>AND</p> <ul style="list-style-type: none"> • explanation shows understanding of how it helps the doctor to communicate effectively. <p>For one mark:</p> <ul style="list-style-type: none"> • a basic explanation that lacks clarity <p>OR</p> <ul style="list-style-type: none"> • just identification of a 'way' <p>Do not accept:</p> <ul style="list-style-type: none"> • 'to understand' on its own – this is not an explanation, it must be clarified • description of what the doctor should not do • Sign language, Braille, PECs etc. • use of aids, e.g. hearing loop system • speaking louder • providing an advocate <p>Example 2 mark answer: Doctor can use simple, everyday vocabulary (1) so that Tomasz has the information he needs.(1)</p>

Question	Answer	Marks	Guidance
1	<p>(b) Two required. Two marks each.</p> <p>Ways:</p> <ul style="list-style-type: none"> • asking Tomasz for his opinion • listening to his views • asking Tomasz what type of care he would like if it were possible • give information about options available • explaining information / benefits and disadvantages of different treatments • explaining what different treatment options will involve • shared decision making based on opinions given by Tomasz <p>Supporting Tomasz's rights:</p> <ul style="list-style-type: none"> • so that his views can be taken into account • so he feels valued / listened to • so he feels in control / empowered • to inform his choice of care provided • so that the care meets his needs • so he can make an informed choice <p>This list is not exhaustive accept other relevant ways.</p>	<p>4 (2x2)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>For two marks:</p> <ul style="list-style-type: none"> • way appropriate to consultation • shows understanding of a realistic way of consultation <p>For one mark:</p> <ul style="list-style-type: none"> • just identification of a way. <p>Not just 'choice', answers must be related to consultation.</p>

Question	Answer	Marks	Guidance												
1	<p>(c) Three required. One mark each.</p> <table border="1" data-bbox="333 268 1164 823"> <thead> <tr> <th data-bbox="333 268 1012 331">Statements</th> <th data-bbox="1012 268 1164 331">Tick three only (✓)</th> </tr> </thead> <tbody> <tr> <td data-bbox="333 331 1012 432">A written health and safety policy is provided.</td> <td data-bbox="1012 331 1164 432">✓</td> </tr> <tr> <td data-bbox="333 432 1012 533">Staff must provide their own protective equipment, e.g. disposable gloves.</td> <td data-bbox="1012 432 1164 533"></td> </tr> <tr> <td data-bbox="333 533 1012 633">Health centre staff are told that they are responsible for their own safety.</td> <td data-bbox="1012 533 1164 633"></td> </tr> <tr> <td data-bbox="333 633 1012 734">All electrical equipment is regularly checked to make sure it is in good working order.</td> <td data-bbox="1012 633 1164 734">✓</td> </tr> <tr> <td data-bbox="333 734 1012 823">The health and safety law poster is displayed in the reception area.</td> <td data-bbox="1012 734 1164 823">✓</td> </tr> </tbody> </table>	Statements	Tick three only (✓)	A written health and safety policy is provided.	✓	Staff must provide their own protective equipment, e.g. disposable gloves.		Health centre staff are told that they are responsible for their own safety.		All electrical equipment is regularly checked to make sure it is in good working order.	✓	The health and safety law poster is displayed in the reception area.	✓	<p>3 (3x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross.</p> <p>No other answers are acceptable.</p> <p>If more than three boxes are ticked: Mark the first three only.</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>
Statements	Tick three only (✓)														
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2	<p>(a) Two required. One mark each.</p> <p>Rights:</p> <ul style="list-style-type: none"> • confidentiality • protection from abuse and harm • equal and fair treatment 	2 (2x1)	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>Do not credit:</p> <ul style="list-style-type: none"> • consultation • choice

Question	Answer	Marks	Guidance
<p>2 (b)</p>	<p>One mark for each security measure. Two required. Two marks for each explanation. Two required.</p> <p>Security measures:</p> <ul style="list-style-type: none"> • member of staff responsible for checking/monitoring external entrances • monitoring of keys • security pads on doors / key cards / swipe cards / key (pin) code entry • manned reception desk / buzzer at front door • signing in/out book for visitors • visitor badges issued • staff wearing ID / lanyards • CCTV monitoring of exit/entrance / security cameras • locks on doors / windows <p>How it protects:</p> <ul style="list-style-type: none"> • controls access • only authorised people can enter • to control who is allowed in / out • to prevent residents wandering out unaccompanied • easy to identify staff / authorised visitors • easy to spot unauthorised people • know who is in the building <p>This list is not exhaustive, accept other appropriate responses.</p> <p>Example answer: Security pads on doors [1] Only staff and other authorised people who know the code [1] would be able to access the building [1]</p>	<p>6 (2x1+ 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 style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>Answers <u>must</u> be relevant to the situation in the scenario.</p> <p>1 mark for identifying a security measure Up to 2 marks for the explanation of how it protects</p> <p>Repetition of how it protects is acceptable only if relevant to the measure.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • all doors locked / locked doors • key fobs • ‘cameras’ on its own • ‘ID badges’ on its own • DBS check – not security • references to fire safety • references to data security/protection • references to gates and fences <p>Can credit relevant ‘how it protects’ if measure is incorrect. eg: Measure: ‘locked doors’ X How protects: ‘to keep unauthorised people out’ ✓</p>

Question	Answer	Mark	Guidance
3	<p>(a) Three required. One mark each.</p> <p>Protected characteristics:</p> <ul style="list-style-type: none"> • Age • Disability • Gender reassignment • Marriage and civil partnership • Pregnancy and maternity • Race • Religion or belief • Sex • Sexual orientation 	<p>3 (3x1)</p>	<p>The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>No other answers are acceptable.</p> <p>Wording of answers must be exactly as shown on the mark scheme.</p> <p>Do not accept ‘gender’ ‘pregnancy’, ‘maternity’ ‘marriage’ ‘religion etc on their own.</p> <p>Do not accept ‘culture’.</p> <p>If more than one is given: Mark the first response</p> <p>Crossed Out Responses: Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.</p> <p>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>

Question	Answer	Marks	Guidance														
3 (b)	<p>Two required. Two marks each.</p> <p>Anti-discriminatory practice</p> <table border="1" data-bbox="309 347 1256 1214"> <thead> <tr> <th data-bbox="309 347 562 386">Ways</th> <th data-bbox="562 347 1256 386">Examples</th> </tr> </thead> <tbody> <tr> <td data-bbox="309 386 562 517">Non-discriminatory language</td> <td data-bbox="562 386 1256 517">Not patronising No racist, sexist comments Being a good role model</td> </tr> <tr> <td data-bbox="309 517 562 647">Meeting individual needs</td> <td data-bbox="562 517 1256 647">Cultural, religious, mobility, dietary, communication Ensuring all areas/resources are accessible to all Range of activities for all ages / abilities</td> </tr> <tr> <td data-bbox="309 647 562 778">Challenge discrimination</td> <td data-bbox="562 647 1256 778">If a pre-school worker witnesses any discriminatory behaviour it would be reported, and challenged with the individual concerned. Follow policy.</td> </tr> <tr> <td data-bbox="309 778 562 943">Valuing diversity</td> <td data-bbox="562 778 1256 943">Accepting and respecting individual differences: Displays/toys/resources/food reflect different cultures/beliefs Celebrate range of festivals with all the children Teaching children about diversity / discrimination</td> </tr> <tr> <td data-bbox="309 943 562 1074">Equal and fair treatment</td> <td data-bbox="562 943 1256 1074">All children to be treated fairly irrespective of age, race, gender, religion, disability, ethnicity, sexuality etc No-one excluded. Not stereotyping boys / girls.</td> </tr> <tr> <td data-bbox="309 1074 562 1214">Provide for specialist methods of communication</td> <td data-bbox="562 1074 1256 1214">Braille, sign language, PECs Advocate Translator</td> </tr> </tbody> </table> <p>This list is not exhaustive accept other relevant ways and examples. May be interchangeable.</p>	Ways	Examples	Non-discriminatory language	Not patronising No racist, sexist comments Being a good role model	Meeting individual needs	Cultural, religious, mobility, dietary, communication Ensuring all areas/resources are accessible to all Range of activities for all ages / abilities	Challenge discrimination	If a pre-school worker witnesses any discriminatory behaviour it would be reported, and challenged with the individual concerned. Follow policy.	Valuing diversity	Accepting and respecting individual differences: Displays/toys/resources/food reflect different cultures/beliefs Celebrate range of festivals with all the children Teaching children about diversity / discrimination	Equal and fair treatment	All children to be treated fairly irrespective of age, race, gender, religion, disability, ethnicity, sexuality etc No-one excluded. Not stereotyping boys / girls.	Provide for specialist methods of communication	Braille, sign language, PECs Advocate Translator	<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="1464 395 1830 475" style="border: 1px solid black; padding: 5px; text-align: center;"> ^ TV REP SEEN </div> <p>For two marks:</p> <ul style="list-style-type: none"> • a full description of an example that clearly shows understanding of anti-discriminatory practice <p>Do not give 2 separate marks for two identifications</p> <p>For one mark:</p> <ul style="list-style-type: none"> • a basic description that lacks clarity • just identification of a 'way' <p>Do not accept:</p> <ul style="list-style-type: none"> • treat all the children the same • have boys activities/toys and girls activities/toys
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Question	Answer	Marks	Guidance
3 (c)	<p>Methods for reducing risk / danger</p> <ul style="list-style-type: none"> • risk assessments – activities / outings / equipment etc • DBS checks for staff • checks / Pat testing of electrical equipment • replacement programme for old or worn out play equipment • checking for damaged or worn floor coverings etc • spillages cleaned up immediately – wet floor signs • teaching children about danger / what is or isn't safe <p>Procedures to prevent accidents and promote good practice</p> <ul style="list-style-type: none"> • training programmes – manual handling / first aid / safeguarding • emergency procedures – evacuation plans / fire drills • reporting system for damaged or faulty equipment • supervision – staff to pupil ratio • health and safety policies <p>Methods for reducing the spread of infection</p> <ul style="list-style-type: none"> • toys and equipment cleaned regularly • general cleanliness – surfaces, bins, floors cleaned/disinfected • wearing disposable gloves – food preparation / first aid • teaching children hand washing routines <p>How it protects:</p> <ul style="list-style-type: none"> • prevents accidents • prevents injuries to children • reduces risk – results in a safer environment • improves hygiene - helps prevent the spread of infections / germs / cross infection • a good standard of safe equipment is maintained • no worn out, potentially dangerous equipment / toys in use • staff know how to react in an emergency – fire etc • enables staff to take quick, efficient action to remove children from danger / give first aid • provides guidance for staff so they know what to do to keep children safe at all times 	6	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is explanation.</p> <p>Annotation: 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 • at least 2 examples of ways to maintain safety explained • clearly addresses protecting children • correct use of terminology <p>Level 2 checklist</p> <ul style="list-style-type: none"> • sound explanation • 1 or 2 ways to maintain safety • may identify several ways but explanation not fully developed • some relevance to protecting children • some correct terminology <p>Level 1 checklist</p> <ul style="list-style-type: none"> • likely to identify several ways with little or no explanation • basic information • may not relate to protecting children • limited terminology <p>Do not credit answers that are about security measures.</p> <p>Level 3 (5–6 marks) Answers provide a detailed explanation of at least two ways the pre-school staff could maintain a high standard of safety. Answers will be coherent, factually accurate and use appropriate terminology.</p> <p>Level 2 (3–4 marks) Answers provide a sound explanation of one or two ways the pre-school staff could maintain a high standard of safety. Response may focus on one way 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 3 for only one way done well.</p> <p>Level 1 (1–2 marks) Answers will identify way(s) the pre-school staff could maintain a high standard of safety, with minimal or no explanation. List like answers should be placed in this level. Limited use of terminology.</p> <p>0 marks = response not worthy of credit</p> <p>SEEN for a zero mark response</p> <p>Answers must refer to protecting children – not staff</p>

Question	Answer	Marks	Guidance
4	<p data-bbox="215 212 259 244">(a)</p> <p data-bbox="293 212 640 244">Two marks for a definition.</p> <p data-bbox="293 312 495 344">Values of care</p> <p data-bbox="293 379 488 411">One mark for:</p> <ul data-bbox="293 416 936 448" style="list-style-type: none"> principles / guidelines / ways of working / rules <p data-bbox="293 483 696 515">One mark for any point from:</p> <ul data-bbox="293 520 1133 659" style="list-style-type: none"> ensure service users are treated fairly / with equality / respect ensure good practice / effective care ensure rights are maintained ensure service users are protected 	<p data-bbox="1223 212 1267 244">2</p> <p data-bbox="1211 248 1279 280">(2x1)</p>	<p data-bbox="1312 212 1473 244">Annotation:</p> <p data-bbox="1312 248 2007 312">The number of ticks must match the number of marks awarded.</p> <p data-bbox="1312 317 1984 381">For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1391 392 1753 472" style="border: 1px solid black; padding: 5px; text-align: center;"> ^ TV REP SEEN </div> <p data-bbox="1312 552 2040 616">Wording of answers does not have to exactly match that on the mark scheme.</p> <p data-bbox="1312 647 2051 711">Marks are for a definition, not specific examples of values of care.</p>

Question	Answer	Marks	Guidance
4 (b)	<p>Four required. One mark each.</p> <p>Health settings:</p> <ul style="list-style-type: none"> • Clinic • Dentist • Drop in centre / walk-in centre • GP surgery / Doctor's surgery • Health centre • Hospital • Medical centre • Nursing home • Optician • Pharmacy <p>Social care setting:</p> <ul style="list-style-type: none"> • Day centre / day care centre • Lunch club / breakfast club • Residential care home • Retirement home • Social services office • Support group 	<p>4 (4x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> ^ TV </div> <p style="text-align: center; color: red; font-weight: bold; margin: 5px auto;">REP</p> <p>Do not credit:</p> <ul style="list-style-type: none"> • early years settings • 'GP' or 'surgery' on its own • day care • social club • leisure club • gym <p>Note: Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. (see page 2 of this mark scheme for further guidance.)</p>

Question	Answer/Indicative content	Mark	Guidance	
			Content	Levels of response
4	(c) <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>Examples:</p> <p>Exploring training and development needs Practitioner critically evaluates own performance, training needs are identified to improve knowledge, skills, understanding etc. e.g. values of care, 'Phonics' training, first aid, safeguarding procedures etc.</p> <p>Evaluating specific incidents or activities Investigate a breach of confidentiality or an accident in the pre-school – When, why, how, did it happen? How can it be avoided next time? Evaluating the appropriateness of set tasks/activities against pupil progress</p> <p>Sharing reflections Discuss with other practitioners Share experiences / learning at a staff meeting</p> <p>Identifying what might be done better next time / improved If a child is unable to fully take part in an activity or gets bored with an activity: identify the specific needs of individuals so activities are accessible, engaging and beneficial to all e.g. adaption of premises (hearing loop, wheelchair access) or activities adapted to stretch and challenge.</p> <p>Identifying what went well What were the children doing? What were they learning? Was it worthwhile? What should they do next? Accept other relevant explanations.</p>	8	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is explanation.</p> <p>Level 3 checklist</p> <ul style="list-style-type: none"> • detailed explanation • at least 2 aspects of RP • RP linked to EY examples • Correct use of terminology <p>Level 2 checklist</p> <ul style="list-style-type: none"> • attempt at explanation • 1 or 2 aspects of RP • explanation not fully developed • RP examples have some relevance to EY • some correct terminology <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • basic explanation • vague reference to RP • may not relate to EY • List like / muddled • Limited terminology <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p>	<p>Level 3 (7–8 marks) Answers provide a detailed explanation of at least two ways that being a reflective practitioner could improve the practice of an early year's practitioner. Answers will be coherent, factually accurate and use appropriate terminology.</p> <p>Level 2 (4–6 marks) Answers provide an attempt at an explanation of one or two ways that being a reflective practitioner could improve the practice of an early year's practitioner. Answers will be coherent, using some correct terminology. Sub-max of 4 for one way done well</p> <p>Level 1 (1–3 marks) Answer provides a basic explanation of how being a reflective practitioner could improve the practice of an early year's practitioner. Answers may not be explicitly linked to early years. List like answers should be placed in this band.</p> <p>0 marks = response not worthy of credit</p> <p>NR = no response</p>

Question	Answer/Indicative content	Marks	Guidance
4	<p>(d) Two marks for meaning of the term.</p> <p>‘Need to know basis’:</p> <ul style="list-style-type: none"> • Information is only shared with those directly involved with the care and support of the individual. • Access to information is restricted to those who have a clear reason to access it when providing care and support for an individual. • Telling a practitioner the facts they need to be aware of, to provide care for the individual, at the time they need to know them and nothing more. • If something is said on a need to know basis you can only tell it to the relevant people. For example if someone had a problem at school they would tell the head of year, not all the teachers in the school. 	<p>2 (2x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>Wording of answers does not have to exactly match that on the mark scheme.</p> <p>Two marks: Answer must demonstrate candidates know the meaning of the term.</p> <p>One mark: A basic definition that lacks clarity OR An appropriate example</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • information not shared with anyone • keeping private information secret • need to know

Question		Answer	Marks	Guidance
5	(a)	<p>Two required. One mark each.</p> <p>Ways the Equality Act 2010 protects women:</p> <ul style="list-style-type: none"> • covers direct and indirect discrimination on the basis of marriage, civil partnership, pregnancy and maternity and sex • prohibits sex discrimination in education, employment, access to goods and services, housing • covers victimisation/harassment • women are not to be discriminated against • women have the right to breastfeed in public places • pay secrecy clauses have been made illegal 	<p>2 (2x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> ^ TV REP SEEN </div> <p>Do not accept:</p> <ul style="list-style-type: none"> • equal pay for men and women (is Equal Pay Act)

Question	Answer/Indicative content	Mark	Guidance			
			Content	Levels of response		
5	(b) How the Children Act supports children's rights:	5	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is explanation.</p> <p>Level 2 – checklist</p> <ul style="list-style-type: none"> • detailed description • at least two or more rights • correct use of terminology <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • basic description • one or two rights • may identify several rights but description not fully developed • list like/muddled <p>The five Every Child Matters outcomes count as one aspect, so credit individual outcomes once only.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p>	<p>Level 2 (4–5 marks) Answers will include a detailed description of how the Act supports children's rights. At least two rights will be described. Answers will be coherent, factually accurate and use appropriate terminology</p> <p>Level 1 (1–3 marks) Answers will include a basic description of how the Act supports children's rights. One or two rights will be briefly described. Answers may be muddled or list like and lack technical detail. Sub-max of 3 for one aspect done well.</p> <p>0 marks = not worthy of credit</p>		
					Rights	Description
					Protection of children at risk	May involve taking child away from family – care orders / emergency protection orders Duty of practitioners who work with children to follow safeguarding procedures
					Keep children safe	
					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
					Consultation	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 specific 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.
					Practitioners to work in multi-disciplinary teams	Duty of care practitioners who work with children to follow safeguarding procedures / ensure information is shared
					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
5	<p>(c) One mark for each reason. Three required.</p> <p>Examples of why it is important that rights are maintained:</p> <ul style="list-style-type: none"> • to make people feel valued / respected • to raise self esteem • to empower • to instil confidence / confident • to instil trust / good relationships • to feel safe • to have equality of access to services/treatments • to have individual needs met • so individuals are not discriminated against • treated with equality / equal to others 	<p>3 (3x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> ^ TV REP SEEN </div> <p>Wording of answers does not have to exactly match that on the mark scheme.</p> <p>Answers should give positive reasons for maintaining rights. No credit for negative effects of not maintaining rights.</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

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Facsimile: 01223 552553

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