

CAMBRIDGE NATIONALS

Exemplar Candidate Work

HEALTH AND SOCIAL CARE



J801, J811

R021 Summer 2019 series

Version 1

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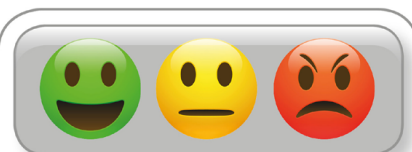
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Introduction

These exemplar answers have been chosen from the summer 2019 examination series.

OCR is open to a wide variety of approaches and all answers are considered on their merits. These exemplars, therefore, should not be seen as the only way to answer questions but they do illustrate how the mark scheme has been applied.

Please always refer to the specification <https://www.ocr.org.uk/Images/82369-specification.pdf> for full details of the assessment for this qualification. These exemplar answers should also be read in conjunction with the sample assessment materials and the June 2019 Examiners' report or Report to Centres available from Interchange <https://interchange.ocr.org.uk/>.

The question paper, mark scheme and any resource booklet(s) will be available on the OCR website from summer 2020. Until then, they are available on OCR Interchange (school exams officers will have a login for this and are able to set up teachers with specific logins – see the following link for further information <http://www.ocr.org.uk/administration/support-and-tools/interchange/managing-user-accounts/>).

It is important to note that approaches to question setting and marking will remain consistent. At the same time OCR reviews all its qualifications annually and may make small adjustments to improve the performance of its assessments. We will let you know of any substantive changes.

Question 1(b)

- (b) Identify **one** key aspect of the Data Protection Act and give an example of how Susan would apply it in her work at the nursery. [1]+[2]

Exemplar 1

2 marks

Key aspect of the Data Protection Act

to protect her personal information from other people [1]

Example of how Susan would apply it in her work

she could put a password on her computer that only she would know so nobody can have access to her files. [2]

Examiner commentary

A common error was that candidates, such as this one, gave a correct example but were not able to accurately identify a matching key aspect of the Data Protection Act. This indicated a gap in knowledge of the legislation covered in LO3 of this specification and resulted in losing the third mark.

Unable to state a key aspect, the candidate has given a vague statement. This does not identify a key aspect using appropriate terminology such as 'data is secured' which would have gained the 3rd mark.

The example given is a realistic suggestion of what Susan could do to keep information secure, with a reason, and so gained two marks.

Exemplar 2

3 marks

Key aspect of the Data Protection Act

~~information kept up-to-date~~
kept up-to-date [1]

Example of how Susan would apply it in her work

emergency contacts are correct and up-to-date in case of accidents/incidents that may occur at the nursery to inform parents/guardians quickly and efficiently [2]

Examiner commentary

This exemplar gains full marks. The candidate has correctly stated a key aspect of the Data Protection Act, that information should be 'kept up-to-date' (1 mark)

This is followed by a very clear and practical example of how Susan would put it into practice at the nursery – by emergency contacts being correct and up-to-date in case of accidents (1 mark) so parents can be contacted as quickly as possible (1 mark).

Question 1(c)

- (c) **Identifying staff and receiving and monitoring visitors** are two security measures used in the nursery.

Explain how these two security measures can protect individuals in the nursery.

[3]+[3]

Exemplar 1

3 marks

Identifying staff

The staff could wear ID lanyards, so that they are easily identifying them as staff and who they are, because this could protect individuals in the nursery because they know who is staff and who isn't and they know who to trust, and would easily be spotted if they aren't staff. [3]

Examiner commentary

Identifying staff

This question requires candidates to explain how individuals in a nursery can be protected by identifying staff. It requires an explanation of a way/method of identifying staff with some additional detail about how it protects.

The majority of candidates were able to gain at least one mark for stating a way in which staff can be identified, common correct examples include lanyards, uniform and staff ID badges.

This candidate gained two additional marks for giving an explanation of how this method would protect individuals in the nursery. The candidate explains how the lanyard enables children and others to know who is a trusted member of staff and makes strangers/visitors easy to recognise.

This response meets the requirements of the command verb 'explain' as a clear reason and purpose for the given method of identifying staff has been provided by the candidate.

Exemplar 2

2 marks

Receiving and monitoring visitors

Staff would know who is coming to visit their children. They would also use the signing of in and out books so that they know who is there. They would also identify the purpose of coming into the nursery. [3]

Examiner commentary

Receiving and monitoring visitors

Signing in and out books, visitor badges were the most common correct suggestions for methods to protect individuals in the nursery and, when explained, gained full marks.

This response gains two marks – 1 for identifying a method – visitors signing in and 1 mark for stating why this is done – to note their purpose for visiting.

For the additional mark the answer needed to be developed by stating, for example, that this would provide a record of visitor's time of arrival and leaving so the staff know who is still on the premises.

As the question is an 'explain' additional reasons or purposes are required to develop the answer, not just a brief statement or identification. For example, candidates who suggested CCTV often omitted to state any additional explanation such as where and how this monitors entrances for example.

The most common incorrect answer was about the DBS scheme which has no relevance to this question, though some candidates wrote about it at length. Candidates need to have a clear understanding of the difference between security and safety measures.

Question 3(c)

- (c) Explain how the up-to-date information provided by Triangle House supports the rights of individuals using its services. [5]

Exemplar 1

Level 1, 1 mark

By the up-to-date information being provided by Triangle House it highly supports the right of individuals using the service. Firstly, it gives the individuals a choice but also makes them ^{feel} valued because they are told what things they can access. Furthermore, by doing this it gives the individual assures that they are respected as people with individual needs are treated fairly without feeling discriminated.

Examiner commentary

This candidate has just provided general information, which is a little vague, rather than giving a 'detailed explanation' which is required by the question.

There is no detail about rights, only 'choice' is identified, and no specific 'up-to-date' information is referred to or linked to rights.

Rather than linking their response to specific up to date information that Triangle House provides or specific rights, the candidate has just given basic information about the benefits of providing the information such as feeling 'valued' and 'respected'.

As the candidate has not really addressed the question this response is awarded Level one.

Exemplar 2

Level 3, 5 marks

By providing a list of the opening hours, it allows an individual ~~to~~ the right to choice as they can choose when they visit based on when they are available to, and when they prefer to. The facilities that they offer, supports the right to equal and fair treatment as they cater for individuals who may have

disability. For example they have wheelchair access to make the accommodation easily accessible which may make an individual feel valued as their individual needs are being met. They also have access to interpreters for individuals who may not speak English as their first language so the right to consultation and equal and fair treatment is being promoted which may allow the service user to instill confidence and trust. [5]

Examiner commentary

This exemplar shows an excellent response which gained full marks. This response demonstrates knowledge and understanding of the topic and also good use of appropriate terminology. The candidate has written a separate paragraph for each of three types of up-to-date information. This is good practice and leads to a well-developed response.

The response is very well-structured and identifies examples of up to date information provided by Triangle House about facilities and services they have available, such as a list of opening hours, wheelchair access and interpreters available. Each example is clearly linked with the rights it supports.

The response is very well-structured, each paragraph provides an explanation of how the information supports rights. For example, how knowing that wheelchair access is available supports equal and fair treatment. The specifically named rights of choice, equal and fair treatment and consultation are all covered in this response.

Question 5(a)

5 (a) Explain how care workers providing advocacy can help to support an individual's rights. [8]

Exemplar 1

Level 2, 4 marks

By care workers providing advocacy for an individual means that the rights of the individual are kept and an advocate can speak on their behalf. By having an advocate this supports the individual's right to consultation in the way as the advocate can speak on their behalf when in a meeting with other care practitioners.

Examiner commentary

This extract shows the main part of a candidate's response. The candidate gives a specific example of how an advocate can support an individual by speaking 'on their behalf in a meeting' and links this to supporting their right to consultation.

This is a mid-range response. Only one way that advocacy supports an individual is given by the candidate and so the sub-max of 4 marks is achieved. The question asks for 'ways' which is plural and so another way explained would be required to gain more marks.

To gain a higher mark in level 3 the candidate would need to develop their answer with further detail in the explanations. For example, the purpose of the meeting - such as a social worker representing an individual with dementia ensuring their opinions and preferences are heard when discussing a care plan. Additional explanation of how specific rights such as protection from abuse and harm or choice, are supported, should also be included.

Question 5(b)

- (b) Key aspects of current legislation are listed in the table below. Match each key aspect with the correct piece of legislation numbered 1–4 from the list below.

Legislation:

1. The Children Act
2. The Equality Act
3. The Health and Safety at Work Act
4. The Mental Health Act

Write your chosen number in the answer column. Each legislation may be used once, more than once or not at all. [7]

Exemplar 1

3 marks

Key aspects of current legislation	Answer number 1, 2, 3 or 4
Provides the authority to take the person to a place of safety for assessment.	3
Encourages partnership working and sharing of information between agencies.	
Protects vulnerable people who are unable to make their own decisions.	4
Protects individuals from discrimination on the basis of nine protected characteristics.	2
People must take care of themselves and others in the workplace.	
Aims to protect those at risk to themselves or others.	4 / 3
Prohibits both direct and indirect discrimination, harassment and victimisation.	2

Examiner commentary

Though this question was well-answered by the majority, some candidates missed out on marks due to unfortunate mistakes such as the ones shown above.

The next to last answer 'Aims to protect those at risk to themselves or others' has two numbers in the answer box. This may have been an oversight, however if more than one answer is given in a box, no mark is awarded. Candidates cannot 'hedge their bets' and give two answers for the examiner to choose from. This would give the candidate an unfair advantage. So, this candidate did not get a mark for that answer even though '4' is correct.

Two answer boxes have been left blank. This guarantees no marks. Candidates should always have a guess on a question such as this as they have nothing to lose and may in fact gain a lucky mark.

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