

# **Cambridge Technicals Health and Social Care**

## **Unit 6: Personalisation and a person-centred approach to care**

Level 3 Cambridge Technical in Health and Social Care  
**05830 - 05833**

## **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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These are the annotations to be used when marking Unit 6.

Annotation	Meaning
	Tick – correct answer
	Cross – incorrect answer
	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
 or 	Noted but no credit given

**For points questions:** The number of ticks must match the number of marks awarded.

**For Levels of Response questions:** The number of ticks will not necessarily correspond to the marks awarded.

Question	Answer	Marks	Guidance
1 (a)	<p><b>Three</b> marks for <b>one</b> way explained.</p> <p><b>Features of a person-centred approach</b></p> <ul style="list-style-type: none"> <li>• Achieving a balance between important to/important for</li> <li>• Enhancing voice, choice or control</li> <li>• Clarifying roles and responsibilities</li> <li>• Respecting / Supporting independence and rights</li> <li>• Coproduction</li> <li>• Use of person-centred tools</li> <li>• Developing person-centred records</li> <li>• Empowerment</li> </ul> <p><b>Links to good practice:</b></p> <ul style="list-style-type: none"> <li>• Knowing the person as an individual</li> <li>• Being responsive to individual needs</li> <li>• Providing care which is meaningful</li> <li>• Respecting values and preferences</li> <li>• Fostering trust</li> <li>• Ensuring individual has freedom of choice</li> <li>• Involving family and friends</li> <li>• Providing emotional and physical care / support</li> <li>• Individual is at the centre of their care</li> </ul> <p>Example 3 mark response:  <b>Clarifying roles and responsibilities</b> ✓ ensures individuals receive <b>care which is responsive to their needs</b> ✓ because everyone will understand their role in supporting/caring ✓ for the individual.</p>	<p><b>3</b> (1x3)</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>Three marks</b></p> <ul style="list-style-type: none"> <li>• detailed explanation</li> <li>• feature of a person-centred approach</li> <li>• clearly linked to good practice</li> </ul> <p><b>Two marks</b></p> <ul style="list-style-type: none"> <li>• sound explanation</li> <li>• feature of a person-centred approach</li> <li>• link to good practice lacks clarity</li> </ul> <p><b>One mark</b></p> <ul style="list-style-type: none"> <li>• basic/limited explanation</li> <li>• feature of a person-centred approach identified</li> </ul>

Question	Answer	Marks	Guidance
1 (b)	<p><b>Three</b> marks for a description. <b>Three</b> required.</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Education and Health Care Plans (EHCPs), e.g. education and health needs of children are assessed so that suitable provision or support can be put in place to meet needs</li> <li>• Budgets, e.g. assess the eligibility of individuals to receive a budget which can be used to pay for their health and social care costs</li> </ul> <p><b>Complying with legislation</b></p> <ul style="list-style-type: none"> <li>• The Care Act 2014, e.g. local authorities must improve people's wellbeing and independence by assessing needs and providing or arranging services to meet needs</li> <li>• The Children and Families Act 2014, e.g. local authorities must assess the needs of children with SEND by providing or arranging services to meet children and families' needs</li> <li>• Health and Social Care Act 2012, e.g. local authorities work with social services, children's services and public health to improve health and wellbeing; co-production; local authorities ensure individuals receive advice and information about local services through Healthwatch and other sources; local authorities must ensure individuals receiving care have greater voice through Healthwatch.</li> </ul> <p><b>Organisation and management of services</b></p> <ul style="list-style-type: none"> <li>• Housing, e.g. ensuring there is a range of adequate residential facilities for those who want and need them; ensure there is adequate services to support those with health and social care needs who wish to remain in their homes</li> <li>• Ensuring fair access to care</li> <li>• Removing geographical barriers</li> <li>• Commissioning and decentralisation of services</li> <li>• Monitoring quality and performance of services, i.e. in partnership with CQC</li> <li>• Adaptations for housing, and relevant examples</li> <li>• To encourage community involvement</li> <li>• Advocates</li> </ul>	<p><b>9</b> (3x3)</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 data-bbox="1630 432 1998 512" 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>Three marks</b></p> <ul style="list-style-type: none"> <li>• detailed description</li> <li>• clear knowledge of role of local authority</li> <li>• explicit links to assessment, legislation or organisation and management of services</li> </ul> <p><b>Two marks</b></p> <ul style="list-style-type: none"> <li>• sound description</li> <li>• some knowledge of role of local authority</li> <li>• links to assessment, legislation or organisation and management of services may be implicit</li> </ul> <p><b>One mark</b></p> <ul style="list-style-type: none"> <li>• basic/limited description</li> <li>• some reference made to role of local authority</li> <li>• lacks clarity and depth</li> </ul>

Question		Answer	Marks	Guidance														
1	(c)	<table border="1"> <thead> <tr> <th>Examples of care practices</th> <th>Tick (✓) 3 only</th> </tr> </thead> <tbody> <tr> <td>Ask Debbie what time she would like breakfast</td> <td>✓</td> </tr> <tr> <td>Meet to review the support Debbie needs</td> <td></td> </tr> <tr> <td>Provide Debbie with assistance to take the bus into town</td> <td></td> </tr> <tr> <td>Give Debbie information about different treatment options</td> <td>✓</td> </tr> <tr> <td>Involve Debbie when making decisions about her care</td> <td>✓</td> </tr> <tr> <td>Make adaptations to improve Debbie's mobility</td> <td></td> </tr> </tbody> </table>	Examples of care practices	Tick (✓) 3 only	Ask Debbie what time she would like breakfast	✓	Meet to review the support Debbie needs		Provide Debbie with assistance to take the bus into town		Give Debbie information about different treatment options	✓	Involve Debbie when making decisions about her care	✓	Make adaptations to improve Debbie's mobility		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 style="border: 1px solid black; padding: 5px; display: inline-block;"> <span style="border: 1px solid red; padding: 2px;">A</span> <span style="border: 1px solid red; padding: 2px; margin-left: 5px;">TV</span> <span style="border: 1px solid red; padding: 2px; margin-left: 5px;">REP</span> <span style="border: 1px solid red; padding: 2px; margin-left: 5px;">SEEN</span> </div> <p><b>No other answers are acceptable.</b></p> <p><b>If more than three are ticked – mark the first three.</b></p>
Examples of care practices	Tick (✓) 3 only																	
Ask Debbie what time she would like breakfast	✓																	
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Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
2 (a)*	<p><b>Ways of developing person-centred plans:</b></p> <p><b>Find out how Alison communicates</b></p> <ul style="list-style-type: none"> <li>• use a communication chart</li> <li>• record meanings of different sounds and actions</li> <li>• ask Alison’s family for their ‘top tips’</li> <li>• one to one meetings</li> <li>• one page profile</li> </ul> <p><b>Consider how Alison can best be supported to make decisions,</b></p> <ul style="list-style-type: none"> <li>• use a decision making chart to identify decisions Alison could make about her life, school, activities</li> <li>• focus on Alison’s capabilities</li> <li>• put Alison at the centre of her care</li> </ul> <p><b>Focus on what is important to Alison</b></p> <ul style="list-style-type: none"> <li>• use a good day/ bad day tool</li> <li>• ways of avoiding /coping with noisy or crowded environments</li> <li>• ways of avoiding / coping with group activities</li> <li>• provide opportunities to paint/ develop her skills</li> <li>• ensure time spent being at home with family/in the garden</li> </ul> <p><b>Find out who is important in Alison’s life</b></p> <ul style="list-style-type: none"> <li>• use a relationship chart</li> <li>• find out who is in Alison’s family; school; others</li> <li>• clarify roles and responsibilities</li> </ul>	7	<p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded. 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 3 checklist</b></p> <ul style="list-style-type: none"> <li>• Detailed description of two or more ways</li> <li>• Detailed knowledge of person-centred planning</li> <li>• Clearly relevant to Alison</li> <li>• Clear and logically structured</li> <li>• QWC – high</li> </ul> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>• Sound description</li> <li>• Ways described but may lack detail</li> <li>• Some relevance to Alison</li> <li>• Presented with some structure</li> <li>• QWC – mid</li> </ul> <p><b>Level 1 checklist</b></p> <ul style="list-style-type: none"> <li>• Basic/limited description</li> <li>• Way(s) identified</li> <li>• May not be relevant to Alison</li> <li>• May be list-like</li> <li>• QWC – low</li> </ul>	<p><b>Level 3 (6-7 marks)</b> Answers will provide a detailed description of ways a key worker could develop a person-centred plan about Alison. Clear knowledge of person-centred planning is demonstrated and answers are clearly relevant to Alison. Answers are coherent, clear and logically structured and explicitly linked to Alison. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2 (4–5 marks)</b> Answers will provide some description of ways a key worker could develop a person-centred plan about Alison. The description may lack detail or clarity. Answers are presented with some structure and have some relevance to Alison. There may be some errors of grammar, punctuation and spelling. <b>Sub-max of 4 for one way done well, or several ways not developed.</b></p> <p><b>Level 1 (1–3 marks)</b> Answer provides basic/limited description of ways a key worker could develop a person-centred plan. Ways may be identified with little or no description or relevance to Alison. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p><b>0 marks</b> – response not worthy of credit.</p> <p><b>SEEN</b> for a zero mark response</p>

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
2	(b)* <b>Importance of a person-centred review meeting:</b> <ul style="list-style-type: none"> <li>• puts individual at the centre</li> <li>• includes people who are important</li> <li>• provides a forum for sharing information</li> <li>• allows actions to be generated</li> <li>• allows person centred plans to be reviewed and updated</li> <li>• builds confidence</li> <li>• improves quality of life</li> <li>• ensures care needs are met</li> <li>• ensures voice, choice and control</li> </ul> <b>Alison:</b> <ul style="list-style-type: none"> <li>• finds it difficult to communicate so ensures everyone understands her wants and needs</li> <li>• generate actions to support Alison with developing her painting skills; building her confidence with group activities; develop her communication skills</li> <li>• ensures she has more of what she enjoys – spending time with family; painting</li> <li>• ensures she has less bad days – avoiding noisy or crowded environments; limiting group activities</li> </ul>	7	<p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded. 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>• Clear knowledge of importance of review meetings</li> <li>• Importance for Alison is explicit</li> <li>• Clear and logically structured</li> <li>• QWC – high</li> </ul> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>• Sound explanation</li> <li>• Some knowledge of importance of review meetings</li> <li>• Relevant to Alison</li> <li>• Presented with some structure</li> <li>• QWC – mid</li> </ul> <p><b>Level 1 checklist</b></p> <ul style="list-style-type: none"> <li>• Basic/limited explanation</li> <li>• Features of review meetings may not link to Alison</li> <li>• Basic information presented in an unstructured way</li> <li>• QWC – low</li> </ul>	<p><b>Level 3 (6-7 marks)</b>  Answers will provide a detailed explanation of the importance of having a person-centred review meeting for Alison. Clear knowledge of the importance of review meetings is demonstrated and the explanation is explicitly related to Alison. Answers are coherent, clear and logically structured. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2 (4–5 marks)</b>  Answers will provide a sound explanation of the importance of having a person-centred review meeting for Alison. Answers are presented with some structure. There may be some errors of grammar, punctuation and spelling.</p> <p><b>Sub-max of 4 if no reference to Alison</b></p> <p><b>Level 1 (1–3 marks)</b>  Answer provides basic/limited explanation of the importance of having person-centred review meetings. Features of review meetings may be identified with little or no relevance to Alison. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p><b>0 marks</b> – response not worthy of credit.</p> <p><b>SEEN</b> for a zero mark response</p>

Question		Answer	Marks	Guidance
2	(c)	<p><b>One</b> mark for a way identified. <b>Four</b> required.</p> <p><b>Ways:</b></p> <ul style="list-style-type: none"> <li>• suitable time</li> <li>• familiar place</li> <li>• involve her in planning the meeting</li> <li>• have the people she wants there</li> <li>• ensure she is at the centre of the meeting</li> <li>• ensure actions are coproduced</li> <li>• ensure her goals and aspirations are considered</li> <li>• ensure there is an effective facilitator</li> <li>• suitable resources/refreshments available</li> <li>• ensure Alison understands what is being said at the meeting</li> <li>• ensure Alison is comfortable with how the meeting is being conducted</li> </ul>	<p><b>4</b> (4x1)</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;"> <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>Accept alternative language</p>

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
3	(a)*	10	<p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded. 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 3 checklist</b></p> <ul style="list-style-type: none"> <li>Detailed description</li> <li>Balance of disability rights, legislation and barriers</li> <li>QWC – high</li> </ul> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>Sound description</li> <li>May not refer to both disability rights and legislation</li> <li>Some reference to barriers</li> <li>QWC – mid</li> </ul> <p><b>Level 1 checklist</b></p> <ul style="list-style-type: none"> <li>Basic/limited description</li> <li>May identify features of disability rights or legislation</li> <li>May not refer to barriers</li> <li>QWC – low</li> </ul>	<p><b>Level 3 (7-10 marks)</b> Answers will provide a detailed description of how personalisation became a key principle in health and social care and the barriers which had to be overcome. Answers include a balance of the role of the disability rights movement, key legislation and the barriers. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2 (4-6 marks)</b> Answers will provide some description of how personalisation became a key principle in health and social care. Answers may include either the role of the disability rights movement or key legislation. There will be some reference to the barriers. Answers are presented with some structure. There may be some errors of grammar, punctuation and spelling.</p> <p><b>Sub-max of 5 if no reference to barriers</b></p> <p><b>Level 1 (1-3 marks)</b> Answer provides basic/limited description of how personalisation became a key principle in health and social care. Answers may identify features of the disability rights movement or key legislation with little or no description. There may be no reference to barriers. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p><b>0 marks</b> – response not worthy of credit.</p> <p><b>SEEN</b> for a zero mark response</p>

Question		Answer	Marks	Guidance
3	(b)	<p><b>Three</b> marks for an explanation.</p> <p><b>Top Tips</b></p> <ul style="list-style-type: none"> <li>• involves sharing what you know about a person in two minutes</li> <li>• a tool to find out what is important to or for a person</li> <li>• it is not a short list</li> </ul> <p><b>Use</b></p> <ul style="list-style-type: none"> <li>• quick way of communicating how a person wants to be supported to those involved in their care</li> <li>• ensures important information is shared</li> <li>• ensures a person receives the care they want and need</li> <li>• ensures the person is put at the centre of their care</li> </ul> <p>E.g. Top tips is a tool for finding out what is important to or for a person. Care workers use it to share what they know about a person so they can be supported in the way they want.</p>	<p><b>3</b> (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; display: inline-block;"> <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>Credit:</b> Any three valid points</p>
3	(c)	<p><b>One</b> mark for a reason. <b>Two</b> required.</p> <p><b>Why an individual would have a managed account:</b></p> <ul style="list-style-type: none"> <li>• to pay for their care needs</li> <li>• because they choose to have one</li> <li>• because they don't want to manage an account</li> <li>• because they do not have the capacity to manage their account</li> <li>• to reduce stress or anxiety</li> <li>• due to vulnerability</li> </ul>	<p><b>2</b> (2x1)</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;"> <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>Accept alternative language</p>

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
4	(a)*	7	<p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded. 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 or more ways explained in detail</li> <li>• Relevant to the scenario</li> <li>• QWC – high</li> </ul> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>• Sound explanation</li> <li>• One or more ways explained</li> <li>• Some relevance</li> <li>• Lacks detail</li> <li>• QWC – mid</li> </ul> <p><b>Level 1 checklist</b></p> <ul style="list-style-type: none"> <li>• Basic/limited explanation</li> <li>• May identify one or more ways</li> <li>• Little or no explanation</li> <li>• May be list-like</li> <li>• QWC – low</li> </ul>	<p><b>Level 3 (6-7 marks)</b> Answers will provide a detailed explanation of two or more ways the manager of a special school could ensure staff use a person-centred approach. Answers are relevant and understanding is clearly demonstrated. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2 (4-5 marks)</b> Answers will provide some explanation of one or more ways the manager of a special school could ensure staff use a person-centred approach. Answers are presented with some structure but may lack relevance or depth of understanding. There may be some errors of grammar, punctuation and spelling. <b>Sub-max of 4</b> for one way done well or several not fully developed, or if Gill not mentioned.</p> <p><b>Level 1 (1–3 marks)</b> Answer provides basic/limited explanation of ways the manager of a special school could ensure staff use a person-centred approach. A way(s) may be identified with little or no explanation. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p><b>0 marks</b> – response not worthy of credit. <b>SEEN</b> for a zero mark response</p>

Question		Answer	Marks	Guidance
4	(b)	<p><b>Two</b> marks for a description. <b>Two</b> required.</p> <ul style="list-style-type: none"> <li>• <b>Meet changing needs</b>, e.g. his condition may be deteriorating; his needs may change as he gets older</li> <li>• <b>Review budget</b>, e.g. ensure Jason's budget is sufficient for his care needs</li> <li>• <b>Ensure care relationships are effective</b>, e.g. ask Jason and those attending the meeting what is working or not working</li> <li>• <b>Review person-centred records</b>, e.g. update Jason's one page profile to ensure information is up to date.</li> </ul>	<p><b>4</b> (2x2)</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; margin: 10px 0;"> <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>Two marks</b></p> <ul style="list-style-type: none"> <li>• answer includes some detail and demonstrates understanding of the purpose of review meetings</li> <li>• relevant information</li> </ul> <p><b>One mark</b></p> <ul style="list-style-type: none"> <li>• a basic statement with no elaboration</li> <li>• may lack relevance</li> </ul>

Question		Answer	Marks	Guidance
4	(c)	<p><b>One</b> mark for a question, <b>one</b> required.</p> <p><b>Example questions:</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working?</li> <li>• What is important to you now?</li> <li>• What will be important in your future?</li> <li>• What do you need to stay healthy/safe?</li> <li>• What do you need to feel well supported?</li> <li>• How are you?</li> <li>• Are you happy with the care you are receiving?</li> <li>• Do you have any questions?</li> </ul> <p>Any other appropriate questions.</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;"> <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>Accept alternative language</p> <p>Accept other reasonable questions which would generate discussion</p> <p><b>Do not accept:</b> Vague questions which would not generate discussion e.g. Are you comfortable?</p>

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