Combined feedback on the June 2017 exam paper (including selected exemplar candidate answers and commentary)

Unit R021 – Essential values of care for use with individuals in care settings
Version 1
## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>General examiner comments on the paper</td>
<td>4</td>
</tr>
<tr>
<td>Question 1(a)</td>
<td>5</td>
</tr>
<tr>
<td>Questions 1(b) and (c)</td>
<td>6</td>
</tr>
<tr>
<td>Question 2</td>
<td>9</td>
</tr>
<tr>
<td>Question 3(a)</td>
<td>11</td>
</tr>
<tr>
<td>Question 3(b)</td>
<td>12</td>
</tr>
<tr>
<td>Question 3(c)</td>
<td>13</td>
</tr>
<tr>
<td>Exemplar candidate work</td>
<td>17</td>
</tr>
<tr>
<td>Questions 4(a) and (b)</td>
<td>24</td>
</tr>
<tr>
<td>Question 4(c)</td>
<td>25</td>
</tr>
<tr>
<td>Question 4(d)</td>
<td>26</td>
</tr>
<tr>
<td>Exemplar candidate work</td>
<td>30</td>
</tr>
<tr>
<td>Questions 5(a) and (b)</td>
<td>32</td>
</tr>
<tr>
<td>Question 5(c)</td>
<td>33</td>
</tr>
</tbody>
</table>
INTRODUCTION

This resource brings together the questions from the June 2017 examined unit (Unit R021), the marking guidance, the examiners comments and the exemplar answers into one place for easy reference.

We have also included exemplar candidate answers with commentaries for Questions 3a, 3c and 4a.

The marking guidance and the examiner’s comments are taken from the Report to Centre for this question paper.

The Question Paper, Mark Scheme and the Report to Centre are available from:

https://interchange.ocr.org.uk/Modules/PastPapers/Pages/PastPapers.aspx?menuindex=97&menuid=250
GENERAL EXAMINER COMMENTS ON THE PAPER

For the externally assessed unit R021 the majority of candidates attempted to answer all of the questions, with a wide range of marks achieved. All candidates appeared to have used their time effectively. Virtually all candidates completed all of the questions on the examination paper itself and did not use the extra pages at the back of the script or require additional answer books.

Many candidates had been well prepared for the examination and were able to apply their knowledge to produce appropriate, well-structured responses correctly using technical vocabulary. For Section A questions many candidates produced high quality responses that clearly related to the context provided. This enabled them to achieve high marks.

It was clear in some cases that candidates did have knowledge - however they did not apply this knowledge to the question correctly, resulting in an inappropriate answer. Naming ‘social settings’, when ‘social care settings’ are required (4b) will not gain any marks. For levels of response questions, focusing on an inaccurate interpretation of the question limited some candidates to achieving any marks; for example explaining security measures in question 3(c) when the focus was ways of maintaining safety to protect children in a pre-school. Simply reading the question properly would enable many candidates to achieve higher marks.

Candidates need to be guided to develop their exam technique, so that appropriate knowledge is used for the question that is being attempted.

The candidates achieving higher marks demonstrated an understanding, and familiarity with, the command verbs combined with appropriate knowledge of the specification content. It was, however, evident that some candidates seem to lack key knowledge and terminology for aspects such as values of care, legislation and terms such as ‘need to know basis’. This knowledge is fundamental for the unit and candidates should be familiar with, at the very least, key facts about these topics.

Resources which might help address the examiner comments:
From the link below, you’ll find ‘The OCR guide to examinations’ (along with many other skills guides)
http://www.ocr.org.uk/i-want-to/skills-guides/
Question 1(a)

SECTION A

Answer all the questions.

1 Tomasz is Polish. He speaks little English. He has not been feeling well and so goes to see the doctor at the Health Centre.

(a) **Explain three ways the doctor could communicate effectively during the appointment with Tomasz.**

1. **Two marks for each way explained. Three required.**

   **Ways:**
   - 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’

2.

3. **Explanations:**

   - 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:
     - 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

This list is not exhaustive accept other relevant ways/explanations.
Question 1(b) and (c)

(b) Tomasz has a right to consultation about the treatment for his illness.

Describe two ways that the doctor could support Tomasz’s right to consultation.

1. Two required. Two marks each.
   Ways:
   • 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
   2. Supporting Tomasz’s rights:
   • 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.

This list is not exhaustive accept other relevant ways.

(c) Which three of the following statements show that the Health Centre has complied with the Health and Safety at Work Act 1974? Tick three of the statements.

Three required. One mark each.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Tick three only (✓)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written health and safety policy is provided.</td>
<td>✓</td>
</tr>
<tr>
<td>Staff must provide their own protective equipment, e.g. disposable gloves.</td>
<td></td>
</tr>
<tr>
<td>Health centre staff are told that they are responsible for their own safety.</td>
<td></td>
</tr>
<tr>
<td>All electrical equipment is regularly checked to make sure it is in good working order.</td>
<td>✓</td>
</tr>
<tr>
<td>The health and safety law poster is displayed in the reception area.</td>
<td>✓</td>
</tr>
</tbody>
</table>

[3]
Mark Scheme Guidance

Question 1(a):
The number of ticks must match the number of marks awarded.
For incorrect answers use the cross or appropriate annotation from the following:

For two marks:
• a way appropriate for an adult who speaks little English
  AND
• explanation shows understanding of how it helps the doctor to communicate effectively.
For one mark:
• a basic explanation that lacks clarity
  OR
• just identification of a ‘way’.

Do not accept:
• ‘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.

Example 2 mark answer:
Doctor can use simple, everyday vocabulary (1)
so that Tomasz has the information he needs. (1)

Question 1(b):
Annotation:
The number of ticks must match the number of marks awarded.
For incorrect answers use the cross or appropriate annotation from the following:

For two marks:
• way appropriate to consultation
• shows understanding of a realistic way of consultation.
For one mark:
• just identification of a way.

Not just ‘choice’, answers must be related to consultation.
Question 1(c):

Annotation:

The number of ticks must match the number of marks awarded.

For incorrect answers use the cross.

No other answers are acceptable.

If more than three boxes are ticked:

Mark the first three only.

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.

Examiner comments

Question 1(a) – Many candidates were able to give ‘ways’ of communicating effectively, but often missed the second mark by not developing their point to give an explanation of how it helps understanding in the given situation. Common inappropriate answers included use of sign language, Makaton, Braille, talking louder and writing things down. A number of candidates confused providing an advocate with providing a translator. Some candidates gave unrealistic ways, such as the doctor learning to speak Polish.

Question 1(b) – Quite a few candidates described choice or confidentiality, or just repeated their answers for question 1(a). It was evident that understanding of the term ‘consultation’ seems to be a gap in knowledge for some candidates or they misread the question.

Question 1(c) – Well answered by many candidates, with the majority gaining two or three marks. The most common incorrect response was ‘staff must provide their own protective equipment’.
Question 2

2 Sarah is a social worker. She had a meeting at Willowfields Care Home. Sarah entered through the front door of the care home but could not see any members of staff around, so walked down the corridor. She went into an office. Personal files for some of the residents were on the desk.

Sarah sat down and started to read one of the files; it belonged to the resident she was meeting.

(a) Identify two of the residents’ rights that have not been maintained at Willowfields Care Home.

1. **Rights:**
   - confidentiality
   - protection from abuse and harm
   - equal and fair treatment.

(b) Identify two security measures that should be in place at Willowfields Care Home. Explain how each measure protects the residents.

Security measure ...........................................................................................................................................

How this protects the residents

<table>
<thead>
<tr>
<th>Security measures:</th>
<th>How it protects:</th>
</tr>
</thead>
<tbody>
<tr>
<td>member of staff responsible for checking/monitoring external entrances</td>
<td>controls access</td>
</tr>
<tr>
<td>monitoring of keys</td>
<td>only authorised people can enter</td>
</tr>
<tr>
<td>security pads on doors/key cards/swipe cards/key (pin) code entry</td>
<td>to control who is allowed in/out</td>
</tr>
<tr>
<td>manned reception desk/buzzer at front door</td>
<td>to prevent residents wandering out unaccompanied</td>
</tr>
<tr>
<td>signing in/out book for visitors</td>
<td>easy to identify staff/authorised visitors</td>
</tr>
<tr>
<td>visitor badges issued</td>
<td>easy to spot unauthorised people</td>
</tr>
<tr>
<td>staff wearing ID/lanyards</td>
<td>know who is in the building.</td>
</tr>
<tr>
<td>CCTV monitoring of exit/entrance/security cameras</td>
<td>This list is not exhaustive, accept other appropriate responses.</td>
</tr>
<tr>
<td>locks on doors/windows</td>
<td>Example answer:</td>
</tr>
</tbody>
</table>

Security pads on doors [1]

Only staff and other authorised people who know the code [1] would be able to access the building [1]
Mark Scheme Guidance

Question 2(a):

Annotation:

The number of ticks must match the number of marks awarded.

For incorrect answers use the cross or appropriate annotation from the following:

[Images of tick boxes]

Do not credit:

• consultation
• choice.

Question 2(b):

The number of ticks must match the number of marks awarded.

For incorrect answers use the cross or appropriate annotation from the following:

[Images of tick boxes]

Answers must be relevant to the situation in the scenario.

1 mark for identifying a security measure Up to 2 marks for the explanation of how it protects.

Repetition of how it protects is acceptable only if relevant to the measure.

Do not accept:

• 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.

Can credit relevant 'how it protects' if measure is incorrect e.g.:

Measure: 'locked doors' X

How protects: 'to keep unauthorised people out' ✓

Examiner comments

Question 2(a) – Generally very well answered, most candidates were able to give ‘confidentiality’ and many gave ‘protection from abuse and harm’ gaining full marks.

Question 2(b) – Well answered. Many candidates were able to suggest appropriate security measures for the setting and to explain how the measures protect the residents. A few were not specific enough suggesting ‘ID badges’ without stating who would wear them or ‘lock all doors’ which would not be appropriate. Answers that confused data protection methods or safety procedures with security measures did not gain marks.
Question 3(a)

3 Little Flowers Pre-school provides day care for children aged 3 to 5 years. Read the following extract from the Little Flowers Pre-school ‘Mission Statement’, then answer the questions.

Little Flowers Pre-school

We promise to:

• work together with parents
• respect and value children as individuals
• provide a broad curriculum to promote children’s development
• be aware of and sensitive to any cultural differences
• never discriminate against any child or parent on the grounds of any protected characteristic
• maintain high standards of safety
• maintain standards of hygiene at all times

(a) Little Flowers Pre-school promises never to discriminate on the grounds of any protected characteristic.

Name three of the protected characteristics identified by the Equality Act 2010.

1. Three required. One mark each.
2. Protected characteristics:
   • Age
   • Disability
   • Gender reassignment
   • Marriage and civil partnership
   • Pregnancy and maternity
   • Race
   • Religion or belief
   • Sex
   • Sexual orientation.

[3]
Question 3(b)

Two examples of anti-discriminatory practice that could be used by staff at Little Flowers Pre-school in their day-to-day work with the children.

<table>
<thead>
<tr>
<th>Ways</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-discriminatory language</td>
<td>Not patronising</td>
</tr>
<tr>
<td></td>
<td>No racist, sexist comments</td>
</tr>
<tr>
<td></td>
<td>Being a good role model</td>
</tr>
<tr>
<td></td>
<td>Cultural, religious, mobility, dietary, communication</td>
</tr>
<tr>
<td></td>
<td>Ensuring all areas/resources are accessible to all</td>
</tr>
<tr>
<td></td>
<td>Range of activities for all ages/abilities.</td>
</tr>
<tr>
<td>Meeting individual needs</td>
<td>If a pre-school worker witnesses any discriminatory behaviour</td>
</tr>
<tr>
<td></td>
<td>it would be reported, and challenged with the individual concerned. Follow policy.</td>
</tr>
<tr>
<td>Valuing diversity</td>
<td>Accepting and respecting individual differences: Displays/toys/resources/food reflect different cultures/beliefs</td>
</tr>
<tr>
<td></td>
<td>Celebrate range of festivals with all the children</td>
</tr>
<tr>
<td>Equal and fair treatment</td>
<td>All children to be treated fairly irrespective of age, race, gender, religion, disability, ethnicity, sexuality etc</td>
</tr>
<tr>
<td></td>
<td>No-one excluded. Not stereotyping boys/girls.</td>
</tr>
<tr>
<td>Provide for specialist methods of communication</td>
<td>Braille, sign language, PECs</td>
</tr>
<tr>
<td></td>
<td>Advocate</td>
</tr>
<tr>
<td></td>
<td>Translator</td>
</tr>
</tbody>
</table>

This list is not exhaustive accept other relevant ways and examples. May be interchangeable.
(c) Explain ways staff at Little Flowers Pre-school could maintain high standards of safety to protect the children.

Your answer must include:

- examples of ways to maintain safety
- explanations of how this protects children.

Methods for reducing risk/danger
- 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

Procedures to prevent accidents and promote good practice
- 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

Methods for reducing the spread of infection
- toys and equipment cleaned regularly
- general cleanliness – surfaces, bins, floors cleaned/disinfected
- wearing disposable gloves – food preparation/first aid
- teaching children hand washing routines

How it protects:
- 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
Mark Scheme Guidance

Question 3(a):
The number of ticks must match the number of marks awarded.
For incorrect answers use the cross or appropriate annotation from the following:

No other answers are acceptable.

Wording of answers must be exactly as shown on the mark scheme.
Do not accept ‘culture’.

If more than one is given:
Mark the first response

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.

Equality Act protected characteristics:

http://www.legislation.gov.uk/ukpga/2010/15/part/2/chapter/1?view=plain
Information can be found in the ‘OCR Guide to Legislation’ which is available on the OCR website.

Question 3(b):
The number of ticks must match the number of marks awarded.
For incorrect answers use the cross or appropriate annotation from the following:

For two marks:
• a full description of an example that clearly shows understanding of anti-discriminatory practice.
Do not give 2 separate marks for two identifications.

For one mark:
• a basic description that lacks clarity
• just identification of a ‘way’.

Do not accept:
• treat all the children the same
• have boys activities/toys and girls activities/toys.
Question 3(c):

This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is explanation.

Annotation:

The number of ticks will not necessarily correspond to the marks awarded.

Level 3 checklist:

- detailed explanation
- at least 2 examples of ways to maintain safety explained
- clearly addresses protecting children
- correct use of terminology.

Level 2 checklist:

- 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.

Level 1 checklist:

- likely to identify several ways with little or no explanation
- basic information
- may not relate to protecting children
- limited terminology.

Do not credit answers that are about security measures.

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.

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.

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.

0 marks = response not worthy of credit.

**Been** for a zero mark response.

Answers must refer to protecting children – not staff.
Examiner comments

Question 3(a) – There seems to be a general lack of knowledge about the Equality Act. Many candidates did not know any of the nine ‘protected characteristics’ identified by the Act and so did not gain any marks. Candidates should know basic facts about the content of the legislation in order to answer straightforward knowledge recall questions such as this. Candidates familiar with the Equality Act gained marks, with a few missing full marks because of missing out key wording such as stating ‘gender’ and omitting ‘reassignment’ or ‘pregnancy’ without ‘and maternity’.

Question 3(b) – Many sound attempts with a lot of candidates gaining half marks or more. Some were prevented from gaining full marks due to giving a basic statement and not describing their example in more detail. A few candidates wrote about what the practitioners should not do rather than what the question required which were examples of what they should do.

Question 3(c) – Well answered by candidates who read the question carefully and gave explanations of safety measures or procedures such as staff supervision, carrying out checks on toys for damage, risk assessments of activities etc. all of which are appropriate in the pre-school context and were linked to how they protect the children.

However, many candidates confused safety with security and many just repeated the security measures that they had given to answer question 2(b). These responses did not gain any marks.

Candidates familiar with the safety measures and procedures listed in the specification for LO4 were able to gain good marks by explaining fire, first aid, hygiene, risk assessment and manual handling procedures for example, combined with how these protect children attending the pre-school. Centres need to ensure that candidates are aware of the difference between safety and security.

The list of safety procedures in LO4 of the specification is clearly different to the list of security measures.
Exemplar candidate work

Question 3(a) – Low level answer

Commentary

This question specifically asks for three ‘protected characteristics’ identified by the Equality Act. For their answer the candidate has copied out text from the question scenario provided, this does not answer the question as protected characteristics have not been identified.

To gain some marks the candidate needs to name three of the nine protected characteristics such as race, gender reassignment or age for example.
Exemplar candidate work
Question 3(a) – Medium level answer

Commentary
The candidate has accurately named two Equality Act protected characteristics, ‘age’ and ‘marriage and civil partnership’. The correct terminology has been used.

For the second protected characteristic, the candidate has given two answers on the one line, when this happens the first response is marked. Accurate wording of the protected characteristic is required for this knowledge recall question and therefore the response should be ‘religion or belief’ as stated by the Equality Act and not just ‘religion’, so no mark is awarded. ‘Ethnicity’ is incorrect as it is not a protected characteristic and so would not have gained a mark even if it had been the only answer on the line.

This could have been a high mark answer if the candidate had provided one answer on the second line using the correct terminology for the protected characteristic.
Exemplar candidate work
Question 3(a) – High level answer

Located candidates pre-school provides day care for children aged 3 to 5 years. Read the following extract from the Little Flowers Pre-school ‘Mission Statement’, then answer the questions.

Little Flowers Pre-school

We promise to:
* work together with parents
* respect and value children as individuals
* provide a broad curriculum to promote children’s development
* be aware of and sensitive to any cultural differences
* never discriminate against any child or parent on the grounds of any protected characteristic
* maintain high standards of safety
* maintain standards of hygiene at all times

(a) Little Flowers Pre-school promises never to discriminate on the grounds of any protected characteristic.

Name three of the protected characteristics identified by the Equality Act 2010.

1. [Blank]  
2. [Blank] - gender reassignment sexual orientation  
3. [Blank] - race  

Commentary
The candidate has listed three correct protected characteristics using accurate terminology and so gains full marks.
The first answer on line two has been crossed out and so it is the second replacement answer that is marked.
Exemplar candidate work
Question 3(c) – Low level answer

(o) Explain ways staff at Little Flowers Pre-school could maintain high standards of safety to protect the children.

Your answer must include:

- examples of ways to maintain safety
- explanations of how this protects children.

Ways to maintain safety

Children should be in a safe environment such as nurseries and hospitals.

However, the place is well equipped and well in security by using CCTV monitoring, gate and doors padlock.

Explanation of how this protect children

Maintaining safety would protect children by feeding safe and by making the children feel that they raise self esteem by making them more in security by being in a safe place with e.g. monitoring pads.

Question 3 letter c

This protect children by making themselves confident in a safe place.
Commentary

The candidate states that children ‘should be in a safe environment such as nurseries and hospitals’ this does not link with the context of the question which is Little Flowers Pre-school and does not elaborate on how safety would be maintained.

Ways to maintain security are given such as CCTV and padlocked doors. How to maintain security is not asked for by the question.

How children are protected seems to have been misunderstood as the candidate writes about the child ‘feeling safe,’ ‘raise self-esteem’ (sic) and ‘being confident in a safe place.’ Impacts on the children of being safe are not required by the question so this information is not relevant.

There are no specific facts or any clear or accurate information about ways to maintain safety. This is a very basic answer which lacks accurate examples of ways, is lacking explanation and contains some irrelevant information, and so is a very low level response.

To gain marks the answer needs developing by suggesting relevant methods, that is ‘ways’ the setting could maintain safety. Examples such as carrying out risk assessments for activities, outings and equipment; having staff trained in first aid and keeping the setting clean would be straightforward examples that would help to gain marks in level one. Some additional explanation such as how cleaning reduces the spread of infection or that risk assessments reduce the chance of accidents occurring, would help to move the answer into Level 2.
Exemplar candidate work
Question 3(c) – Medium level answer

Question 3(c)
Explain ways staff at Little Flowers Pre-school could maintain high standards of safety to protect the children.

Your answer must include:

- examples of ways to maintain safety
- explanations of how this protects children.

Ensure you have procedures for fire and make sure staff are trained in what to do; this can save the child from getting burnt or possibly killed.

That all windows lock to avoid any children getting climbing out and only intruders from breaking in.

Make sure that you have CCTV to monitor incoming people to ensure no one intrudes and causes any dangerous harm to the children.


Commentary

The candidate has identified fire procedures, with staff trained in the fire procedures with a brief explanation of how this protects the children. One way explained is enough for the answer to be placed just into Level two. The explanation is not fully developed and so would not achieve the top of this mark band.

To gain more marks in level two the answer needs developing to provide further detail of how the way suggested helps to protect the children at Little Flowers. For example more detailed explanation of how fire procedures such as having regular fire drills ensures children know what the fire bell sounds like and will know exactly what to do when they hear it. Staff will know how to ensure a safe evacuation of the children and where the assembly points are. This would ensure everyone is kept safe.

A further way of maintaining safety, such as having an adequate staff to child ratio, with a detailed explanation of how this protects children, would enable the answer to achieve marks in Level 3.

The information about security – locking windows, CCTV and monitoring visitors – is not relevant as they are security measures, not ways of maintaining safety.
Exemplar candidate work

Question 3(c) – High level answer

Commentary

The candidate's response is in context, clearly relating to protecting the children at Little Flowers Pre-school. Two safety procedures are given along with explanation of how the procedures protect the children. The candidate has addressed all aspects of the question.

Fire procedures are described with an explanation of how fire marshals enable the children to be quickly directed to safety thus reducing the risk of them being hurt or lost in a fire situation.

The second way to maintain safety is moving and handling techniques. This is developed with an explanation of how staff trained in manual handling, with the example of hoists and assisting a disabled child to use a ramp, can avoid accidents and injuries.

For levelled questions such as this one, where ‘ways’ are required, candidates should focus on two ways and provide a detailed explanation of those ways and how they protect individuals in the context provided. The candidate has done this enabling high level marks to be achieved.
Question 4(a) and (b)

SECTION B
Answer all the questions.

4 (a) Define the meaning of the term ‘values of care’.

Two marks for a definition.

Values of care
One mark for:
• principles/guidelines/ways of working/rules.

One mark for any point from:
• ensure service users are treated fairly/with equality/respect
• ensure good practice/effective care
• ensure rights are maintained
• ensure service users are protected.

(b) Values of care are applied in health and social care settings.

Identify two examples of each type of setting.

Health settings

1. Four required. One mark each.

2. Health settings:
• Clinic
• Dentist
• Drop in centre/walk-in centre
• GP surgery/Doctor’s surgery
• Health centre
• Hospital
• Medical centre
• Nursing home
• Optician
• Pharmacy.

Social care settings

1. Social care setting:
• Day centre/day care centre

2. [4]
Question 4(c)

(c) Being a reflective practitioner is one of the early years values of care.

Explain how being a ‘reflective practitioner’ could improve the practice of an early years practitioner. Use examples to support your answer.

<table>
<thead>
<tr>
<th>Aspects of reflective practice:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring training and development needs</td>
</tr>
<tr>
<td>Evaluating specific incidents or activities</td>
</tr>
<tr>
<td>Identifying what might be done better next time</td>
</tr>
<tr>
<td>Identifying what went well</td>
</tr>
</tbody>
</table>

Examples:

**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.

**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.

**Sharing reflections**
- Discuss with other practitioners.
- Share experiences/learning at a staff meeting.

**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.

**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.

[8]
Question 4(d)

Information about a child receiving treatment and care in a health setting would only be shared on a ‘need to know basis’.

State the meaning of the term ‘need to know basis’.

- **Two** marks for meaning of the term.
- **‘Need to know basis’**:
  - 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.

Mark Scheme Guidance

Question 4(a):

Annotation:

The number of ticks must match the number of marks awarded.

For **incorrect** answers use the **cross** or appropriate annotation from the following:

Wording of answers does not have to exactly match that on the mark scheme.

Marks are for a definition, not specific examples of values of care.

Question 4(b):

Annotation:

The number of ticks must match the number of marks awarded.

For **incorrect** answers use the **cross** or appropriate annotation from the following:

Do not credit:

- early years settings
- ‘GP’ or ‘surgery’ on its own
- day care
- social club
- leisure club
- gym.
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 the mark scheme for further guidance.)

Question 4(c):

This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is explanation.

**Level 3 checklist:**
- detailed explanation
- at least 2 aspects of RP
- RP linked to EY examples
- correct use of terminology.

**Level 2 checklist:**
- attempt at explanation
- 1 or 2 aspects of RP
- explanation not fully developed
- RP examples have some relevance to EY
- some correct terminology.

**Level 1 – checklist:**
- basic explanation
- vague reference to RP
- may not relate to EY
- list like/muddled
- limited terminology.

**Annotation:**
The number of ticks will not necessarily correspond to the marks awarded.

**Levels of response**

**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.

**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.

**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.

**0 marks** = response not worthy of credit.

**NR** = no response.
Question 4(d):

**Annotation:**

The number of ticks must match the number of marks awarded.

For **incorrect** answers use the **cross** or appropriate annotation from the following:

- [ ]
- [ ]
- [ ]
- [ ]

Wording of answers does not have to exactly match that on the mark scheme.

**Two marks:**

Answer must demonstrate candidates know the meaning of the term.

**One mark:**

A basic definition that lacks clarity.

**OR**

An appropriate example.

**Do not accept:**

- information not shared with anyone
- keeping private information secret
- need to know.

**Examiner comments**

Question 4(a) – Many candidates did not know the meaning of the term. There were a few correct definitions achieving 2 marks, though some candidates did achieve 1 mark for a partial definition.

Though a wide range of possible wording was acceptable by the mark scheme it is evident that some candidates seem to lack key knowledge and terminology to define terms fundamental to this unit, such as ‘values of care’.

Some candidates had not read the question carefully enough and gave examples of values of care rather than the meaning of the term.

Question 4(b) – LO2 of the specification gives some examples of health and social care settings and a wide range of answers were acceptable. Many candidates were able to name two different types of health care settings, hospital and GP surgery being the most popular correct answers.

Social care settings seemed to be more difficult for candidates and is an area that many need to develop more knowledge of, ‘residential care home’ being the most common correct answer, with many just going on to repeat this with ‘care home’ seemingly unable to think of something different such as a day centre.

There was an astonishing range of inappropriate answers for social care settings, which had nothing to do with social care, for example ‘waterpark’, ‘supermarket’, ‘pub’, or ‘shop’.

Candidates need to be reminded that this is a health and social care examination and the expectation is that their responses should always relate to the contexts of health, social care or early years.

Question 4(c) – Quite well answered by candidates who are familiar with reflective practice and what it involves with many being able to identify ‘what went well’, ‘what might be done better next time’ combined with practical examples of evaluating activities and own performance. Marks were limited when no examples were given, as this was a requirement of the question.

Many candidates appeared to be unfamiliar with reflective practice and thought that reflective practitioners were mentors or someone who supports an early year’s practitioner giving advice and showing them what to do. It was evident that understanding of being a reflective practitioner seems to be a gap in knowledge for some candidates.
Question 4(d) – The phrase ‘need to know basis’ is used frequently by candidates, however, it appears that a significant number do not actually know what the term means. An appropriate example or a definition was acceptable, but many candidates were unable to provide either. Many gave information about circumstances when confidentiality has to be broken but did not touch on the ‘who’ would ‘need to know’ aspect which would have gained marks.

Repetition of the phrase ‘need to know’ was an issue. Candidates need to be aware that using the term you are defining, in the definition you are giving, is unlikely to gain marks.
### Exemplar candidate work

#### Question 4(a) – Low level answer

Commentary

The first part of the answer seems to refer to rights 'what everyone is entitled to' rather than values of care. The rest of the answer is about the impact of maintaining rights, or of applying the values of care. The meaning of the term 'values of care' is not given.

To improve this answer there needs to be some reference to the fact that values of care are guidelines or ways of working that practitioners in health, social care and early year’s settings should follow, and that following these guidelines improves the standard of care provided.

#### Exemplar candidate work

#### Question 4(a) – Medium level answer

Commentary

This answer provides a partial meaning of the term stating that values of care help to improve the quality of care.

To gain full marks the answer needs additional reference as to how the values of care provide guidelines or ways of working for care providers to follow.
Exemplar candidate work
Question 4(a) – High level answer

4 (a) Define the meaning of the term 'values of care'.

Values of care means a range of standard for health and social care designed to guide the practice of professional To improve clients quality of life by making sure their individual needs are met.

------------------------------------------------------------------------------------------------------- [2]

Commentary

Two aspects are covered in this answer, firstly that the values of care are principles that underpin the care provided and if they are followed good care practice is ensured.

The answer explains that values of care provide guidelines that standardise the quality of care given and that this means that the care provided will improve service users' quality of life by meeting their individual needs.

This is a comprehensive explanation of the meaning of the term.
Question 5(a) and (b)

5  (a) Identify two ways the Equality Act 2010 protects the rights of women.

1. Two required. One mark each. 
   Ways the Equality Act 2010 protects women:
   - 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

(b) Describe how the Children Act 2004 supports children's rights.

<table>
<thead>
<tr>
<th>Rights</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protection of children at risk</td>
<td>May involve taking child away from family – care orders/emergency protection orders. Duty of practitioners who work with children to follow safeguarding procedures.</td>
</tr>
<tr>
<td>Keep children safe</td>
<td></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>Consultation</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 specific 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>Practitioners to work in multi-disciplinary teams</td>
<td>Duty of care practitioners who work with children to follow safeguarding procedures/ensure information is shared.</td>
</tr>
<tr>
<td>Created Children's Commissioner</td>
<td>Gives children a voice, represents their interests; their views have to be taken into account.</td>
</tr>
<tr>
<td>Set up local Safeguarding Children's Boards</td>
<td></td>
</tr>
<tr>
<td>Established Children And Young People's Plan (CYPP)</td>
<td>Duty on Local Authorities to promote cooperation between agencies/practitioners to improve well-being of C and YP relating to the 5 outcomes.</td>
</tr>
</tbody>
</table>
Question 5(c)

(c) Give three reasons why it is important to maintain individuals’ rights.

1. One mark for each reason. Three required.
   Examples of why it is important that rights are maintained:
   • 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

Mark Scheme Guidance

Question 5(a):

Annotation:

The number of ticks must match the number of marks awarded.

For incorrect answers use the cross or appropriate annotation from the following:

Do not accept:
• equal pay for men and women (is Equal Pay Act).

Question 5(b):

This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is explanation.

Level 2 – checklist:
• detailed description
• at least two or more rights
• correct use of terminology.

Level 1 – checklist:
• basic description
• one or two rights
• may identify several rights but description not fully developed
• list like/muddled.

The five Every Child Matters outcomes count as one aspect, so credit individual outcomes once only.
Annotation:
The number of ticks will not necessarily correspond to the marks awarded.

Levels of response

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.

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.

0 marks = not worthy of credit

Question 5(c):

Annotation:
The number of ticks must match the number of marks awarded.

For incorrect answers use the cross or appropriate annotation from the following:

- A
- TY
- REP
- SEEN

Wording of answers does not have to exactly match that on the mark scheme.

Examiner comments

Question 5(a) – The most popular correct answers were that women can breastfeed in public and that discrimination against women is illegal.

Many candidates gained one mark but were unable to gain the second mark because they gave very vague or incorrect statements, such as ‘gave women the vote,’ ‘gives women equal pay,’ ‘women have to be treated the same as men’.

Question 5(b) – Generally well answered, with correct terminology used. It is evident that some candidates are familiar with the Children Act and they were able to describe key aspects that support children's rights.

Weaker responses lacked any specific knowledge and seemed to be guesswork, such as ‘helps them get a good job in the future,’ ‘choice to eat and drink what they want,’ and ‘access to education.’ A gap in knowledge for some candidates.

Question 5(c) – Well answered by the majority of candidates who have clearly learned about this. Many gained full marks.
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