

...day ... Month 2012 – Morning/Afternoon

**LEVEL 1/2 CAMBRIDGE NATIONAL AWARD/CERTIFICATE/DIPLOMA  
IN HEALTH AND SOCIAL CARE**

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

Candidates answer on the Question Paper

**OCR Supplied Materials:**

- None

**Other Materials Required:**

- None

**Duration:** 1 hour



Candidate Forename		Candidate Surname	
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Centre Number						Candidate Number				
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**INSTRUCTIONS TO CANDIDATES**

- Write your name centre number and candidate number in the boxes above. Please write clearly and in capital letters.
- Use black ink. HB pencil may be used for graphs and diagrams only.
- Answer **all** the questions.
- Read each question carefully. Make sure that you know what you have to do before starting your answer.
- Write your answer to each question in the space provided. Additional paper may be used if necessary but you must clearly show your candidate number, centre number and question number(s).
- Do **not** write in the bar codes.

**INFORMATION FOR CANDIDATES**

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **60**.
- This document consists of **12** pages. Any blank pages are indicated.



**Section A**

Answer **all** questions.

**Questions 1 - 3 relate to the information below.**

A report following a recent inspection of Eden Residential care home raised some issues with the care provided to the residents. The inspection found that:

Several residents were left in their room for three hours without being checked on.

In the dining room residents were left to feed themselves; many struggled with this and became very frustrated and upset.

Residents who had soiled themselves, became very distressed at not having their incontinence pads changed.

Many residents were just left in the day room without any stimulation.

Muslim residents did not feel that their religious and dietary needs were being fully met.

1 (a) Identify **three** examples of poor practice at Eden Residential care home.

1.....  
.....

2.....  
.....

3.....  
..... [3]

(b) Identify **three** rights of older individuals, such as residents at Eden Residential care home.

1.....  
.....

2.....  
.....

3.....  
..... [3]

(c) Describe **two** reasons why it is important to maintain the rights of older individuals at Eden Residential care home.

1.....

.....

2.....

..... [2]

(d) Explain **two** ways in which care workers could better support the rights of older individuals who live at Eden Residential care home.

1.....

.....

.....

.....

2.....

.....

.....

..... [4]

2 (a) Describe the following **three** values of care that should be applied by staff at Eden Residential care home.

1 Reflective practice

.....

.....

.....

.....

2 Confidentiality of information

.....

.....

.....

.....

3 Valuing diversity

.....

.....

.....

..... [6]

(b) Describe **three** possible effects on residents if the values of care are not applied at Eden Residential care home.

1.....  
.....  
.....  
.....

2.....  
.....  
.....  
.....

3.....  
.....  
.....  
.....

..... [6]

3 (a) Name **two** pieces of legislation that aim to support the rights of older individuals who live in a residential home.

1.....  
.....

2.....  
.....

..... [2]



**Section B**

Answer all questions.

4 Banham Nursery is a private day nursery which caters for children aged 6 weeks to 4 years old.

(a) Describe how each of the security measures below protects individuals at Banham Nursery.

CCTV positioned by the front door.

.....  
.....

Locks positioned at the top of doors.

.....  
..... [2]

(b) Identify **one** other security measure that could be put in place at Banham Nursery. Describe how this security measure aims to protect individuals at Banham Nursery.

Security measure.....  
.....

Description.....  
..... [2]

(c) Describe **two** ways in which legislation impacts on care providers such as Banham Nursery, in caring for children and young people.

1.....  
.....  
.....

2.....  
.....  
..... [4]







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**SPECIMEN**

**Sample Assessment Material**

**LEVEL 1/2 CAMBRIDGE NATIONAL AWARD/CERTIFICATE/DIPLOMA IN HEALTH AND SOCIAL CARE**

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

**MARK SCHEME**

**Duration:** 1 hour

**MAXIMUM MARK    60**

**SPECIMEN**

## Section A

Question		Answer	Marks	Guidance
1	(a)	<p><b>One</b> mark for each example of poor practice identified.</p> <p><b>Three</b> required.</p> <p>At Eden Residential care home:</p> <ul style="list-style-type: none"> <li>• residents were left in their room for three hours without being checked on</li> <li>• residents were left to feed themselves</li> <li>• residents did not have their incontinence pads changed</li> <li>• many residents were just left in the day room without any stimulation</li> <li>• Muslim residents did not feel that their religious and dietary needs were being fully met.</li> </ul>	<b>3</b>	Credit can only be given to examples taken from the stimulus material.
	(b)	<p><b>One</b> mark for each appropriate 'right' that residents at Eden Residential care home have.</p> <p><b>Three</b> required.</p> <p>Examples of accepted answers:</p> <ul style="list-style-type: none"> <li>• right to a GP</li> <li>• right to choice</li> <li>• right to confidentiality</li> <li>• right to protection</li> <li>• right to equal and fair treatment</li> <li>• right to consultation.</li> </ul>	<b>3</b>	<p>Examples must relate to the adults given in the stimulus material. (e.g. children's rights are not acceptable answers to this question).</p> <p>The list provided is not exhaustive.</p>

Question	Answer	Marks	Guidance
(c)	<p><b>One</b> mark for each appropriate reason.  <b>Two</b> reasons are required.</p> <p>Rights of individuals may include:</p> <ul style="list-style-type: none"> <li>• have choice (e.g. joining in activities, food options, GP)</li> <li>• have confidentiality (e.g. having personal notes stored securely, not being spoken about so others can hear)</li> <li>• have protection (e.g. from abuse, from harm)</li> <li>• have equal and fair treatment (e.g. being treated for the needs the individual has)</li> <li>• have a consultation (e.g. what type of care the individual would like if it were possible, opinions and views being sought).</li> </ul> <p>Reasons for why these are important may include:</p> <ul style="list-style-type: none"> <li>• to maintain quality assurance</li> <li>• to increase/maintain self-esteem</li> <li>• to help individuals feel satisfied with the service</li> <li>• to help the individuals feel confident in the staff</li> <li>• to prevent individuals from worry/being nervous</li> <li>• to provide support for individuals</li> <li>• to prevent discriminatory behaviour</li> <li>• to prevent/reduce the number of complaints</li> <li>• to prevent the residential home from being sued.</li> </ul> <p>Accept any other reasonable response.</p>	<b>2</b>	Answers must relate to older adults in residential care.

Question	Answer	Marks	Guidance
(d)	<p><b>Two</b> marks for each correct explanation of how care workers could support the rights of individuals living at Eden Residential care home.</p> <p><b>One</b> mark for description of support.  <b>One</b> mark for applying the information in the stimulus materials.</p> <p><b>Two</b> required.</p> <p>Example answers:</p> <p>Muslim residents did not feel that their religious and dietary needs were being fully met.</p> <ul style="list-style-type: none"> <li>• by providing effective communication [1] (e.g. talking to residents with patience and using appropriate vocabulary [1] )</li> <li>• by reflecting care users cultural or religious beliefs [1] by (e.g. providing adequate prayer rooms [1] or halal meat [1] )</li> <li>• by providing effective supervision [1] by carrying out visits/checks to residents rooms at appropriate intervals</li> <li>• by supporting individuals in challenging discriminatory behaviour [1] (e.g. when people make inappropriate jokes about other residents [1] )</li> <li>• by speaking on behalf of individuals who are unable to speak for themselves/providing an advocate [1] (e.g. where residents may have dementia [1] )</li> <li>• by giving up-to-date information [1] (e.g. when providing residents with personal information [1] )</li> <li>• by providing active support [1] (e.g. when feeding residents or when dealing with residents incontinence [1] ).</li> </ul>	<b>4</b>	<p>The command word is 'explain' consequently there must be an example of a way they could better support the rights of individuals [1] and then why this is important or relevant [1].</p>
<b>Total</b>		<b>12</b>	



Question		Answer	Marks	Guidance
2	(a)	<p><b>Two</b> marks for each appropriate description.</p> <p>Example answers:</p> <p><b>Reflective practice</b> Care workers are encouraged to reflect on their day-to-day work [1] to see how it impacts on the people in their care [1].</p> <p><b>Confidentiality of information</b> Ensuring that measures are in place to keep private documents or medical records secure [1], that information is shared on a 'need to know' basis [1].</p> <p><b>Valuing diversity</b> Care workers need to recognise diversity by valuing and respecting all of their service users [1] and work in a way that counters the unfair or unequal treatment of individuals or groups on the basis of, for example, their race, gender, class, age, culture, religion, sexuality or ability [1].</p>	6	
	(b)	<p><b>Two</b> marks for each appropriate description. <b>Three</b> required.</p> <ul style="list-style-type: none"> <li>• could lower residents self-esteem so that they do not feel valued/wanted</li> <li>• could make residents not feel protected/making them feel they are at risk so they feel less safe and secure</li> <li>• it would remove trust between residents and their carers/would also reduce trust between residents so they would not feel comfortable with each other</li> <li>• residents would not feel safe and secure so they would worry</li> <li>• would limit residents building good relationships between themselves and their carers/and fellow residents</li> <li>• residents would feel that they are not being treated fairly</li> <li>• a loss of a sense of having privacy and dignity.</li> </ul>	6	
<b>Total</b>			<b>12</b>	

Question		Answer	Marks	Guidance
3	(a)	<p><b>One</b> mark for each appropriate answer. <b>Two</b> required.</p> <p>Example answers: Data Protection Act Equality Act Mental Capacity Act Mental Health Act</p>	2	
	(b)	<p><b>Level 3 response:</b> Answer provides a detailed discussion of how the rights of service users at Eden Residential care home are supported. Explicit links will be made to the service users. Answer demonstrates a detailed understanding of the key features of legislation. (6–8 marks)</p> <p><b>Level 2 response:</b> Answer provides a sound discussion of how the rights of service users at Eden Residential care home are supported. Some clear links made to the service users. Answer demonstrates a sound understanding of the key features of legislation. (4–5 marks)</p> <p><b>Level 1 response:</b> Answer provides a basic discussion of how the rights of service users at Eden Residential care home are supported. The answer may loosely be linked to the service users. Answer demonstrates a basic understanding of the key features of legislation. (1–3 marks)</p> <p>0 marks must be given where there is no evidence or no evidence worthy of credit.</p>	8	<p>Answers may include:</p> <ul style="list-style-type: none"> <li>legislation requires service providers to put organisational policies and guidelines in place so that staff know what is acceptable in terms of (e.g. behaviour)</li> <li>training of staff will be required to make sure that they are up to date with current practices</li> <li>a system of redress will be available which can lead to disciplinary procedures</li> <li>complaints procedures should be in place to make sure service providers can act on feedback from people who use services to improve the quality of service provided</li> <li>a system for monitoring should be in place so that service providers can seek to improve their business practices.</li> </ul>
<b>Total</b>			<b>10</b>	

## Section B

Question		Answer	Marks	Guidance
4	(a)	<p><b>One</b> mark for each appropriate description. <b>Two</b> required.</p> <p>CCTV is positioned by the front door – able to monitor access to the nursery [1].</p> <p>Locks are positioned at the top of doors – locks are positioned in a place that they will not be able to reach [1].</p>	<b>2</b>	
	(b)	<p><b>One</b> mark for appropriate security measure. <b>One</b> mark for the description.</p> <ul style="list-style-type: none"> <li>• signing in and out [1] – monitors the flow of people entering/exiting the building and ensures that only authorised or expected visitors gain access [1]</li> <li>• recognition of person collecting child/passwords [1] – ensures that only approved people can collect children and prevents abduction of children [1]</li> <li>• lockers for staff belongings [1] – protects staff belongings from being stolen and means children cannot access inappropriate personal items [1]</li> <li>• security pads on entrance [1] – permits access to only those with security clearance and prevents abduction of children [1]</li> </ul>	<b>2</b>	Description must relate to the measure identified, but may differ from those given. Credit to be given if justification appropriate.
	(c)	<p><b>Two</b> marks for issues relating to children/young people specific legislation, (e.g. every child matters – parent/child/care workers working to the same aims; individualised care is the emphasis/individual learning plans to set/achieve targets; increased awareness of healthy eating could stimulate the mind)</p> <p><b>Two</b> marks for issues relating to other relevant legislation (e.g. Health and Safety, Data Protection, Equality Act).</p>	<b>4</b>	0 marks – no response or no response worthy of credit.

Question	Answer	Marks	Guidance
(d)	<p><b>Level 3 response:</b> Answer provides a detailed discussion of how care providers can reduce the spread of infection between staff and care users. Explicit links will be made between named aspects of personal hygiene and the role each plays in reducing the spread of infection. Answer demonstrates a detailed understanding of the key issues. (7–9 marks)</p> <p><b>Level 2 response:</b> Answer provides a sound discussion of how care providers can reduce the spread of infection between staff and care users. Some clear links will be made between named aspects of personal hygiene and the role each plays in reducing the spread of infection. Answer demonstrates a sound understanding of the key issues. (4–6 marks)</p> <p><b>Level 1 response:</b> Answer provides a basic discussion of how care providers can reduce the spread of infection between staff and care users. The answer may loosely link the named aspects of personal hygiene and the role each plays in reducing the spread of infection. Answer demonstrates a limited understanding of the key issues. (1–3 marks)</p> <p>0 marks must be given where there is no evidence or no evidence worthy of credit.</p>	<b>9</b>	<p>Answers may include:</p> <ul style="list-style-type: none"> <li>• washing hands – regularly; after spillages; contact with human waste; use of anti-bacterial gel/hand washing</li> <li>• use of gloves to protect both staff and children from infection from open wounds</li> <li>• jewellery policy for staff – harbours bacteria; may cut/scratch</li> <li>• nails short and clean to prevent bacterial build up under nails</li> <li>• sneezing; coughing – disposal of tissues</li> <li>• posters/leaflets about hygiene in different languages</li> <li>• recognition of specific dress codes (e.g. hair nets, short sleeves etc) to reflect hygiene.</li> </ul>
	<b>Total</b>	<b>17</b>	

Question	Answer	Marks	Guidance
5	<p><b>Level 3 response:</b> Answer will provide a detailed analysis of a range of ways staff at Banham Nursery could value diversity in their daily activities. There is detailed understanding of the role played by staff. The analysis will be developed logically and there will be evidence of synthesis. (7–9 marks)</p> <p><b>Level 2 response:</b> Answer will provide a sound analysis of the ways staff at Banham Nursery could value diversity in their daily activities. There is some understanding of the role played by staff. The analysis will be developed logically, but may lack synthesis. (4–6 marks)</p> <p><b>Level 1 response:</b> Answer will provide a basic analysis of the ways staff at Banham Nursery could value diversity in their daily activities. Answer demonstrates a limited understanding of the key issues. (1–3 marks)</p> <p>0 marks must be given where there is no evidence or no evidence worthy of credit.</p>	9	<p>Answers may include:</p> <ul style="list-style-type: none"> <li>• provide resources that give a balanced view of the world and an appreciation of the rich diversity of the society</li> <li>• encourage children through play equipment and activities that explore, acknowledge and value similarities and differences between themselves and others</li> <li>• provide physical resources that take into account children’s size, height and physical needs (e.g. provide child-sized tables and chairs and sinks at their level)</li> <li>• use specialist communication methods throughout the setting to support children’s communication, including children with English as an additional language</li> <li>• work with professionals from outside agencies to provide a multi-agency network of support for children and their families (e.g. Ethnic Minority Achievement Service (EMAS) )</li> <li>• the Pre-School Special Educational Needs Service (PRESENS), to ensure that the best care and learning opportunities are available for individual children</li> <li>• consult families to ensure understanding of equality and diversity requirements of each child</li> </ul>

Question			Answer	Marks	Guidance
					<ul style="list-style-type: none"> <li>• provide 'children's interests' sheets to parents monthly, to encourage links between home and nursery activities</li> <li>• encourage parents/carers to become actively involved in the life of the nursery (e.g. assisting on outings, providing resources and leading/assisting activities for the children</li> <li>• the culturally diverse nature of the staff, as they may consider the demographics of the local population, (e.g. one member of staff may provide cover for another who needs time for prayer at a particular time).</li> </ul>
			<b>Total</b>	<b>9</b>	

## Learning Outcomes (LO) Grid

Question		LO1	LO2	LO3	LO4	Total
<b>Section A</b>						
1	(a)	3				3
1	(b)	3				3
1	(c)	2				2
1	(d)	4				4
2	(a)		6			6
2	(b)		6			6
3	(a)			2		2
3	(b)			8		8
<b>Section B</b>						
4	(a)				2	2
4	(b)				2	2
4	(c)				4	4
4	(d)				9	9
5			9			9
<b>Total</b>		<b>12</b>	<b>21</b>	<b>10</b>	<b>17</b>	<b>60</b>

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