

**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 2018**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.













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

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

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

© OCR 2018

These are the annotations which are to be used when marking


Annotation	Meaning of annotation
	Blank Page – this annotation <b>must</b> be used on all <b>blank</b> pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Tick – correct answer
	Cross – incorrect answer
	Development of point (use only on questions where stated in the mark scheme)
	Level 1
	Level 2
	Level 3
	Benefit of doubt (This <b>does</b> count as a mark – so do not ‘tick’ as well)
	Omission mark
	Too vague
	Repeat
	Noted but no credit given
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	Marks	Guidance
1	<p>(a) <b>Two marks for each way described. Two required.</b>  <b>Ways to ensure equality of opportunity:</b></p> <p><b>Ensuring all areas are accessible</b></p> <ul style="list-style-type: none"> <li>meeting individual access needs eg. physical access, ramps, adjustable height tables for wheelchair users</li> </ul> <p><b>Ensuring resources and activities are accessible to all</b></p> <ul style="list-style-type: none"> <li>adapt tasks/resources for those with special educational needs or learning disabilities or English as second language</li> <li>simplified vocabulary / worksheets on coloured paper / providing extra support / help</li> </ul> <p><b>Children treated according to their individual needs</b></p> <ul style="list-style-type: none"> <li>for visually impaired - provision of magnifiers, information in Braille, enlarged print</li> <li>for hearing impaired - sign language, hearing loop</li> <li>food for special dietary needs</li> </ul> <p><b>Non-discriminatory language / behaviour</b></p> <ul style="list-style-type: none"> <li>staff to be good role models</li> <li>zero tolerance of sexist, racist comments, unfair/discriminatory treatment</li> <li>challenge staff/children who make discriminatory comments or behave in a discriminatory manner</li> </ul> <p><b>Treat the children fairly</b></p> <ul style="list-style-type: none"> <li>irrespective of race, gender, religion, disability, ethnicity, sexuality etc</li> <li>no 'favourites' or special treatment</li> <li>all given the same choices and opportunities as others, regardless of differences, eg visits arranged to places with wheelchair access / hearing loop etc</li> </ul> <p><b>Refer to and follow Teenies Nursery policies, e.g.</b></p> <ul style="list-style-type: none"> <li>Equal Opportunities</li> <li>Bullying</li> </ul>	<p><b>4</b> (2x2)</p>	<p>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div data-bbox="1473 379 1839 459" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>For <b>two</b> marks:</p> <ul style="list-style-type: none"> <li>a full description of an appropriate way that clearly shows understanding</li> <li>Do not give 2 separate marks for two identifications</li> </ul> <p>For <b>one</b> mark:</p> <ul style="list-style-type: none"> <li>a basic description that lacks clarity</li> <li>just identification of a 'way' or ways</li> </ul> <p><b>Do not accept:</b></p> <ul style="list-style-type: none"> <li>description of what staff should <b>not</b> do</li> <li>treating all children the same</li> <li>letting girls play with boys toys and vice versa</li> <li>letting everyone have a go with a popular toy</li> <li>giving children choice</li> </ul> <p>This answer list is not exhaustive accept other relevant ways and examples. May be interchangeable</p>

Question	Answer	Marks	Guidance
1	<p data-bbox="241 201 293 233"><b>(b)</b></p> <p data-bbox="327 201 947 233"><b>One</b> mark for each identification. <b>Two</b> required.</p> <p data-bbox="327 264 600 296"><b>Intellectual effects:</b></p> <ul data-bbox="327 304 1167 855" style="list-style-type: none"> <li data-bbox="327 304 1021 336">• lack of skills development / miss out on basic skills</li> <li data-bbox="327 368 920 400">• lack of communication / limited vocabulary</li> <li data-bbox="327 440 600 472">• lack of knowledge</li> <li data-bbox="327 512 752 544">• lack of progress / progression</li> <li data-bbox="327 584 600 616">• lack of stimulation</li> <li data-bbox="327 655 528 687">• loss of focus</li> <li data-bbox="327 727 898 759">• loss of concentration / interest / not listen</li> <li data-bbox="327 791 1167 855">• will not achieve potential / their education and development is not encouraged</li> </ul> <p data-bbox="327 895 857 927">Accept other relevant intellectual effects.</p>	<p data-bbox="1254 201 1323 264"><b>2</b> (2x1)</p>	<p data-bbox="1364 201 1536 233"><b>Annotation:</b></p> <p data-bbox="1364 233 2063 296">The number of ticks must match the number of marks awarded.</p> <p data-bbox="1364 336 2047 400">For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div data-bbox="1447 416 1812 496" style="border: 1px solid black; padding: 5px; text-align: center;"> <span data-bbox="1473 440 1541 472">A</span> <span data-bbox="1554 440 1621 472">TV</span> <span data-bbox="1635 440 1702 472">REP</span> <span data-bbox="1715 440 1783 472">SEEN</span> </div> <p data-bbox="1364 608 1559 639"><b>Do not credit:</b></p> <ul data-bbox="1364 647 1637 743" style="list-style-type: none"> <li data-bbox="1364 647 1637 679">• emotional effects</li> <li data-bbox="1364 687 1585 719">• social effects</li> <li data-bbox="1364 727 1615 759">• physical effects</li> </ul>



Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
1	(c)	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 <b>analysis</b>.</p> <p><b>Level 3 – checklist</b></p> <ul style="list-style-type: none"> <li>detailed analysis</li> <li>at least two ways of valuing diversity</li> <li>ways explicitly relevant to the nursery</li> </ul> <p><b>Level 2 – checklist</b></p> <ul style="list-style-type: none"> <li>sound analysis</li> <li>one or two ways of valuing diversity</li> <li>ways are mostly relevant to the nursery</li> <li>sub-max 3 if only one way analysed or several ways not developed</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>Likely to identify several ways with little or no analysis</li> <li>basic information</li> <li>limited relevance to a nursery</li> <li>List like/muddled</li> </ul> <p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>NOTE:</b> <b>Where ways of valuing</b></p>	<p><b>Level 3 (5 marks)</b> Answers provide a detailed analysis of at least two ways of valuing diversity. Answers are explicitly relevant to a nursery. Answers will be coherent, factually accurate and use appropriate terminology.</p> <p><b>Level 2 (3–4 marks)</b> Answers provide a sound analysis of one or two ways of valuing diversity. Some relevance to the nursery. Answers will be coherent, factually accurate and use appropriate terminology. <b>Sub-max of 3</b> for one way analysed well or several ways not developed</p> <p><b>Level 1 (1–2 marks)</b> Answer provides way(s) of valuing diversity. May not be explicitly linked to the setting. Answers may be list like, muddled, demonstrating little knowledge or understanding.</p> <p><b>0 marks =</b> response not worthy of credit</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> <li>have 'black and white dolls' or similar without reference to how it could promote inclusivity</li> </ul> <p>This list is not exhaustive accept other relevant aspects of diversity and analysis.</p>		<p><b>diversity are given without analysis use the omission mark:</b></p> <p><b>Only use ticks for analysis.</b></p>	

Question	Answer	Marks	Guidance
2	<p>(a) <b>One</b> mark for each 'right'. <b>Three</b> required. <b>One</b> mark for each example. <b>Three</b> required.</p> <p><b>Choice:</b></p> <ul style="list-style-type: none"> <li>• residents can choose from a range of activities to take part in</li> <li>• crafts, art, gardening, photography available</li> <li>• a programme of social events is available</li> <li>• music, singing and quizzes to choose from</li> <li>• provision of a quiet room for meditation or prayer</li> </ul> <p><b>Consultation:</b></p> <ul style="list-style-type: none"> <li>• residents are asked for their views and opinions regarding decisions about their care</li> <li>• provides person-centred care provided which meets individual needs</li> </ul> <p><b>Protection from harm and abuse:</b></p> <ul style="list-style-type: none"> <li>• high standards of general hygiene were seen throughout the care home</li> <li>• staff are well trained in manual handling</li> <li>• staff are well trained in first aid</li> <li>• there are regular fire drills</li> </ul> <p><b>Equal and fair treatment:</b></p> <ul style="list-style-type: none"> <li>• the gardens are easily accessible by all, with wide pathways and no steps</li> <li>• staff are well trained in British Sign Language</li> <li>• staff provide person-centred care / meet all their individual needs</li> <li>• all areas are accessible</li> <li>• cultural differences catered for – prayer rooms, variety of activities, music</li> </ul>	<p><b>6</b> (3x1 + 3x1)</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <span style="border: 1px solid red; padding: 2px;">^</span> <span style="border: 1px solid red; padding: 2px;">TV</span> <span style="border: 1px solid red; padding: 2px;">REP</span> <span style="border: 1px solid red; padding: 2px;">SEEN</span> </div> <p><b>Examples given must relate to High Park Care Home.</b></p> <p>Credit can be given for an appropriate example of maintaining rights if a right has not been named or is incorrect.</p> <p><b>Do not credit:</b></p> <ul style="list-style-type: none"> <li>• confidentiality (not relevant to the case study)</li> <li>• 'equal treatment' must be 'equal and fair'</li> <li>• protection from 'abuse' or 'harm' must have both</li> <li>• 'residents feel safe' must give an example to show why</li> <li>• repeats of examples as some are interchangeable</li> </ul>



Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
2	(b)	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><b>Level 3 checklist</b></p> <ul style="list-style-type: none"> <li>• detailed explanation</li> <li>• at least 2 safety procedures identified + explained</li> <li>• clearly addresses protecting the staff and residents</li> <li>• correct use of terminology</li> </ul> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>• sound explanation</li> <li>• 1 or 2 safety procedures</li> <li>• may identify several procedures but explanation not fully developed</li> <li>• some relevance to protecting staff and/or residents</li> <li>• some correct terminology</li> </ul> <p><b>Level 1 checklist</b></p> <ul style="list-style-type: none"> <li>• likely to identify several procedures with little or no explanation</li> <li>• basic information</li> <li>• may not relate to protecting residents or staff</li> <li>• limited terminology</li> </ul> <p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p>	<p><b>Level 3 (7–8 marks)</b> Answers provide a detailed explanation of at least two safety procedures and how they protect staff and residents. Answers will be coherent, factually accurate and use appropriate terminology.</p> <p><b>Level 2 (4–6 marks)</b> Answers provide a sound explanation of one or two safety procedures and how they protect staff and residents. Response may focus on one procedure with only minimal mention of a second. Answers will be factually accurate but need developing. Some correct terminology will be used. <b>Sub-max of 4</b> for only one procedure done well or several procedures not fully developed</p> <p><b>Level 1 (1–3 marks)</b> Answers will identify procedure(s) with minimal or no explanation. List like answers should be placed in this level. Limited use of terminology. <b>0 marks =</b> response not worthy of credit</p>
	<p><b>Safety procedures:</b></p> <ul style="list-style-type: none"> <li>• emergency fire procedures/fire drills/assembly points</li> <li>• emergency evacuation procedures / plans (bomb threats, terrorism, gas leaks, flood)</li> <li>• training programme - correct moving and handling techniques</li> <li>• risk assessments – activities / outings / equipment etc</li> <li>• first aid procedures / policy</li> <li>• food safety procedures / policies</li> <li>• level of supervision related to individual needs i.e. staff to resident ratio</li> <li>• DBS checks for staff</li> <li>• regular Pat testing of electrical equipment</li> <li>• reporting system for damaged or faulty equipment</li> </ul> <p><b>How it protects:</b></p> <ul style="list-style-type: none"> <li>• prevents accidents</li> <li>• prevents injuries to staff / residents</li> <li>• reduces risk – results in a safer environment</li> <li>• improves hygiene - helps prevent the spread of infections / germs / cross infection / cross contamination</li> <li>• a good standard of safe equipment is maintained / no worn out, potentially dangerous equipment in use</li> <li>• staff know how to react in an emergency – fire etc</li> <li>• residents know where to go in the event of an emergency</li> <li>• enables staff to take quick, efficient action to remove residents from danger / give first aid</li> <li>• provides guidance for staff so they know what to do to keep</li> <li>• residents safe at all times / staff know what is required of them</li> </ul> <p><b>Do not credit:</b> security or data handling procedures</p>			


Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
	<p><b>NOTE:</b>  <b>Answers must refer to safety procedures</b> – not safety measures such as wet floor signs.            A procedure is a process, not a specific action.            Do not credit security measures.</p>		<div style="border: 1px solid black; padding: 5px; display: inline-block;">  For just an identification of a safety procedure         </div>	<p><b>OR</b></p> <div style="border: 1px solid black; padding: 5px; display: inline-block;">  For an identification of a safety procedure with an explanation of how it protects         </div>
				<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <span style="border: 1px solid red; padding: 2px;">SEEN</span> for a zero mark response         </div>

Question	Answer	Marks	Guidance
3 (a)	<p><b>Three</b> marks for a definition and an example.</p> <p><b>Definition of ‘providing advocacy’:</b> Must be speaking ‘on behalf’ of someone, not speaking ‘for’ them.</p> <ul style="list-style-type: none"> <li>• Speaking on behalf of individuals who are unable to do so for themselves.</li> <li>• Ensures an individual’s rights and needs are recognised.</li> <li>• An advocate is independent and will represent the individual’s wishes without judging or giving their personal opinion.</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• A friend or relative represents an older person with dementia by speaking about their needs with social services when a care plan is being discussed.</li> <li>• Arranging for a responsible adult to represent an individual with learning difficulties or /someone under 17, to ensure the individual’s rights are maintained.</li> <li>• Using a third sector volunteer (eg. from Age UK, MIND or SEAP) to represent the person’s best interests when applying for disability benefits.</li> <li>• Representing someone in court.</li> </ul> <p>Accept other appropriate examples.</p>	3 (3x1)	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded. For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <span style="border: 1px solid red; padding: 2px 5px;">^</span> <span style="border: 1px solid red; padding: 2px 5px;">TV</span> <span style="border: 1px solid red; padding: 2px 5px;">REP</span> <span style="border: 1px solid red; padding: 2px 5px;">SEEN</span> </div> <p>Wording of the answers does not have to exactly match that on the mark scheme.</p> <p><b>3 marks</b> for a definition and example that shows understanding how an individual can be supported by an advocate.</p>

Question	Answer	Marks	Guidance
3	<p>(b) <b>Two</b> examples required. <b>Two</b> marks each.</p> <ul style="list-style-type: none"> <li>• Sharing information on a need-to-know basis – so information is only shared with those directly involved in the support and care of the child</li> <li>• hold meetings in a private room – so no unauthorised individuals can access the information</li> <li>• Keep doors of the meeting room closed so no-one can overhear.</li> <li>• No discussions in public places, e.g. corridors– so that no-one can overhear the discussion.</li> <li>• Only discuss appropriate information that is relevant and required to deal with the situation, eg not gossiping about the family.</li> <li>• Securely dispose of any unwanted paperwork or notes – to avoid unauthorised access / comply with Data Protection Act</li> <li>• Not leave any files or notes behind in the meeting room – to prevent unauthorised access</li> </ul>	<p><b>4</b> (2x2)</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded. For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <span style="border: 1px solid red; padding: 2px 5px;">^</span> <span style="border: 1px solid red; padding: 2px 5px;">TV</span> <span style="border: 1px solid red; padding: 2px 5px;">REP</span> <span style="border: 1px solid red; padding: 2px 5px;">SEEN</span> </div> <p>Wording of answers does not have to exactly match that on the mark scheme.</p> <p>Credit one way described, not 2 ways identified.</p> <p>For <b>two</b> marks: A description of an appropriate way to maintain confidentiality when having a meeting.</p> <p>For <b>one</b> mark:</p> <ul style="list-style-type: none"> <li>• identification of an appropriate way</li> </ul>



Question	Answer	Mark	Guidance												
3	<p data-bbox="241 252 297 284">(c)</p> <p data-bbox="331 252 958 284"><b>One</b> mark for a correct statement. <b>Two</b> required.</p> <p data-bbox="331 355 1193 387">Two statements that are key aspects of the Mental Health Act 2007</p> <table border="1" data-bbox="331 467 1305 1090"> <thead> <tr> <th data-bbox="331 467 1137 539">Statements</th> <th data-bbox="1137 467 1305 539">Tick <b>two</b> only (✓)</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 539 1137 651">Provides the authority to take a person to a 'place of safety' for assessment.</td> <td data-bbox="1137 539 1305 651" style="text-align: center;">✓</td> </tr> <tr> <td data-bbox="331 651 1137 762">Requires that the working environment should not put anyone at risk.</td> <td data-bbox="1137 651 1305 762"></td> </tr> <tr> <td data-bbox="331 762 1137 874">Information about individuals receiving care should always be accurate and up to date.</td> <td data-bbox="1137 762 1305 874"></td> </tr> <tr> <td data-bbox="331 874 1137 986">Gives a definition of different types of disorder.</td> <td data-bbox="1137 874 1305 986" style="text-align: center;">✓</td> </tr> <tr> <td data-bbox="331 986 1137 1090">Makes discrimination in the workplace illegal.</td> <td data-bbox="1137 986 1305 1090"></td> </tr> </tbody> </table>	Statements	Tick <b>two</b> only (✓)	Provides the authority to take a person to a 'place of safety' for assessment.	✓	Requires that the working environment should not put anyone at risk.		Information about individuals receiving care should always be accurate and up to date.		Gives a definition of different types of disorder.	✓	Makes discrimination in the workplace illegal.		<p data-bbox="1350 252 1406 284"><b>2</b></p> <p data-bbox="1350 284 1417 316">(2x1)</p>	<p data-bbox="1462 252 2067 316">The number of ticks must match the number of marks awarded.</p> <p data-bbox="1462 355 1955 387">For <b>incorrect</b> answers use the <b>cross</b>.</p> <p data-bbox="1462 523 1921 555"><b>No other answers are acceptable.</b></p> <p data-bbox="1462 627 1933 691"><b>If more than two boxes are ticked:</b> Mark the first two only.</p> <p data-bbox="1462 794 2067 1066"><b>Crossed Out Responses:</b> 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 <b>two</b> only (✓)														
Provides the authority to take a person to a 'place of safety' for assessment.	✓														
Requires that the working environment should not put anyone at risk.															
Information about individuals receiving care should always be accurate and up to date.															
Gives a definition of different types of disorder.	✓														
Makes discrimination in the workplace illegal.															

Question	Answer	Marks	Guidance
4(a) (i)	<p><b>One</b> mark for a way identified. <b>Two</b> required.</p> <p><b>Impact of the Health and Safety at Work Act 1974</b></p> <p><b>Service providers must:</b></p> <ul style="list-style-type: none"> <li>• ensure working environment does not put anyone at risk</li> <li>• carry out / provide risk assessments</li> <li>• provide equipment that is safe &amp; in good working order/ carry out equipment checks</li> <li>• provide adequate health and safety training for staff e.g. manual handling, Health &amp; safety</li> <li>• provide a written health &amp; safety policy</li> <li>• display the 'health and safety law' poster</li> <li>• provide protective equipment, if needed, free of charge to employees</li> <li>• have health and safety procedures in place, e.g. fire evacuation</li> <li>• have working fire alarms, extinguishers and accessible fire doors</li> <li>• provide adequate first aid</li> <li>• report serious accidents in the workplace to the HSE</li> </ul>	<p><b>2</b> (2x1)</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded. For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <span style="border: 1px solid red; padding: 2px 5px;">^</span> <span style="border: 1px solid red; padding: 2px 5px;">TV</span> <span style="border: 1px solid red; padding: 2px 5px;">REP</span> <span style="border: 1px solid red; padding: 2px 5px;">SEEN</span> </div> <p>Wording of answers does not have to exactly match that on the mark scheme.</p>

Question		Answer	Marks	Guidance
4(a)	(ii)	<p><b>One</b> mark for a way identified. <b>Two</b> required.</p> <p><b>Impact of the Health and Safety at Work Act 1974</b></p> <p><b>Care practitioners:</b></p> <ul style="list-style-type: none"> <li>• must co-operate with their employer by following health and safety regulations in the workplace</li> <li>• must report any hazards to the employer, e.g. damaged equipment</li> <li>• must not misuse or tamper with equipment provided that meets health and safety regulations e.g. fire extinguishers</li> <li>• must understand their responsibility to take care of themselves and others in the workplace</li> <li>• attend training required for their job role / will have been taught how to use equipment safely / manual handling etc.</li> <li>• can exercise their rights to have a safe environment / ensures they are in a safe working environment</li> <li>• will have to wear PPE provided by their employer</li> <li>• the Act ensures that the practitioners are in a safe working environment</li> </ul>	<p><b>2</b> (2x1)</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded. For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Wording of answers does not have to exactly match that on the mark scheme.</p>

Question	Answer/Indicative content	Mark	Guidance			
			Content	Levels of response		
4	(b)	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 <b>description</b>.</p> <p><b>Level 2 – checklist</b></p> <ul style="list-style-type: none"> <li>• detailed description</li> <li>• two examples of guidance</li> <li>• correct use of terminology</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>• basic description</li> <li>• one or two examples</li> <li>• may identify several examples but not fully developed</li> <li>• list like/muddled</li> </ul> <p>The five Every Child Matters outcomes count as one aspect of the Children Act, so credit individual outcomes once only.</p> <p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p>	<p><b>Level 2 (4–5 marks)</b> Answers will include a detailed description of two examples of guidance provided by the Act. Answers will be coherent, factually accurate and use appropriate terminology.</p> <p><b>Level 1 (1–3 marks)</b> Answers will include a basic description of one or two examples of guidance provided by the Act. Description may be brief or not relevant. Answers may be muddled or list like and lack technical detail. <b>Sub-max of 3</b> for one example done well or several examples not developed.</p> <p><b>0 marks = not worthy of credit</b></p>		
					<b>Children Act 2004</b>	<b>Guidance for practitioners</b>
					<b>Protection of children at risk</b>	Duty of practitioners who work with children to follow safeguarding procedures May involve practitioners having to take child away from family – care orders / emergency protection orders.
					<b>Keep children safe</b>	
					<b>Paramourncy principle</b>	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.
					<b>Consultation</b>	Children who are old enough / mature are to be consulted giving them the right to speak out/have a voice/to be heard.
					<b>Gives children specific rights</b>	Children have the right to be provided with an advocate. Children have to be consulted / wishes taken into consideration. Have to ensure children stay within the wider family circle where possible.
					<b>ECM – 5 outcomes</b>	Care provided should support ECM outcomes: staying safe, being healthy, enjoying and achieving, make a positive contribution, economic well-being.
					<b>Practitioners to work in multi-disciplinary teams</b>	Duty of care practitioners who work with children to follow safeguarding procedures / ensure information is shared.
					<b>Created Children’s Commissioner</b>	Gives children a voice, represents their interests - so their views have to be taken into account.
<b>Set up local Safeguarding Children’s Boards</b>						
<b>Established Children And Young People’s Plan (CYPP)</b>	Duty of Local Authorities to promote co-operation between agencies/practitioners to improve well-being of C and YP relating to the 5 outcomes.					



Question		Answer	Marks	Guidance
4	(c)	<p>One identification required. <b>One</b> mark.</p> <p><b>The Equality Act</b></p>	<p><b>1</b> (1x1)</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;">   </div> <p><b>Must state 'Act'</b></p> <p>Date not required.</p> <p><b>If more than one piece of legislation is given:</b> Mark the first response</p>

Question	Answer	Marks	Guidance
4	<p><b>(d)</b> <b>Two</b> mark for each description. <b>Two</b> required.</p> <p><b>Challenge afterwards through procedures:</b></p> <ul style="list-style-type: none"> <li>• report to a higher authority – senior staff / boss / manager / supervisor / parents</li> <li>• use the organisations complaints procedures – means that individuals know how to take action if they have a complaint about neglect, discrimination or poor practice</li> <li>• disciplinary action - makes them aware of the seriousness of the issue; provides a basis for changing individual practice / supervision</li> <li>• refer to organisations policies – Equal Opportunities, bullying etc</li> <li>• take legal advice and take the individual who has discriminated to court</li> </ul> <p><b>Challenge with long-term proactive campaigning:</b> (answers must refer to a long term solution)</p> <ul style="list-style-type: none"> <li>• training could be provided, e.g. courses about equality and diversity, anger management, effective communication</li> <li>• awareness sessions on a regular basis for staff to understand correct ways of working</li> <li>• supervision – the practice of the person discriminating could be monitored over time</li> </ul> <p>Accept other appropriate responses.</p>	4 (2x2)	<p>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <span style="border: 1px solid red; padding: 2px 5px;">^</span> <span style="border: 1px solid red; padding: 2px 5px;">TV</span> <span style="border: 1px solid red; padding: 2px 5px;">REP</span> <span style="border: 1px solid red; padding: 2px 5px;">SEEN</span> </div> <p><b>One mark:</b> A basic description that lacks clarity, or a list of actions</p> <p><b>Two marks:</b> A full description that clearly shows understanding with an example or further detail.</p>

Question	Answer	Marks	Guidance	
			Content	Levels of response
5	(a)	6	<p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is <b>explanation</b>.</p> <p><b>Level 3 checklist</b></p> <ul style="list-style-type: none"> <li>• detailed explanation</li> <li>• two security measures and how they protect</li> <li>• security measures fully relevant to a primary school</li> <li>• clear and logically structured</li> </ul> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>• sound explanation</li> <li>• 1 or more security measures</li> <li>• explanation of how they protect not fully developed</li> <li>• some relevance to a primary school</li> <li>• some correct terminology</li> </ul> <p><b>Level 1 checklist</b></p> <ul style="list-style-type: none"> <li>• limited / basic explanation</li> <li>• likely to identify several security measures with little explanation</li> <li>• may not link to a primary school</li> <li>• limited structure and clarity</li> </ul> <p><b>Do not credit:</b></p> <ul style="list-style-type: none"> <li>• just identification of security measures</li> <li>• all doors locked</li> </ul>	<p><b>Level 2 (5–6 marks)</b> Answer provides a detailed explanation of how two security measures protect children in a primary school. Answers will be coherent, and factually correct. Correct terminology will be used.</p> <p><b>Level 2 (3–4 marks)</b> Answers provide a sound explanation of one or more security measures and how they protect children in a primary school. Response may focus on one measure with only minimal mention of a second. Answers will be factually accurate but need developing. Some correct terminology will be used. <b>Sub-max of 3</b> for only one security measure done well or several appropriate measures not fully developed.</p> <p><b>Level 1 (1–2 marks)</b> Answer provides a limited or basic explanation of security measures and how they protect children in a primary school. Answers may not link to the context. List like or muddled answers should be placed in this band. <b>0 marks</b> = response not worthy of credit</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
				<ul style="list-style-type: none"> <li>• references to fire safety</li> <li>• references to data protection</li> <li>• 'cameras' on its own</li> <li>• 'ID badges' on its own</li> <li>• DBS check – not security</li> </ul>	<div style="border: 1px solid red; padding: 2px; display: inline-block;">SEEN</div> for a zero mark response

Question	Answer	Marks	Guidance																		
5	<p>(b)</p> <p><b>One</b> mark for an example. <b>One</b> required.  <b>One</b> mark for how rights are supported. <b>One</b> required.</p> <p><b>Providing up to date information:</b></p> <table border="1" data-bbox="331 368 1245 1369"> <thead> <tr> <th data-bbox="331 368 759 408">Example</th> <th data-bbox="759 368 1245 408">How it supports rights</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 408 759 504"><b>Times services open</b></td> <td data-bbox="759 408 1245 504"><i>so that the individual knows when they can access services</i></td> </tr> <tr> <td data-bbox="331 504 759 616"><b>Type of care provided</b></td> <td data-bbox="759 504 1245 616"><i>the individual can choose what is most appropriate for themselves to receive</i></td> </tr> <tr> <td data-bbox="331 616 759 727"><b>Alternatives available</b></td> <td data-bbox="759 616 1245 727"><i>the individual can choose the most appropriate service/treatment/ type of care</i></td> </tr> <tr> <td data-bbox="331 727 759 871"><b>Results of tests/treatments Medical data / medical records</b></td> <td data-bbox="759 727 1245 871"><i>so that individuals are able to choose/know the options/know why they are being treated new medication / allergies info</i></td> </tr> <tr> <td data-bbox="331 871 759 1038"><b>Letters/e-mails/texts informing that service is moving / new services are available / change of address</b></td> <td data-bbox="759 871 1245 1038"><i>tells them where they can access a service important to them</i></td> </tr> <tr> <td data-bbox="331 1038 759 1126"><b>Medication instructions</b></td> <td data-bbox="759 1038 1245 1126"><i>so the correct dose is taken so it is taken at the correct time</i></td> </tr> <tr> <td data-bbox="331 1126 759 1230"><b>Reports on behaviour achievement and improvements</b></td> <td data-bbox="759 1126 1245 1230"><i>supports right to consultation / informed choice right to information about progress</i></td> </tr> <tr> <td data-bbox="331 1230 759 1369"><b>Information about complaints procedures / other policies equal opps etc</b></td> <td data-bbox="759 1230 1245 1369"><i>know system of redress know how they should be treated know how to complain</i></td> </tr> </tbody> </table> <p>Accept other appropriate examples.</p>	Example	How it supports rights	<b>Times services open</b>	<i>so that the individual knows when they can access services</i>	<b>Type of care provided</b>	<i>the individual can choose what is most appropriate for themselves to receive</i>	<b>Alternatives available</b>	<i>the individual can choose the most appropriate service/treatment/ type of care</i>	<b>Results of tests/treatments Medical data / medical records</b>	<i>so that individuals are able to choose/know the options/know why they are being treated new medication / allergies info</i>	<b>Letters/e-mails/texts informing that service is moving / new services are available / change of address</b>	<i>tells them where they can access a service important to them</i>	<b>Medication instructions</b>	<i>so the correct dose is taken so it is taken at the correct time</i>	<b>Reports on behaviour achievement and improvements</b>	<i>supports right to consultation / informed choice right to information about progress</i>	<b>Information about complaints procedures / other policies equal opps etc</b>	<i>know system of redress know how they should be treated know how to complain</i>	2 (2x1)	<p>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div data-bbox="1541 384 1906 464" style="border: 1px solid black; padding: 5px; text-align: center;"> <span style="border: 1px solid red; padding: 2px;">^</span> <span style="border: 1px solid red; padding: 2px;">TV</span> <span style="border: 1px solid red; padding: 2px;">REP</span> <span style="border: 1px solid red; padding: 2px;">SEEN</span> </div> <p><b>One mark for:</b> An example of up-to-date information.</p> <p><b>One mark for:</b> How it supports rights.</p>
Example	How it supports rights																				
<b>Times services open</b>	<i>so that the individual knows when they can access services</i>																				
<b>Type of care provided</b>	<i>the individual can choose what is most appropriate for themselves to receive</i>																				
<b>Alternatives available</b>	<i>the individual can choose the most appropriate service/treatment/ type of care</i>																				
<b>Results of tests/treatments Medical data / medical records</b>	<i>so that individuals are able to choose/know the options/know why they are being treated new medication / allergies info</i>																				
<b>Letters/e-mails/texts informing that service is moving / new services are available / change of address</b>	<i>tells them where they can access a service important to them</i>																				
<b>Medication instructions</b>	<i>so the correct dose is taken so it is taken at the correct time</i>																				
<b>Reports on behaviour achievement and improvements</b>	<i>supports right to consultation / informed choice right to information about progress</i>																				
<b>Information about complaints procedures / other policies equal opps etc</b>	<i>know system of redress know how they should be treated know how to complain</i>																				

Question		Answer	Marks	Guidance										
5	(c)	<table border="1"> <thead> <tr> <th>Ways of applying the values of care.</th> <th>Answer: A, B, C, D or E</th> </tr> </thead> <tbody> <tr> <td>Leaflets are available about the care settings complaints procedure.</td> <td><b>B</b></td> </tr> <tr> <td>Information about individuals receiving care should always be kept on password protected computers and only be shared on a need to know basis.</td> <td><b>A</b></td> </tr> <tr> <td>All staff have DBS checks before they are employed by a care setting.</td> <td><b>D</b></td> </tr> <tr> <td>A teacher discussing a child's progress with a social worker.</td> <td><b>C</b></td> </tr> </tbody> </table>	Ways of applying the values of care.	Answer: A, B, C, D or E	Leaflets are available about the care settings complaints procedure.	<b>B</b>	Information about individuals receiving care should always be kept on password protected computers and only be shared on a need to know basis.	<b>A</b>	All staff have DBS checks before they are employed by a care setting.	<b>D</b>	A teacher discussing a child's progress with a social worker.	<b>C</b>	<b>4</b> (4x1)	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>For an <b>incorrect</b> answer use the <b>cross</b>.</p> <p><b>No other answers are acceptable.</b></p> <p><b>If more than one answer letter is given in the box:</b> No mark should be awarded.</p> <p><b>Crossed Out Responses:</b> 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>
Ways of applying the values of care.	Answer: A, B, C, D or E													
Leaflets are available about the care settings complaints procedure.	<b>B</b>													
Information about individuals receiving care should always be kept on password protected computers and only be shared on a need to know basis.	<b>A</b>													
All staff have DBS checks before they are employed by a care setting.	<b>D</b>													
A teacher discussing a child's progress with a social worker.	<b>C</b>													

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
is a Company Limited by Guarantee  
Registered in England  
Registered Office; The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA  
Registered Company Number: 3484466  
OCR is an exempt Charity

**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

© OCR 2018

