

## **Cambridge National**

### **Health & Social Care**

**R021/01:** Essential values of care for use with individuals in care settings

Level 1/2 Cambridge National Certificate/Award

**Mark Scheme for January 2021**

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

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

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

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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/booklets)

You must annotate responses on any additional objects, as shown above.

If no credit is to be awarded for the answer on the additional object, please use the annotation ‘seen’.

If the page is completely blank use ‘BP’.


Question	Answer	Marks	Guidance
1 (a)	<p><b>One</b> mark for each right identified. <b>Three</b> required.</p> <p><b>Rights:</b></p> <ul style="list-style-type: none"> <li>• choice</li> <li>• consultation</li> <li>• protection from abuse and harm</li> <li>• equal and fair treatment</li> </ul>	<p><b>3</b> (3x1)</p>	<p>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 data-bbox="1480 472 1845 552" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Can credit <b>one</b> from:</p> <ul style="list-style-type: none"> <li>• ‘equal’ or ‘fair’ treatment</li> <li>• ‘harm’ or ‘abuse’</li> </ul> <p><b>Do not accept:</b></p> <ul style="list-style-type: none"> <li>• confidentiality</li> </ul>

Question	Answer	Marks	Guidance
1 (b)	<p><b>Two</b> marks for each effect explained. <b>Two</b> required.</p> <p><b>PHYSICAL effects:</b></p> <p><b>Ill-health / health deteriorates</b> – effects of neglectful care may bring on ill-health e.g. mental health / depression / dietary deficiencies / lack of exercise</p> <p><b>Self-harm</b> – physical injury to himself due to the poor treatment he is experiencing / cry for help</p> <p><b>Lack of nutrition</b> / malnutrition – if he stops eating due to not being allowed to choose food he likes / poor care that he is experiencing</p> <p><b>EMOTIONAL effects:</b></p> <p><b>Feeling worthless</b> – unimportant as Sarah takes no notice of him so confidence erodes; feels neglected / isolated / low self-esteem / devalued / humiliated / embarrassed / loss of trust in carers</p> <p><b>Depression</b> – feeling very low, losing motivation in his life generally because he is not allowed to do things / unhappy / sad / upset</p> <p><b>Stressed</b> – anxiety and upset caused by the way he is treated / frustration / may become aggressive / angry</p> <p><b>Disempowered</b> – as opinions not asked for / feels unimportant / lacks control over his life / marginalised</p> <p>Answers do not have to use the exact wording of the mark scheme, alternative, appropriate wording and effects may be credited.</p>	<p><b>4</b> (2x2)</p>	<p>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 data-bbox="1476 379 1845 459" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p><b>2 marks</b> Explanations should link the possible effects with the way Andrew is being treated. Look for cause and effect for two marks.</p> <p><b>1 mark</b> If effects just identified.</p> <p><b>Do not accept:</b></p> <ul style="list-style-type: none"> <li>• social effects</li> <li>• intellectual effects</li> <li>• examples of effects that do not relate to the scenario e.g. bruising / injuries etc</li> </ul>

Question	Answer/Indicative Content	Mark	Guidance
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			Content	Levels of response
1	<p>(c) <b>Way the care home manager could challenge Sarah's discriminatory behaviour:</b></p> <p><b>Challenge at the time:</b></p> <ul style="list-style-type: none"> <li>explain to Sarah how she is discriminating, to raise her awareness / give her a warning</li> <li>ask her to reflect on her actions/what she is doing to Andrew</li> <li>encourage Sarah to speak with Andrew and apologise</li> </ul> <p><b>Challenge afterwards through procedures:</b></p> <ul style="list-style-type: none"> <li>report to / consult with care home owner / senior manager so they can address the issue</li> <li>implement disciplinary proceedings / give Sarah an official formal warning</li> <li>suspend Sarah to show discriminatory behaviour is not tolerated / gives her time to reflect</li> </ul> <p><b>Challenge through long-term proactive campaigning:</b></p> <ul style="list-style-type: none"> <li>organise staff training to raise awareness of their discriminatory behaviour and how the values of care should be applied</li> <li>introduce a mentoring system to share good practice</li> <li>have staff meetings to discuss applying the values of care</li> </ul> <p>Accept other appropriate and realistic actions.</p>	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 describe. <b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 – checklist</b></p> <ul style="list-style-type: none"> <li>detailed description</li> <li>at least 2 ways</li> <li>actions explicitly relevant to the situation</li> <li>correct use of terminology</li> </ul> <p><b>Level 2 – checklist</b></p> <ul style="list-style-type: none"> <li>sound description, though may not be fully developed</li> <li>1 or 2 ways</li> <li>actions are mostly relevant to the situation</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>likely to identify ways with little or no description</li> <li>basic information</li> <li>limited relevance to the situation</li> <li>list-like/muddled</li> </ul> <p><b>Award 4 marks for one way done very well.</b></p> <p><b>Do not credit:</b> Responses that relate to complaints procedures</p>	<p><b>Level 3 (5 marks)</b> Answer provides a detailed description of two or more ways of challenging Sarah's discriminatory behaviour. Answers are explicitly relevant to the situation. Answers will be coherent, factually accurate and use appropriate terminology.</p> <p><b>Level 2 (3–4 marks)</b> Answer provides a sound description of one or two ways of challenging Sarah's discriminatory behaviour. Answers are mostly relevant to the situation. Answers will be coherent, factually accurate and use appropriate terminology.</p> <p><b>Level 1 (1–2 marks)</b> Answer will identify ways of challenging Sarah's discriminatory behaviour. Answers may be list-like, muddled, demonstrating little knowledge or understanding.</p> <p><b>0 marks =response</b> not worthy of credit</p> <p><b>SEEN</b> for a zero mark response</p>


Question	Answer	Marks	Guidance
2 (a)	<p><b>One</b> mark for each way identified. <b>Two</b> required.</p> <p><b>Ways of valuing diversity:</b></p> <ul style="list-style-type: none"> <li>• Lessons / assemblies / displays - explore ways to show respect to all</li> <li>• Aim to develop understanding of different races, faiths, cultures, backgrounds and abilities</li> <li>• Choice of meals / vegetarian options available</li> <li>• Special provision for those with food allergies</li> <li>• Celebrating different cultures e.g. Chinese New Year, Pancake day, Christmas etc.</li> </ul>	<p><b>2</b> (2x1)</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="1476 413 1845 496" 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>Do not accept:</b></p> <ul style="list-style-type: none"> <li>• ways that do not relate to Progress Primary School</li> <li>• ‘by respecting’ on its own – TV</li> <li>• ‘themed meals’ on its own – TV</li> <li>• ‘special meals’ on its own – TV</li> </ul>




Question	Answer	Marks	Guidance
2	<p>(b) <b>One</b> mark for a key aspect identified, <b>one</b> required.  <b>One</b> mark for an example, <b>one</b> required.</p> <p><b>Key aspects of the Children Act:</b></p> <p><b>Aims to keep children safe / paramountcy principle / protection</b></p> <ul style="list-style-type: none"> <li>• staff DBS checked</li> <li>• trained first aiders</li> <li>• safeguarding procedures in place</li> <li>• photos and names so easily recognised</li> <li>• activities risk assessed</li> <li>• children's needs (e.g. health, social, emotional, intellectual) and best interests come first</li> <li>• provision of advocate</li> </ul> <p><b>ECM – 5 outcomes</b></p> <ul style="list-style-type: none"> <li>• Care provided supports ECM outcomes</li> <li>• staying safe, being healthy, enjoying and achieving, make a positive contribution</li> <li>• children helped to reach their full potential</li> <li>• special needs must be met / provided for</li> <li>• explore ways to respect different cultures, faiths etc</li> <li>• children consulted / listened to / have a voice</li> </ul> <p><b>Practitioners to work in multi-disciplinary teams</b></p> <ul style="list-style-type: none"> <li>• team of safeguarding staff</li> <li>• duty of care practitioners who work with children to follow safeguarding procedures / ensure information is shared</li> </ul> <p>Answers do not have to use the exact wording of the mark scheme. Alternative, appropriate wording and examples may be credited.</p>	2 (2x1)	<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 data-bbox="1442 408 1809 491" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Credit any appropriate example that links to the key aspect.</p> <p>Can credit example if aspect incorrect.</p>




Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
2	(c)	7	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is discussion.</p> <p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist</b></p> <ul style="list-style-type: none"> <li>• detailed discussion</li> <li>• at least 2 examples of ways to apply the VoC</li> <li>• clearly addresses keeping children safe and maintaining a healthy/safe environment children</li> <li>• correct use of terminology</li> </ul> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>• sound discussion</li> <li>• several ways to apply the VoC but discussion not fully developed</li> <li>• some correct terminology</li> </ul> <p><b>Level 1 checklist</b></p> <ul style="list-style-type: none"> <li>• likely to identify ways with little or no discussion</li> <li>• lacking knowledge and understanding</li> <li>• may be list-like or muddled</li> <li>• limited terminology</li> </ul> <p>Alternative, appropriate wording and examples may be credited.</p> <p>Award 5 marks for one way done very well.</p>	<p><b>Level 3 (6–7 marks)</b> Answers provide a detailed discussion of at least two ways a primary school could apply the early years VoC 'keeping children safe and maintaining a healthy and safe environment. Answers will be coherent, factually accurate and use appropriate terminology.</p> <p><b>Level 2 (4–5 marks)</b> Answers provide a sound explanation several ways a primary school could apply the early years VoC 'keeping children safe and maintaining a healthy and safe environment. Answers will be factually accurate but need developing. Some correct terminology will be used.</p> <p><b>Level 1 (1–3 marks)</b> Answers will identify way(s) a primary school staff could apply the early years VoC 'keeping children safe and maintaining a healthy and safe environment. with minimal or no discussion. Answers may be list like, muddled, demonstrating little knowledge or understanding. Limited use of terminology.</p> <p><b>0 marks = response not worthy of credit</b></p> <p><b>SEEN</b> for a zero mark response</p>

Question	Answer	Marks	Guidance
3 (a)	<p><b>One</b> mark for each way identified. <b>Three</b> required.</p> <p><b>Ways:</b></p> <ul style="list-style-type: none"> <li>• use simple vocabulary / no [medical] jargon</li> <li>• use of facial expression</li> <li>• use of body language / gestures</li> <li>• using appropriate tone of voice</li> <li>• slowing the pace / talking slowly</li> <li>• clarity / speak clearly</li> <li>• being patient and calm / repeat as necessary</li> <li>• active listening</li> <li>• seating arrangements</li> <li>• using pictures</li> <li>• provide leaflets / posters / printed information in other languages</li> <li>• provide an interpreter / translator</li> <li>• find another member of staff or relative / friend who can speak the language</li> <li>• use 'Language Line' service</li> <li>• use translating app on 'phone</li> <li>• employing staff who speak other languages</li> </ul> <p>This list is not exhaustive accept other relevant ways.</p>	3 (3x1)	<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="1480 483 1845 563" 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>Do not accept:</b></p> <ul style="list-style-type: none"> <li>• description of what the staff should <b>not</b> do</li> <li>• Sign language</li> <li>• Braille</li> <li>• PECs</li> <li>• use of aids, e.g. hearing loop system</li> <li>• speaking louder</li> <li>• providing an advocate</li> <li>• don't be patronising</li> <li>• ask them to write it out</li> </ul>

Question	Answer	Marks	Guidance
3 (b)	<p><b>Three</b> marks for an explanation, <b>one</b> required.</p> <p><b>Examples of security measures:</b></p> <p><b>Checking external entrances</b></p> <ul style="list-style-type: none"> <li>• member of staff responsible for checking/monitoring external entrances - to spot unauthorised people</li> <li>• security cameras / CCTV monitoring of exit/entrance / car park</li> <li>• monitors health &amp; safety issues during the work being carried out</li> </ul> <p><b>Receiving and monitoring visitors</b></p> <ul style="list-style-type: none"> <li>• staffed reception desk – limits access to those authorised</li> <li>• provide reception staff with a list of authorised builders</li> <li>• check individual's ID at reception before access allowed</li> <li>• signing in/out book for builders – know who is on site</li> </ul> <p><b>Identifying staff / builders</b></p> <ul style="list-style-type: none"> <li>• special visitor badges / lanyards issued for the builders</li> <li>• lanyards / staff badge / uniform makes it quick and easy to identify staff members - easy to spot intruders</li> </ul> <p><b>Security pads on doors</b></p> <ul style="list-style-type: none"> <li>• special pin code / key card for authorised builders to give controlled access</li> <li>• prevents intruders from entering the building / restricted areas – safer for all service users and staff</li> </ul> <p><b>Reporting concerns to line managers</b></p> <ul style="list-style-type: none"> <li>• raises management awareness of security breaches</li> <li>• appropriate action can be initiated by senior staff to address security issues</li> </ul> <p>Accept other appropriate explanations.</p>	3 (1x3)	<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 data-bbox="1406 411 1771 491" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p><b>For three marks:</b></p> <ul style="list-style-type: none"> <li>• a security measure identified - appropriate for the reception area</li> <li>• clear explanation of how the security measure protects service users and staff</li> <li>• relevant to a medical centre</li> </ul> <p><b>For two marks:</b></p> <ul style="list-style-type: none"> <li>• security measure identified – may not be fully relevant to the reception area</li> <li>• brief explanation of how it protects</li> </ul> <p><b>For one mark:</b></p> <ul style="list-style-type: none"> <li>• identification of a security measure / may not relate to reception area</li> </ul> <p><b>and / or</b></p> <ul style="list-style-type: none"> <li>• a basic statement that lacks clarity or understanding</li> </ul> <p>Do not credit:</p> <ul style="list-style-type: none"> <li>• 'doors should be locked'</li> <li>• maintaining confidentiality</li> <li>• 'cameras' on its own – what they are monitoring is needed</li> </ul>

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
3 (c)	<p><b>Key aspects of the Equality Act relating to disability:</b></p> <ul style="list-style-type: none"> <li>disability is a protected characteristic</li> <li>legal requirement to make reasonable adaptations</li> <li>setting must be accessible to all</li> <li>prohibits discrimination in access to services on the grounds of disability</li> <li>illegal/unlawful to discriminate against those with a disability</li> <li>covers direct and indirect discrimination on the grounds of disability</li> <li>covers victimisation and harassment based on disability</li> </ul> <p><b>Examples of how access for individuals with disabilities could be improved:</b></p> <ul style="list-style-type: none"> <li>adapt premises – ramps, lifts, automatic doors, wider doorways, etc for wheelchair access</li> <li>provide parking spaces near to the building for those with disabilities</li> <li>have a lowered section of reception desk for wheelchair users to speak to receptionists easily</li> <li>have leaflets/information available in a variety of formats – braille, large print</li> <li>provide clear signage so visually impaired not disadvantaged</li> <li>install hearing loops</li> <li>have staff trained in BSL</li> <li>produce easy to understand information for those with learning disabilities</li> <li>have an equal opportunities policy</li> <li>staff equality awareness training</li> </ul> <p>This list is not exhaustive, accept other valid examples relating to disability.</p>	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>explanation</b>.</p> <p><b>Level 3 checklist</b></p> <ul style="list-style-type: none"> <li>detailed description</li> <li>at least 2 examples of improving access</li> <li>links to Equality Act</li> <li>correct use of terminology</li> <li>clear and logically structured</li> </ul> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>sound description, but not fully developed</li> <li>1 or 2 examples of improving access</li> <li>link to Equality Act</li> <li>some correct terminology</li> </ul> <p><b>Level 1 checklist</b></p> <ul style="list-style-type: none"> <li>likely to identify examples with limited description</li> <li>basic information</li> <li>may not relate to disability</li> <li>may not link to Equality Act</li> <li>may be list-like</li> <li>limited use of terminology</li> </ul> <p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p> example of improving access</p> <p> Link to Equality Act</p>	<p><b>Level 3 (5 marks)</b> Answers provide a detailed description of at least two examples of improving access to support the rights of individuals with disabilities. Answers relate to key aspects of the equality Act. Answers will be coherent, factually accurate and use appropriate terminology.</p> <p><b>Level 2 (3–4 marks)</b> Answers provide a sound description of one or two examples of improving access to support the rights of individuals with disabilities. Response may focus on improving access with only minimal mention of the Equality Act. Answers will be factually accurate but need developing. Some correct terminology will be used.</p> <p><b>Level 1 (1–2 marks)</b> Answers will identify ways of improving access with minimal or no description. Answers may be list like, muddled, demonstrating little knowledge or understanding. Limited use of terminology.</p> <p><b>0 marks = response not worthy of credit</b>  for a zero mark response</p>

Question	Answer	Marks	Guidance
4	<p>(a) <b>One</b> mark for each example, <b>two</b> marks for each explanation.</p> <p><b>Appropriate protective clothing</b> (credit first answer given if more than one given on the line)</p> <ul style="list-style-type: none"> <li>• disposable gloves / rubber gloves / vinyl gloves / surgical gloves</li> <li>• disposable aprons / aprons</li> <li>• hair-net / hygiene hat</li> <li>• surgical garments / scrubs / gown</li> <li>• face masks / disposable mask / mask / visor / face covering</li> <li>• protective goggles</li> </ul> <p><b>Explanation of how the ways prevent spread of infection:</b></p> <ul style="list-style-type: none"> <li>• prevents transfer of bacteria</li> <li>• destroys / kills bacteria</li> <li>• ensures high level of cleanliness</li> <li>• reduces opportunity for spreading bacteria/germs</li> <li>• stops others coming into contact with bacteria/germs</li> <li>• barrier method reduces/prevents transfer of bacteria</li> <li>• removes places for bacteria to be trapped</li> <li>• prevent cross contamination</li> <li>• prevents aerosol transfer of particles</li> </ul> <p>Accept alternative wording.</p>	<p><b>9</b> (3x1 + 3x2)</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 data-bbox="1406 391 1774 470" 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</b> – for identification of an appropriate example of protective clothing.</p> <p><b>Explanations:</b> <b>Two marks</b> For an explanation of how it helps to prevent the spread of infection that demonstrates knowledge and understanding.</p> <p><b>1 mark</b> for a vague or basic / brief statement that does not show full understanding of how it protects</p> <p>Marks are separate - can be credited for explanation if the example is named incorrectly.</p> <p><b>Do not credit:</b></p> <ul style="list-style-type: none"> <li>• ‘reduces the spread of infection’ it is in the question – answer must state ‘how’</li> <li>• ‘gloves’ on its own</li> <li>• hairband</li> <li>• ‘hat’ on its own</li> <li>• ‘apron’ on its own <u>for a surgeon operating</u> however a “disposable apron” is ok to accept</li> </ul>

Question	Answer	Marks	Guidance
4 (b)	<p><b>One</b> mark for each reason. <b>Three</b> required.</p> <p>Reasons for the importance of applying the values of care:</p> <p><b>To ensure the standardisation of care</b></p> <ul style="list-style-type: none"> <li>all service users receiving appropriate care, attention and treatment</li> <li>SU treated fairly</li> <li>staff all working to the same high standards</li> <li>SU feels valued / respected</li> </ul> <p><b>To improve the quality of care</b></p> <ul style="list-style-type: none"> <li>SU feeling safe / keeps people</li> <li>SU individual needs are met – e.g. health, nutrition, cultural</li> <li>SU consulted about care preferences</li> <li>SU can trust staff</li> <li>SU feel more confident</li> <li>SU empowered</li> </ul> <p><b>To provide clear guidelines to inform and improve practice</b></p> <ul style="list-style-type: none"> <li>so that staff know how to provide effective care</li> <li>guides staff about legal requirements</li> <li>guides staff about good practice</li> <li>prevents discrimination</li> </ul> <p><b>To maintain or improve quality of life</b></p> <ul style="list-style-type: none"> <li>rights, beliefs and preferences are respected</li> <li>helping all SU reach their full potential – e.g. for a child providing literacy support</li> <li>providing access to those with mobility problems or communication barriers</li> <li>occupational therapy assessment to enable continued independence</li> <li>maintains SU dignity / self-worth / self esteem</li> </ul>	3 (3x1)	<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 data-bbox="1442 424 1809 504" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>The reason in bold is sufficient for the mark, but accept appropriate reasons as shown. Wording does not have to exactly match that on the mark scheme.</p> <p>Reasons 'why' are required.</p> <p>Do not credit:</p> <ul style="list-style-type: none"> <li>naming values of care</li> <li>everyone treated equally</li> <li>everyone has equal opportunities</li> </ul> <p>Note: Answers should explain the <b>importance</b> of applying care values not identify or describe them.</p> <p>Accept alternative wording.</p>

Question	Answer	Marks	Guidance
4	<p>(c) <b>One</b> mark for each way. <b>Three</b> required.</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 service user</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>‘meeting in progress’ / ‘do not enter’ sign on meeting room door</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>	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 data-bbox="1442 399 1809 478" 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>Wording of answers does not have to exactly match that on the mark scheme.</p> <p>Answers must relate to maintaining confidentiality in <u>MEETINGS</u>.</p> <p><b>Do not accept:</b></p> <ul style="list-style-type: none"> <li>lock doors</li> <li>password protected computer</li> </ul>

Question		Answer	Marks	Guidance																
4	(d)	<p><b>One</b> mark for an example and <b>one</b> mark for how it supports rights.</p> <table><tr><th>Information</th><th>How it supports rights</th></tr><tr><td>Time services open</td><td><ul style="list-style-type: none"><li>individuals know when they can access services</li><li>can choose convenient time to attend</li><li>will not waste money getting transport only to find it is closed</li></ul></td></tr><tr><td>Type of care provided</td><td><ul style="list-style-type: none"><li>can choose what type of care they want</li><li>can discuss care available</li><li>individual needs met</li></ul></td></tr><tr><td>Location</td><td><ul style="list-style-type: none"><li>so they know the address of where they have to attend</li><li>can arrange transport if needed</li><li>so they are aware of services available in their area</li></ul></td></tr><tr><td>Contact details</td><td><ul style="list-style-type: none"><li>SU can 'phone, e-mail for information / can ask questions, consult with staff</li></ul></td></tr><tr><td>Results of tests / scans / treatment</td><td><ul style="list-style-type: none"><li>means individuals know why they are in need of treatment or care</li><li>they can be informed of treatment / help that is available</li></ul></td></tr><tr><td>Alternatives available</td><td><ul style="list-style-type: none"><li>opportunity for consultation / 2<sup>nd</sup> opinion</li><li>informed choice</li><li>make own decisions</li></ul></td></tr><tr><td>Complaints procedures</td><td><ul style="list-style-type: none"><li>they will know who to complain to</li><li>they will know how to complain – fill in a form/ by post/ in person/ online etc.</li></ul></td></tr></table>	Information	How it supports rights	Time services open	<ul style="list-style-type: none"><li>individuals know when they can access services</li><li>can choose convenient time to attend</li><li>will not waste money getting transport only to find it is closed</li></ul>	Type of care provided	<ul style="list-style-type: none"><li>can choose what type of care they want</li><li>can discuss care available</li><li>individual needs met</li></ul>	Location	<ul style="list-style-type: none"><li>so they know the address of where they have to attend</li><li>can arrange transport if needed</li><li>so they are aware of services available in their area</li></ul>	Contact details	<ul style="list-style-type: none"><li>SU can 'phone, e-mail for information / can ask questions, consult with staff</li></ul>	Results of tests / scans / treatment	<ul style="list-style-type: none"><li>means individuals know why they are in need of treatment or care</li><li>they can be informed of treatment / help that is available</li></ul>	Alternatives available	<ul style="list-style-type: none"><li>opportunity for consultation / 2<sup>nd</sup> opinion</li><li>informed choice</li><li>make own decisions</li></ul>	Complaints procedures	<ul style="list-style-type: none"><li>they will know who to complain to</li><li>they will know how to complain – fill in a form/ by post/ in person/ online etc.</li></ul>	2 (2x1)	<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><div>⤴</div><div>TV</div><div>REP</div><div>SEEN</div></div> <p>Accept other relevant examples of information and explanations.</p> <p>Do not accept: keeping personal information updated - as question asks for information a care setting could provide for service users.</p>
Information	How it supports rights																			
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Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
5	(a) <b>Standard or practice and conduct that health, social and early years care workers should meet:</b>  <b>Processed fairly and lawfully</b> Don't collect and use SU personal information without SU permission and only use it on a 'need to know' basis  <b>Used only for the purposes for which it was intended</b> Care workers hold information for a clear purpose and only use it for that purpose  <b>Adequate and relevant but not excessive</b> Only collect and use information that is needed; do not collect unnecessary information  <b>Accurate and kept up-to-date</b> Inaccurate data destroyed or corrected; staff have responsibility to ensure information is correct  <b>Kept for no longer than is necessary</b> Delete or destroy information when it is no longer needed – securely deleting or shredding sensitive or personal data  <b>Processed in line with the rights of the individual</b> People have a right to know what 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  <b>Secured</b> Non-authorized staff/people should not be allowed to access the information; it should be kept in secure conditions; stored safely; locked filing cabinet; password protected electronic records  <b>Not transferred to non-EU countries</b> Information should not be transferred outside the EU unless the service user has given consent  <b>Also accept:</b> GDPR (General Data Protection Regulations 2018) See next page for GDPR information.	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>outline</b>.</p> <p><b>Level 3 checklist</b></p> <ul style="list-style-type: none"> <li>• detailed outline of DPA</li> <li>• at least 2 examples of care worker practice</li> <li>• clear linking of practice to DPA</li> <li>• correct use of terminology</li> </ul> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>• 1 or 2 examples of care worker practice</li> <li>• some linking of practice to DPA</li> <li>• factually accurate but needs developing</li> <li>• some correct terminology</li> </ul> <p><b>Level 1 checklist</b></p> <ul style="list-style-type: none"> <li>• basic information about DPA</li> <li>• may not relate to care worker practice</li> <li>• may be list like</li> <li>• limited use of terminology</li> </ul> <p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p>	<p><b>Level 3 (5 marks)</b> Answers provide a detailed outline of the DPA with at least two examples of care worker practice. Explicit links will be made between the DPA and care worker practice. Answers will be coherent, factually accurate and use appropriate terminology.</p> <p><b>Level 2 (3–4 marks)</b> Answers provide a sound outline of one or two examples of care worker practice. Some links will be made between the DPA and care worker practice. Act. Answers will be factually accurate but need developing. Some correct terminology will be used.</p> <p><b>Level 1 (1–2 marks)</b> Answers may identify aspects of the DPA or care worker practice. Answers may be list like, muddled, demonstrating little knowledge or understanding. Limited use of terminology.</p> <p><b>0 marks</b> = response not worthy of credit <b>SEEN</b> for a zero mark response</p>

Question	Answer
<p><b>5(a)</b> <b>Ctd</b></p>	<p><b>Data Protection Act 2018 - General Data Protection Regulation (GDPR)</b> The General Data Protection Regulation (GDPR) is a set of data protection rules that have been brought into UK law as the Data Protection Act 2018. This law applies to the processing of data by care organisations and settings. Processing data is the act of obtaining, recording or using individual's personal information.</p> <p><b>The GDPR sets out seven key principles:</b></p> <p><b>Lawfulness, fairness and transparency.</b> This means that people have a right to know and view any information that is being held about them, to know how their information is being used, to have any errors corrected, and to prevent any data being used for advertising or marketing.</p> <p><b>Purpose limitation.</b> Information should only be collected for a specific purpose. Organisations such as the NHS and health and social care settings can hold information about staff and clients for a clear purpose and must only use it for that purpose.</p> <p><b>Data minimisation.</b> Data collection should be limited to that which is necessary and relevant to the purpose. Which means that organisations and care settings must not collect unnecessary information that is not relevant.</p> <p><b>Accuracy.</b> Data found to be inaccurate should be destroyed or corrected. Staff have a responsibility to ensure information they collect and use is correct and up-to-date.</p> <p><b>Storage limitation.</b> This means that information should be kept for no longer than necessary. Data should be deleted or destroyed when it is no longer needed – for example staff should securely delete or shred sensitive or personal data.</p> <p><b>Integrity and confidentiality (security)</b> Information must be held and processed securely. So, in care settings access should be restricted. For example non-authorised staff/people should not be allowed to access the information; it should be kept in secure conditions and stored safely, for example in a locked filing cabinet and electronic records should be password protected to limit access.</p> <p><b>Accountability.</b> Care organisations must have appropriate systems and records in place to demonstrate they are complying with the data protection regulations. They have to be able to demonstrate how they gained an individual's consent for processing their information. If there is a serious breach of an individual's data there is a duty to inform the individual straight away</p>

Question		Answer	Mark	Guidance										
5	(b)	<p>One mark for each correct identification, <b>four</b> required.</p> <table><tr><th>Action:</th><th>Answer number</th></tr><tr><td>Using 'wet floor' signs</td><td><b>2</b></td></tr><tr><td>Displaying the 'health and safety law' poster</td><td><b>1</b></td></tr><tr><td>Carrying out a risk assessment</td><td><b>4</b></td></tr><tr><td>An employer providing protective clothing</td><td><b>1</b></td></tr></table>	Action:	Answer number	Using 'wet floor' signs	<b>2</b>	Displaying the 'health and safety law' poster	<b>1</b>	Carrying out a risk assessment	<b>4</b>	An employer providing protective clothing	<b>1</b>	<p><b>4</b> (4x1)</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> annotation.</p> <p>No other answers are acceptable.</p> <p><b>No mark should be awarded if:</b></p> <ul style="list-style-type: none"><li>• more than one answer number is given in the box</li><li>• the number is not clear and could be interpreted as more than one number e.g. an unclear 5/6 – annotate TV</li></ul>
Action:	Answer number													
Using 'wet floor' signs	<b>2</b>													
Displaying the 'health and safety law' poster	<b>1</b>													
Carrying out a risk assessment	<b>4</b>													
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