**MAXIMUM MARK     60**

**This document consists of 20 pages**

**PREPARATION FOR MARKING ON-SCREEN**

1. Make sure that you have accessed and completed the relevant and training packages for on-screen marking: *scoris assessor Online Training* and the *OCR Essential Guide to Marking*.

2. Make sure that you have read and understood the Instructions for On-Screen Marking and the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal http://www.rm.com/support/ca

3. Log-in to RM and mark the **required number** of practice responses and the **required number** of standardisation responses.

   YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**MARKING**

1. Mark strictly to the mark scheme.

2. Marks awarded must relate directly to the marking criteria.

3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.

4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.

5. **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.

   **Multiple Choice Question Responses**
   When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).
   *When a question requires candidates to select more than one option/multiple options, only the first responses up to the number required should be awarded, even if later responses in the list are correct.*

   **Contradictory Responses**
   When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Short Answer Questions** (worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

**Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6.      Award No Response (NR) if:
   - there is nothing written in the answer space

   Award Zero '0' if:
   - anything is written in the answer space and is not worthy of credit (this includes text and symbols).

7. Always check the **additional pages** (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then annotate the answer as usual or put 'seen' if not worthy of marks, to confirm that the work has been seen. The 'link page' check box should be used on scoris to link candidate responses in additional objects to the corresponding question number.
   a. Where additional objects are present, all pages must contain an annotation, or scoris will not allow you to submit the script. Where no response is given by a candidate on a whole page the 'BP' annotation **must** be applied.
   b. Where generic answer booklets are used, all pages must contain an annotation, or scoris will not allow you to submit the script. Where no response is given by a candidate on a whole page the 'BP' annotation **must** be applied.

8. For answers marked by levels of response:
   a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
   b. **To determine the mark within the level**, consider the following:

| Descriptor | Award mark |
|---|---|
| On the borderline of this level and the one below | At bottom of level |
| Just enough achievement on balance for this level | Above bottom and either below middle or at middle of level (depending on number of marks available) |
| Meets the criteria but with some slight inconsistency | Above middle and either below top of level or at middle of level (depending on number of marks available) |
| Consistently meets the criteria for this level | At top of level |

9.      The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
   If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.

10.    These are the annotations which are to be used when marking

| Annotation | Meaning of annotation |
|---|---|
| **BP** | Blank Page – this annotation **must** be used on all **blank** pages within an answer booklet 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) |
| L1 | Level 1 |
| L2 | Level 2 |
| L3 | Level 3 |
| BOD | Benefit of doubt     (This **does** count as a mark – so do not 'tick' as well) |
| ∧ | Omission mark |
| TV | Too vague |
| REP | Repeat |
| SEEN | Noted but no credit given |
| No Response (NR) | Award NR if the question has not been attempted |

**ADDITIONAL OBJECTS:** ('additional objects' are continuation sheets)
You **must** annotate responses on any additional objects, as above.
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/Indicative content | Mark | Guidance |
|---|---|---|---|---|
| 1 | (a) | **One** mark for each way identified. **Two** required.<br><br>**Encouraging children's learning and development:**<br><br>• provide a range of different activities, e.g:<br>  - classroom displays - bright / colourful / engaging / primary colours<br>  - learning games / maths games / word games / number games<br>  - quizzes / competitions<br>  - involve children in choosing activities<br>  - role play / dressing-up area<br>  - variety of toys to interact with<br>  - singing / musical activities – songs, rhymes<br>• provide opportunities to develop a range of PIES skills<br>• provide a well-planned curriculum<br>• sessions/lessons – interesting, engaging, children want to learn<br>• activities designed to stretch (& challenge) learning so children feel sense of achievement<br>• monitoring the children's progress<br>• ensuring all of the children can take part in all activities – SEN, EAL, disabilities<br>• ensuring all areas of the pre-school are accessible to all – e.g. ramps to outside play area<br>• meet different individual needs e.g. one-to-one support<br>• introducing additional activities when child is able to cope with higher demands<br><br><br>Accept named activities such as 'den building' but be aware of repetition. | 2<br>(2x1) | **Annotation:**<br>The number of ticks must match the number of marks awarded.<br>For **incorrect** answers use the **cross** or appropriate annotation from the following:<br><br>☐ ∧   ☐ TV   ☐ REP   ☐ SEEN<br><br><br>Answers must relate to:<br>  • a pre-school<br>  • encouraging learning and development<br><br><br><br>**Do not credit:**<br>• 'encourage them ….' it is in the question so annotate 'Rep'<br>• 'let the children do whatever they want'<br>• 'let the children choose what they want to do'<br>• going on trips and visits (question is environment) |

| Question | | | Answer/Indicative content | Marks | Guidance |
|---|---|---|---|---|---|
| 1 | (b) | | **Two** marks for a 'way' described.<br><br>**Ensuring the welfare of the child is paramount:**<br><br>• the child's needs come first<br>• using a child-centred approach<br>• a child must never be humiliated<br>• a child must never be abused / smacked / hit<br>• *example of a safeguarding procedure*<br>• *example of an illness procedure*<br>• *example of a safety procedure e.g. always supervised*<br><br><br>Accept other appropriate ways described. | 2<br>(1x2) | **Annotation:**<br>The number of ticks must match the number of marks awarded.<br>For **incorrect** answers use the **cross** or appropriate annotation from the following:<br><br>⎰ ⎱   TV   REP   SEEN<br><br><br>**For two marks:**<br>A full description of <u>**one way**</u> that clearly shows an understanding of how to ensure the welfare of the child is paramount.<br><br><br>**For one mark:**<br>• a simplified description which lacks clarity<br>**or**<br>• a list of two or more ways<br>**or**<br>• a safety procedure with no reference to paramountcy |

| Question | | Answer/Indicative Content | Marks | Guidance | |
|---|---|---|---|---|---|
| | | | | **Content** | **Levels of response** |
| 1 | (c) | **Examples of values of care not being applied:**<br>• staff gossiping about the children / inappropriate breaking of confidentiality<br>• child's personal records left lying around<br>• equipment and toys not safety checked / not repaired<br>• no provision for special diets<br>• no provision for different cultures<br>• no provision for disabilities – learning / mobility etc<br>• no safe-guarding procedures<br>• no policies / procedures – health and safety, equal opportunities, bullying<br>• no planning of activities<br>• lack of communication with parents / other professionals<br>• discrimination not challenged<br><br>**NO CREDIT FOR JUST NAMING VALUES OF CARE** | 8 | **Level 3 checklist**<br>• detailed explanation<br>• example/s of values of care not being applied<br>• at least two emotional effects<br>• correct use of terminology<br><br>**Level 2 checklist**<br>• some explanation<br>• example/s of VC not applied<br>• effects not fully developed<br>• sub-max for no reference to VC<br>• some correct terminology<br><br>**Level 1 checklist**<br>• likely to identify several effects or examples of VC not applied with limited explanation<br>• may not link to children<br>• list-like<br>• limited terminology | **Level 3 (7–8 marks)**<br>Answers provide a detailed explanation with examples of values of care not being applied. At least two fully explained emotional effects on children. Answers will be coherent, using correct terminology.<br><br>**Level 2 (4–6 marks)**<br>Answers provide a sound explanation with examples of values of care not being applied and one or two effects on the children. Response may focus on one effect with only minimal mention of a second. Answers will be factually correct but still need developing. Some correct terminology will be used.<br>**Sub-max of 4** if no reference to VC |
| | | **EMOTIONAL effects:**<br>• humiliation<br>• embarrassment<br>• angry / annoyed<br>• stress<br>• low self esteem<br>• low self confidence<br>• feeling inadequate<br>• devalued<br>• worthless<br>• loss of trust<br>• frustrated<br>• upset<br>• unhappy<br>• not feel safe<br>• fear/scared/frightened | | **Explanation** of effects on the children:<br><br>become withdrawn and not want to join in with other children<br><br>will not want to attend the pre-school<br><br>develop behaviour problems<br><br>become aggressive towards others<br><br>details of injuries, accidents<br><br>lack of concentration, progress, underachieving<br><br>failure to thrive, developmental delay | |

| | | | | **Annotation:**<br>The number of ticks will not necessarily correspond to the marks awarded.<br><br>✔ emotional effect or values not being applied<br><br>✔+ explanation<br><br>SEEN for a zero mark response | **Level 1 (1–3 marks)**<br>Answers will give basic effects if values of care are not applied. List like answers should be placed in this level. Answers may only cover effects or examples of VC not applied. Limited use of terminology.<br><br>**0 marks =** response not worthy of credit |

Lists are not exhaustive – accept other appropriate examples.

| Question | | | Answer | Marks | Guidance |
|---|---|---|---|---|---|
| 2 | (a) | | **One** mark for each right. **Two** required.<br><br>**Rights:**<br>• Consultation<br>• Choice / right to choose / give choice<br>• Equal and fair treatment<br>• Protection from harm and abuse | 2<br>(2x1) | The number of ticks must match the number of marks awarded.<br><br>For **incorrect** answers use the **cross** or appropriate annotation from the following:<br><br>⏏ REP<br><br>No other answers are acceptable.<br><br>**Do not accept:**<br>• 'equality' or 'fair treatment' on their own<br>• protection from 'harm' or 'abuse' on their own<br>• 'protection' on its own<br>• confidentiality - not relevant to this scenario<br>• right to dignity<br>• right to life |

| Question | Answer/Indicative content | Marks | Guidance |
|---|---|---|---|
| 2 (b) | **Two** marks for each 'way' explained.<br><br>Ways of challenging the staff's discriminatory behaviour:<br><br>**Challenge at the time**<br>• explain to the staff how they are discriminating, to raise their awareness<br>• make them reflect on their actions/what they have just done<br>• supervision – monitors them as they carry out their work with the residents<br><br>**Challenge afterwards through procedures**<br>• refer the staff to the care home policies – eg. Equal Opportunities, Bullying<br>• implement complaints procedures - means that the residents will be aware of how to take action if they have a complaint about neglect, discrimination or poor practice<br>• instigate disciplinary action against the staff e.g. suspend them, give a formal warning – makes them aware of the seriousness of the issue; provides a basis for changing the individual's attitudes<br>• consult with other senior staff to address the issue – to find solutions eg mentoring staff<br><br>**Challenge through long-term proactive campaigning**<br>• awareness sessions for the staff on the values of care / residents rights<br>• training for the staff on effective communication<br>• hold staff meetings to promote good practice<br>• staff training – to raise awareness of correct ways of working to address the issue<br><br>Can credit the following as a way, explanation needed for 2 marks:<br>Challenge at the time<br>Challenge afterwards through procedures<br>Challenge through long-term proactive campaigning<br><br>Accept other appropriate ways explained. | **4**<br>(2x2) | **Annotation:**<br>The number of ticks must match the number of marks awarded.<br>For **incorrect** answers use the **cross** or appropriate annotation from the following:<br><br>⟨ Λ ⟩ ⟨ TV ⟩ ⟨ REP ⟩ ⟨ SEEN ⟩<br><br><u>For two marks:</u><br>A full explanation that clearly shows an understanding of how the discriminatory behaviour can be challenged.<br><br><u>For one mark:</u><br>A simplified explanation which lacks clarity.<br><br>**Do not accept:**<br>• sack the staff<br>• tell them to stop<br>• 'report it' – too vague<br>• Challenge them – repeat of question<br><br>Example 2 mark response:<br><br>The manager should deliver a training session to all the staff(1) to raise their awareness of good practice when caring for the residents(1) |

| Question | | Answer/Indicative Content | Marks | Guidance | |
|---|---|---|---|---|---|
| | | | | **Content** | **Levels of response** |
| **2** | **(c)** | Explanation of reasons why it is important that rights are maintained:<br><br>• to make Doris feel valued<br>• to raise her self esteem<br>• to empower her<br>• to instil confidence<br>• to instil trust<br>• for her to feel safe<br>• so that she has equality of access to services / treatments / activities etc<br>• so that her individual needs are met.<br><br><br>Responses should be contextualised to Doris / older care home residents, for example:<br>• Doris has every right to take her time, this is an individual need<br><br>Accept negative impacts on Doris if rights are not maintained. For example emotional and social effects.<br><br><br><br><br>This list is not exhaustive, accept other valid reasons and explanations. | 6 | **Level 2 checklist**<br>• detailed explanation<br>• at least 2 reasons<br>• related to Doris/older care home residents<br>• coherent and well structured<br><br><br>**Level 1 checklist**<br>• basic explanation/description<br>• <u>one reason</u> done well<br>• or several reasons that need developing<br>• list-like<br><br><br><br>**Annotation:**<br>The number of ticks will not necessarily correspond to the marks awarded.<br><br>SEEN　 for a zero mark response | **Level 2 (4–6 marks)**<br>Answer provides a detailed explanation of at least two reasons why it is important that Doris's rights are maintained. Answers will be coherent and well structured.<br><br><br>**Level 1 (1–3 marks)**<br>Answer provides a basic explanation/description of why it is important that Doris's rights are maintained. List like answers should be placed in this level.<br><br>**0 marks =** response not worthy of credit |

| Question | | Answer/Indicative Content | Marks | Guidance | |
|---|---|---|---|---|---|
| | | | | **Content** | **Levels of response** |
| **3** | **(a)** | **Examples of ways to communicate effectively:**<br>• listening to the pupils' needs / active listening<br>• being patient<br>• being calm<br>• use of facial expression / body language<br>• vocabulary that can be understood – no jargon<br>• not being patronising<br>• slowing the pace<br>• appropriate tone<br>• explain confidentiality issues – age dependent<br>• making use of specialist methods, e.g. sign language, Braille, PECs etc.<br>• use of aids, e.g. hearing loop system<br>• interpreters<br>• provide leaflets/information in other languages<br>• using gestures / pictures / Makaton<br>• provide an advocate<br>• maintain confidentiality – private room etc.<br><br>**Supporting rights:**<br>• aids pupils' understanding of treatments / procedures etc.<br>• pupils will understand and so can make informed choices<br>• pupils feels valued and respected<br>• instils confidence and trust<br>• meets individual needs<br>• provides equality of access to services<br>• empowers pupils<br>• raises self esteem<br>• right to confidentiality | 6 | **Level 2 checklist**<br>• detailed description<br>• at least 2 ways<br>• linked to supporting rights<br>• linked to needs of pupil(s) in scenario<br>• correct use of terminology<br><br>**Level 1 – checklist**<br>• basic description<br>• only one way done well or several ways that need developing<br>• may not relate to supporting rights or specific pupil needs<br>• may just be related to effective communication<br>• limited use of terminology<br><br>**Annotation:**<br>The number of ticks will not necessarily correspond to the marks awarded.<br><br>✔ ways<br><br>✔➕ link to supporting rights<br><br>SEEN for a zero mark response | **Level 2 (4-6 marks)**<br>Answers provide a detailed description of at least two ways effective communication can be used to pupil's rights. Answers relate to specific needs of service users in the scenario and will be coherent, using correct terminology.<br><br>**Level 1 (1–3 marks)**<br>Answer provides a basic description of ways effective communication can be used. Answers may not be explicitly linked to supporting rights **or** pupils. List like or muddled answers should be placed in this band. Limited use of terminology.<br>**Sub–max of 3** if communication **OR** rights done well.<br><br>**0 marks =** response not worthy of credit |

| Question | | Answer/Indicative content | Mark | Guidance |
|---|---|---|---|---|
| **3** | **(b)** | **One** mark for each example described. **Two** required.<br><br>**Maintaining confidentiality:**<br>• teenagers personal notes and information being stored securely<br>• not gossiping about the teenager's circumstances<br>• not have discussions about the teenager with other professionals in a public place<br>• hold private meetings with the doors closed so others cannot overhear<br>• files kept in a locked filing cabinet<br>• electronic records password protected<br>• information only shared on a 'need to know' basis<br>• inform teenagers of information that cannot be kept confidential – danger to self/others, in danger from others<br><br>Accept valid alternative examples but be aware of repetition. | **2**<br>(2x1) | **Annotation:**<br>The number of ticks must match the number of marks awarded.<br>For **incorrect** answers use the **cross** or appropriate annotation from the following:<br><br>| ∧ | TV | REP | SEEN |<br><br><br>**Do not credit:**<br>• keep information secret<br>• don't tell anyone else |

| Question | | Answer/Indicative content | Mark | Guidance |
|---|---|---|---|---|
| **3** | **(c)** | **Two** marks for an example described. **Two** required.<br><br>| Examples | Descriptions |<br>|---|---|<br>| **protection** of a teenager **from abuse and harm** | sex abuse / violent relationship |<br>| when there is a risk of the teenager **harming themselves** | suicidal, anorexia, drug addiction |<br>| when there is a risk of the teenager **harming others** | mental health issues, threats of violence |<br>| when there is a risk of the teenager committing a **serious crime** | acid attack, drug dealing, terrorism, murder |<br><br>Accept valid alternative examples. | **4**<br>(2+2) | **Annotation:**<br>The number of ticks must match the number of marks awarded.<br>For **incorrect** answers use the **cross** or appropriate annotation from the following:<br><br>∧  TV  REP  SEEN<br><br>**Do not credit:**<br>• 'committing a crime' – must state '**serious crime**'<br>• 'broken the law' - on its own<br><br>If an answer gives two examples, credit the first one only – the question is to 'describe' so two examples cannot be credited for the same answer.<br><br>e.g.<br>'If they are at risk of harming themselves or others'<br>Would be 1 mark only as a description is required for the second mark. |

| Question | Answer/Indicative content | Mark | Guidance |
|---|---|---|---|
| 4 (a) | <table><tr><td>**Statement:**</td><td>**True (✓)**</td><td>**False (✓)**</td></tr><tr><td>Children are always entitled to make their own decisions</td><td></td><td>✓</td></tr><tr><td>Children's needs must come first</td><td>✓</td><td></td></tr><tr><td>Children 'at risk' may be taken into care against their parent's wishes</td><td>✓</td><td></td></tr></table> | 3 (3x1) | **Annotation:** The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross**. No other answers are acceptable. **If both true and false are ticked – zero mark** |

| Question | | Answer/Indicative Content | Mark | Guidance | | |
|---|---|---|---|---|---|---|
| | | | | **Content** | | **Levels of response** |
| 4 | (b) | **Settings need to:**<br>• adapt premises – ramps, lifts, automatic doors, wider doorways, etc for wheelchair access<br>• have leaflets/information available in a variety of formats – braille, large print<br>• provide clear signage so visually impaired not disadvantaged<br>• install hearing loops<br>• have staff trained in BSL<br>• produce easy to understand information for those with learning disabilities<br>• provide parking spaces near to the building for those with disabilities<br>• have a lowered section of reception desk for wheelchair users to speak to receptionists easily<br>• have an equal opportunities policy<br>• monitor selection and recruitment of staff<br>• cost of adaptions/staff equality awareness training<br><br>This list is not exhaustive, accept other valid explanations. | 4 | **Level 2 checklist**<br>• detailed description<br>• 2 or more impacts<br>• related to SU with disabilities<br>• correct use of terminology<br><br>**Level 1 checklist**<br>• basic explanation/description<br>• only one impact done well or several that need developing<br>• may not link to SU with disabilities<br>• limited terminology<br><br>**Do not credit:**<br>• information in different languages<br>• providing interpreters / translators<br>• staff who speak different languages<br><br>**Annotation:**<br>The number of ticks will not necessarily correspond to the marks awarded.<br><br>**SEEN**    for a zero mark response | | **Level 2 (3–4 marks)**<br>Answer provides a detailed description of at least two impacts of the Equality Act on care settings providing services for those with disabilities. Answers will be coherent, using correct terminology.<br><br>**Level 1 (1–2 marks)**<br>Answer provides a basic description of one or two impacts of the Equality Act on care settings providing services for those with disabilities. List like answers should be placed in this level. Limited use of terminology.<br>**Sub-max of 2** for one impact done well.<br><br>**0 marks =** response not worthy of credit |

| Question | | | Answer/Indicative content | Mark | Guidance |
|---|---|---|---|---|---|
| 4 | (c) | | **One** mark for each example identified. **Two** required.<br><br>**Bold = aspects of Data Protection Act.** Example in practice underneath:<br><br>**Processed fairly and lawfully**<br>• don't collect and use SU personal information without SU permission and only use it on a 'need to know' basis<br><br>**Used only for the purposes for which it was intended**<br>• hold information for a clear purpose and only use it for that purpose<br><br>**Adequate and relevant but not excessive**<br>• only collect and use information that is needed; do not collect unnecessary information<br><br>**Accurate and kept up-to-date**<br>• inaccurate data should be destroyed or corrected; staff have responsibility to ensure information is correct; systems should be in place for checking accuracy, for instance checking with patients<br><br>**Kept for no longer than is necessary**<br>• delete or destroy information when it is no longer needed – securely deleting or shredding sensitive or personal data<br><br>**Processed in line with the rights of the individual**<br>• people have a right to know information is being held about them, how their information is being used, to have any errors corrected, and to prevent any data being used for advertising or marketing<br><br>**Secured**<br>• non-authorised staff/people should not be allowed to access the information; it should be kept in secure conditions; there should be clear guidelines for who can have access<br><br>**Not transferred to other countries**<br>• information should not be transferred outside the EU unless the service user has given consent | 2<br>(2x1) | **Annotation:**<br>The number of ticks must match the number of marks awarded.<br>For **incorrect** answers use the **cross** or appropriate annotation from the following:<br><br>∧   TV   REP   SEEN<br><br>Wording of answers does not have to exactly match that on the mark scheme.<br><br>Credit can be given for aspects of the Data Protection Act or of an example of it in practice.<br><br>**DO NOT CREDIT:**<br>Descriptions of ways of 'maintaining confidentiality'. |

| Question | Answer | Marks | Guidance |
|---|---|---|---|
| **5** **(a)** | **One** mark for identification. **Three** required.<br>**One** mark for explanation. **Three** required.<br>**Personal hygiene measures:**<br>• hair tied back / covered<br>• open wounds covered<br>• no jewellery<br>• no nail polish<br>• wearing clean clothes<br>• appropriate protective clothing<br>• appropriate hand washing routines<br>• regular showering and hair washing<br>• regular brushing of teeth<br>• appropriate use and disposal of tissues / antiseptic wipes<br><br>**Appropriate protective clothing**<br>• disposable gloves<br>• disposable aprons<br>• overshoes<br>• overalls<br>• hair-nets / hygiene hats<br>• surgical garments<br>• face masks<br><br>**General cleanliness**<br>• use of anti-bacterial sprays on work surfaces<br>• toys / equipment cleaned regularly<br>• sterilising equipment<br>• floors mopped / carpets vacuumed<br>• bins emptied<br>• spillages cleared straight away<br>• hazardous waste disposed of following correct procedures<br>• bathrooms/toilets disinfected<br>• bedding/towels laundered<br>• deep clean<br>• clean tables / surfaces / worktops<br>• kitchen hygiene rules e.g. coloured chopping boards | **6**<br>(3 x 2) | The number of ticks must match the number of marks awarded.<br><br>For **incorrect** answers use the **cross** or appropriate annotation from the following:<br><br>| ^ | TV | REP | SEEN |<br><br>**One** mark for identification of a way.<br>**One** mark for explanation.<br><br>**Accept:**<br>'germs' in place of bacteria.<br><br>Accept other relevant methods but **be aware of repetition.**<br><br>**Do not accept:**<br>• 'gloves' must state disposable / rubber<br>• 'stop the spread of infection' it is in the question<br>• clean all areas – too vague<br><br><br>**Explanation of how the ways prevent spread of infection:**<br>• prevents transfer of bacteria<br>• destroys bacteria<br>• ensures high level of cleanliness<br>• reduces opportunity for spreading bacteria/germs<br>• stops others coming into contact with bacteria/germs<br>• barrier method reduces/prevents transfer of bacteria<br>• removes places for bacteria to be trapped<br>• prevent cross contamination |

| Question | | | Answer/Indicative Content | Marks | Guidance | |
|---|---|---|---|---|---|---|
| | | | | | **Content** | **Levels of response** |
| **5** | **(b)** | | Why providing training for staff protects individuals in care settings:<br><br>• **Reduces risks/danger due to increased staff awareness**<br>• **Staff know procedures to prevent accidents**<br>• **Promotes good practice**<br><br>**Examples:**<br>• provides guidance for staff so they know what to do in an emergency (fire, bomb threat etc)<br>• training for safe use of equipment - staff will have the knowledge and skills necessary to avoid injuries to themselves & others<br>• trained in moving and handling techniques avoids injuring themselves / SU<br>• staff know what is required of them, aware of specific staff roles/responsibilities<br>• aware of security measures to keep people safe<br>• knowledge of how to implement values of care<br>• know how to keep the welfare of children paramount<br>• safe-guarding procedures<br>• knowledge of effective communication<br>• knowledge of policies eg health & safety<br>• first aid training – first aider always available<br>• food hygiene training<br><br><br>Credit protecting staff and/or service users.<br><br>This list is not exhaustive, accept other valid explanations. | 4 | **Level 2 checklist**<br>• detailed explanation<br>• one or more reasons well done<br>• related to staff in care settings<br>• coherent and well structured<br><br><br>**Level 1 checklist**<br>• basic explanation/description<br>• only one reason attempted or several that need developing<br>• may not link to staff or care settings<br><br><br><br>**Annotation:**<br>The number of ticks will not necessarily correspond to the marks awarded.<br><br><br><br><br>SEEN     for a zero mark response | **Level 2 (3–4 marks)**<br>Answer provides a detailed explanation of one or more reasons why training staff protects individuals in care settings. Answers will be coherent.<br><br><br>**Level 1 (1–2 marks)**<br>Answer provides a basic explanation/description of why training staff protects individuals in care settings. List like answers should be placed in this level.<br><br>**0 marks =** response not worthy of credit |

| Question | | Answer/Indicative content | Mark | Guidance |
|---|---|---|---|---|
| **5** | **(c)** | | **5** (5x1) | **Annotation:** The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross**. |

| Example | Safety procedure (✓) | Safety measure (✓) |
|---|---|---|
| Putting up notices in every room explaining what to do in the event of a fire of a fire. | | ✔ |
| Having regular fire drills | ✔ | |
| Checking for damaged or worn floor coverings | | ✔ |
| Putting a 'wet floor' notice in a corridor after it has been mopped. | | ✔ |
| Carrying out risk assessments | ✔ | |

No other answers are acceptable.

**If both options are ticked - mark incorrect**