

Cambridge National

Health and Social Care

Cambridge National Level 1/2 Award/Certificate

Unit **R021/01**: Essential Values of Care for Use with Individuals IN Care Settings

Mark Scheme for January 2017

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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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Question	Answer	Marks	Guidance
1	<p>(a) Three required. One mark each.</p> <p>Unauthorised people entering the building:</p> <ul style="list-style-type: none"> • CCTV monitoring exit/entrance / security cameras • security pads/key cards/key pads/swipe cards/key (pin) code entry • signing in/out book for visitors • manned reception desk • locks on doors and windows • visitor passes <p>Children leaving the building unsupervised:</p> <ul style="list-style-type: none"> • manned reception desk • buzzer when front door opens • security pads / key (pin) code entry/key pad • swipe cards to open doors <p>Not knowing who is a member of staff:</p> <ul style="list-style-type: none"> • staff wearing ID badges / lanyards / uniform • visitor badges / passes • display board of staff photographs <p>Some answers are interchangeable – but do not credit repetition.</p>	<p>3 (3x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">  </div> <p>Do not credit:</p> <ul style="list-style-type: none"> • repeats of the same security measures • all doors locked / locked doors • ‘cameras’ on its own • ‘log book’ on its own • ‘ID badges’ on its own • DBS check – not security • references to fire safety • references to data security/protection • gates • CCTV for children leaving unsupervised • member of staff at the gates at break times etc


Question	Answer	mark	Guidance
1	<p>(b) Two ways described. Three marks each.</p> <p>General cleanliness: CREDIT ONE METHOD ONLY</p> <ul style="list-style-type: none"> • cleaning of surfaces / floors / bins / toys / equipment • use of appropriate cleaning materials eg sanitizer; antibacterial liquids • deep cleaning • cleaning of materials / curtains / blinds • appropriate use and disposal of tissues / wipes • control of potential infection sources eg not allowing pets • rules on allowing ill children/adults into the early years/lunch club setting • food prep- use of coloured chopping boards/disposable gloves / apron / overall <p>Personal hygiene: CREDIT ONE METHOD ONLY</p> <ul style="list-style-type: none"> • personal hygiene – eg clean hair/teeth/clothes • appropriate hand washing routines • use of hand gel • open wounds covered • no jewellery / nail polish • piercings covered / removed • disposable gloves/apron/overall • hair tied back/hairnet <p>How it protects children / over 65s / staff:</p> <ul style="list-style-type: none"> • prevents transfer of bacteria • destroys bacteria • carries less bacteria/germs • ensures high level of cleanliness • reduces opportunity for spreading bacteria/germs • stops others coming into contact with bacteria/germs • barrier method reduces/prevents transfer of bacteria • removes places for bacteria to be trapped • nail polish / hair can't drop into food and contaminate it – must have reference to contaminating or containing bacteria <p>Some answers are interchangeable – but do not credit repetition.</p>	<p>6 (2x3)</p>	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> A TV REP SEEN </div> <p>Mark for the explanation, not for specific points.</p> <p>Three marks:</p> <ul style="list-style-type: none"> • a full and detailed description • clear understanding of reducing the spread of infection is demonstrated • information relevant to the lunch club and / or the Early Years Centre. <p>Two marks:</p> <ul style="list-style-type: none"> • a sound description • some understanding of reducing the spread of infection demonstrated • mostly relevant to the lunch club and / or the Early Years Centre. <p>One mark:</p> <ul style="list-style-type: none"> • a simplified description which lacks clarity • basic information • limited relevance <p>If more than one way is given, credit the best description.</p> <p>The list is not exhaustive. Accept other appropriate descriptions.</p>

Question	Answer	Marks	Guidance												
1	<p>(c) Two rights required. Two examples. One mark each. Focus should be on the 'ways' ie. what STAFF could do.</p> <table border="1" data-bbox="331 300 1429 1361"> <thead> <tr> <th data-bbox="331 300 577 338">Right</th> <th data-bbox="577 300 1429 338">Example of how the right can be maintained</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 338 577 475">Choice</td> <td data-bbox="577 338 1429 475"> <ul style="list-style-type: none"> - provide food options, vegetarian / halal etc - give choice of activities - give choice of how they receive help </td> </tr> <tr> <td data-bbox="331 475 577 746">Confidentiality</td> <td data-bbox="577 475 1429 746"> <ul style="list-style-type: none"> - storing personal notes securely - speaking about/with individuals and their care in a private room/office where others will not be able to overhear - information only shared on a 'need to know' basis - keeping information private and not gossiping about a person's circumstances - Disclosure only if danger to self / in danger from others / a danger to others </td> </tr> <tr> <td data-bbox="331 746 577 884">Equal and fair treatment</td> <td data-bbox="577 746 1429 884"> <ul style="list-style-type: none"> - treated for individual needs - treating individuals fairly, staff not having favourites - anti-discriminatory practice - given the same opportunities as others </td> </tr> <tr> <td data-bbox="331 884 577 1107">Consultation</td> <td data-bbox="577 884 1429 1107"> <ul style="list-style-type: none"> - asking what type of care the person would like - the person's views and opinions being sought - providing or being an advocate for them - ask how they are feeling today - take suggestions from them - discuss options / let them have a say </td> </tr> <tr> <td data-bbox="331 1107 577 1361">Protection from harm and abuse</td> <td data-bbox="577 1107 1429 1361"> <ul style="list-style-type: none"> - staff CRB / DBS checked - reporting abusive or discriminatory behaviour to provide a safe environment - staff attend training eg manual handling / safeguarding - provide toys & equipment that are safety checked / safety labelling / tested - carry out a risk assessment before going on a school trip </td> </tr> </tbody> </table> <p data-bbox="331 1398 1070 1425">This list is not exhaustive, accept other appropriate ways.</p>	Right	Example of how the right can be maintained	Choice	<ul style="list-style-type: none"> - provide food options, vegetarian / halal etc - give choice of activities - give choice of how they receive help 	Confidentiality	<ul style="list-style-type: none"> - storing personal notes securely - speaking about/with individuals and their care in a private room/office where others will not be able to overhear - information only shared on a 'need to know' basis - keeping information private and not gossiping about a person's circumstances - Disclosure only if danger to self / in danger from others / a danger to others 	Equal and fair treatment	<ul style="list-style-type: none"> - treated for individual needs - treating individuals fairly, staff not having favourites - anti-discriminatory practice - given the same opportunities as others 	Consultation	<ul style="list-style-type: none"> - asking what type of care the person would like - the person's views and opinions being sought - providing or being an advocate for them - ask how they are feeling today - take suggestions from them - discuss options / let them have a say 	Protection from harm and abuse	<ul style="list-style-type: none"> - staff CRB / DBS checked - reporting abusive or discriminatory behaviour to provide a safe environment - staff attend training eg manual handling / safeguarding - provide toys & equipment that are safety checked / safety labelling / tested - carry out a risk assessment before going on a school trip 	<p>4 (4x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1675 416 2040 496" style="border: 1px solid black; padding: 5px; text-align: center;"> ^ TV REP SEEN </div> <p>Answers must be relevant to either early years or the over 65s lunch club.</p> <ul style="list-style-type: none"> • One example for each only - credit the first example • credit appropriate example if 'right' incorrect • The example given should be positive i.e what staff should do, no credit for they should not.....
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Question	Answer	Marks	Guidance
2 (a)	<p>One identification required. One mark.</p> <p>Health and Safety at Work Act</p> <p>Date not required.</p>	<p>1 (1x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1594 384 1850 464" style="border: 1px solid black; padding: 5px; margin: 10px auto; text-align: center;">  </div> <p>This is the only acceptable answer. Must state exact wording. Must have 'Act'</p> <p>If more than one piece of legislation is given: Mark the first response</p> <p>Crossed Out Responses: Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.</p>

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
2 (b)	<p>Safety procedures</p> <ul style="list-style-type: none"> • appropriate training of staff for specialist equipment • staff trained to use appropriate moving and handling techniques • when manual handling the environment, equipment and load will be risk assessed • equipment fit for purpose • specialist equipment available • regularly checked for damage - repaired or disposed of if necessary • reporting system for damaged or faulty equipment • replacement programme for older or worn out equipment • activities always risk assessed • fire procedures • first aid procedures <p>How it protects:</p> <ul style="list-style-type: none"> • prevents injury to care workers / service users • training helps them do their job correctly • results in a safer environment, reduces risk • knowledge of moving and handling develops confidence when moving and handling service users • protects from accusations of abuse • instils confidence, trust, feeling safe • no worn out or damaged equipment in use • correct equipment provided for the task, reduces risk of injury • a good standard of safe equipment is maintained • lifts always risk assessed - assessment identifies if a second person is needed to assist • gives staff guidance on good practice – correct posture / position / equipment for lifting or moving etc • evacuation of setting fast and efficient • first aid available immediately 	8	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is explanation.</p> <p>Level 3 checklist</p> <ul style="list-style-type: none"> • detailed explanation • 2 or more safety procedures identified and explained • clearly addresses the situation • correct use of terminology <p>Level 2 checklist</p> <ul style="list-style-type: none"> • sound explanation • 1 or 2 safety procedures • may identify several procedures but explanation not fully developed • some relevance to the situation • some correct terminology <p>Level 1 checklist</p> <ul style="list-style-type: none"> • likely to identify several procedures with little or no explanation • basic information • may not relate to the situation • limited terminology <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p>	<p>Level 3 (7–8 marks) Answers provide clear identification and detailed explanation of at least two safety procedures that would address the situation and provide a safe standard of care. Answers will be coherent, factually accurate and use appropriate terminology.</p> <p>Level 2 (4–6 marks) Answers provide identification and sound explanation of one or two safety procedures that would address the situation and provide a safe standard of care. Response may focus on one procedure with only minimal mention of a second. Answers will be factually correct but still need developing. Some correct terminology will be used. Sub-max of 4 for only one procedure done well.</p> <p>Level 1 (1–3 marks) Answers will identify safety procedures with minimal or no explanation. List like answers should be placed in this level. Limited use of terminology.</p> <p>0 marks = response not worthy of credit</p> <p>SEEN for a zero mark response</p>

Question		Answer/Indicative content	Marks	Guidance
3	(a)	<p>Two marks for a definition.</p> <p>An ethnic minority group is:</p> <ul style="list-style-type: none"> • people living in a country where another cultural or ethnic group is in the majority • people who differ in race or cultural origin from the dominant group – often the majority population – of the country in which live 	<p>2 (2x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> ^ TV REP SEEN </div> <p>Wording of answers does not have to exactly match that on the mark scheme.</p> <p>Two marks: A full definition that clearly shows understanding with an example or two clearly identified points</p> <p>One mark: A basic definition that lacks clarity</p>


Question		Answer	Marks	Guidance
3	(b)	<p>One identification required. One mark.</p> <p>Equality Act</p> <p>Date not required.</p>	<p>1 (1x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="text-align: center;">  </div> <p>This is the only acceptable answer. Must state exact wording. Must state 'Act'</p> <p>If more than one piece of legislation is given: Mark the first response</p> <p>Crossed Out Responses: Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.</p>

Question	Answer/Indicative Content	Marks	Guidance	
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3	(c)	5	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is explanation.</p> <p>Level 2 checklist</p> <ul style="list-style-type: none"> detailed explanation of relevant example / way(s) example/way(s) fully relates to the situation use of correct terminology <p>Level 1 checklist</p> <ul style="list-style-type: none"> basic explanation likely to identify several ways with little or no explanation may not link to the situation limited terminology <p>Explanations should be contextualised to the situation, and must use terminology eg. supervision, raise awareness, training etc to achieve L2.</p> <p>Do not credit:</p> <ul style="list-style-type: none"> go to the press / TV sack the nurse 'whistleblow' without a proper explanation <p>Level 2 Can be one way or more than one way as long as explanation has sufficient detail.</p>	<p>Level 2 (4–5 marks) Answer provides a detailed explanation of way(s) Sunita could challenge the discriminatory behaviour. The explanation will clearly relate to the context. Answers will be coherent, using correct terminology.</p> <p>Level 1 (1–3 marks) Answer provides a basic description of way(s) Sunita could challenge the discriminatory behaviour. Examples may not link to the context. List like or muddled answers should be placed in this band. Limited use of terminology.</p> <p>0 marks = response not worthy of credit</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>SEEN for a zero mark response</p>

Question	Answer	Marks	Guidance												
4	<p data-bbox="248 193 304 233">(a) Five required. One mark each.</p> <table border="1" data-bbox="331 264 1198 1190"> <tr> <td data-bbox="331 264 725 363">Example of applying early years values of care</td> <td data-bbox="725 264 1198 363">Early years value of care</td> </tr> <tr> <td data-bbox="331 363 725 523">Parents invited into school to discuss their child's progress.</td> <td data-bbox="725 363 1198 523">Working in partnership with parents/guardians and families</td> </tr> <tr> <td data-bbox="331 523 725 683">All staff must be DBS checked.</td> <td data-bbox="725 523 1198 683">Keeping children safe and maintaining a healthy and safe environment</td> </tr> <tr> <td data-bbox="331 683 725 842">Children's needs must always come first.</td> <td data-bbox="725 683 1198 842">Ensuring the welfare of the child is paramount</td> </tr> <tr> <td data-bbox="331 842 725 1034">Provide activities that are stimulating and interesting for the children; and that are appropriate for their stage of development.</td> <td data-bbox="725 842 1198 1034">Encouraging children's learning and development</td> </tr> <tr> <td data-bbox="331 1034 725 1190">Classroom displays, toys and resources reflect different cultures.</td> <td data-bbox="725 1034 1198 1190">Valuing diversity</td> </tr> </table>	Example of applying early years values of care	Early years value of care	Parents invited into school to discuss their child's progress.	Working in partnership with parents/guardians and families	All staff must be DBS checked.	Keeping children safe and maintaining a healthy and safe environment	Children's needs must always come first.	Ensuring the welfare of the child is paramount	Provide activities that are stimulating and interesting for the children; and that are appropriate for their stage of development.	Encouraging children's learning and development	Classroom displays, toys and resources reflect different cultures.	Valuing diversity	<p data-bbox="1249 193 1323 264">5 (5x1)</p>	<p data-bbox="1361 193 2063 296">Annotation: The number of ticks must match the number of marks awarded.</p> <p data-bbox="1361 328 1861 360">For incorrect answers use the cross.</p> <p data-bbox="1361 432 1805 464">No other answers are acceptable.</p> <p data-bbox="1361 568 2063 751">Crossed Out Responses Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.</p> <p data-bbox="1361 887 1794 919">Valuing diversity – do not accept:</p> <ul data-bbox="1413 927 1592 1031" style="list-style-type: none"> • maintaining • promoting • ensuring
Example of applying early years values of care	Early years value of care														
Parents invited into school to discuss their child's progress.	Working in partnership with parents/guardians and families														
All staff must be DBS checked.	Keeping children safe and maintaining a healthy and safe environment														
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Classroom displays, toys and resources reflect different cultures.	Valuing diversity														

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4 (b)	<p>Four effects required. One mark each.</p> <p>Physical effects</p> <ul style="list-style-type: none"> • dehydrated • existing illness may worsen • ill-health / unhealthy / become ill • injured / bruises / broken bones • malnourished / malnutrition • self-harm • in pain <p>Social effects</p> <ul style="list-style-type: none"> • alone / isolated / lonely • become anti-social • behaviour problems • excluded / social exclusion / left out • lack of friends • marginalised / distant • poor social skills / not want to interact with others / not talk to anyone / less social • uncooperative • will not want to use / refuse to go to / the service • withdrawn 	4 (4x1)	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>For effects that are slashed on the mark scheme list – only credit one of the points</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • emotional effects • ‘hurt’ – too vague • unsocial • abused • shy <p>If more than one effect is given on the same line: Mark the first response on each line</p> <p>Crossed Out Responses: Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.</p>

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
4 (c)	<p>Bold = aspects of Data Protection Act. Guidance for practice underneath.</p> <p>Processed fairly and lawfully</p> <ul style="list-style-type: none"> don't collect and use SU personal information without SU permission and only use it on a 'need to know' basis <p>Used only for the purposes for which it was intended</p> <ul style="list-style-type: none"> hold information for a clear purpose and only use it for that purpose <p>Adequate and relevant but not excessive</p> <ul style="list-style-type: none"> only collect and use information that is needed; do not collect unnecessary information <p>Accurate and kept up-to-date</p> <ul style="list-style-type: none"> inaccurate data should be destroyed or corrected; staff have responsibility to ensure information is correct; systems should be in place for checking accuracy, for instance checking with patients <p>Kept for no longer than is necessary</p> <ul style="list-style-type: none"> delete or destroy information when it is no longer needed – securely deleting or shredding sensitive or personal data <p>Processed in line with the rights of the individual</p> <ul style="list-style-type: none"> people have a right to know 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 <p>Secured</p> <ul style="list-style-type: none"> non-authorized staff/people should not be allowed to access the information; it should be kept in secure conditions; there should be clear guidelines for who can have access <p>Not transferred to other countries</p> <ul style="list-style-type: none"> information should not be transferred outside the EU unless the service user has given consent 	6	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is outline.</p> <p>Level 2 checklist</p> <ul style="list-style-type: none"> detailed outline of guidance 2 or more aspects of the DPA correct use of terminology <p>Level 1 checklist</p> <ul style="list-style-type: none"> basic information list like / muddled limited terminology <p>Do not credit: Descriptions of ways of 'maintaining confidentiality'.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p>	<p>Level 2 (4–6 marks) Answer provides a detailed outline of guidance provided by the Data Protection Act. Answers will be coherent, using correct terminology.</p> <p>Level 1 (1–3 marks) Answer provides a basic outline of guidance provided by the Data Protection Act. Answers may be list like or muddled. Limited use of terminology. Sub-max of 3 for one aspect of guidance done well.</p> <p>0 marks = response not worthy of credit</p> <p>SEEN for a zero mark response</p>

Question	Answer	Marks	Guidance
5	<p>(a) Identification of a way one mark. How it supports rights. Two marks.</p> <p>Examples of using effective communication:</p> <ul style="list-style-type: none"> • Using appropriate vocabulary • No jargon • Not being patronising • Positive body language / eye contact • Adapting their communication - emphasising words / slowing the pace / varying tone / using gestures • Listening to individual's needs / active listening / allows them to ask questions • Use of aids – eg hearing loop system • Using specialist methods eg sign language, PECS • Interpreters/provide leaflets in other languages • Information in a variety of formats eg large print, Braille <p>How it supports rights:</p> <ul style="list-style-type: none"> • aids understanding of procedures/treatment/what's happening etc • individual feels valued, • instils confidence • develops trust • respect • shows you are listening • individual feels they are being taken seriously • enables informed decisions/choices to be made • equality of access • empowers • raises self esteem • individual needs met 	3 (1+2)	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Mark for the quality of description:</p> <p>Two marks:</p> <ul style="list-style-type: none"> • a full and detailed description • clear understanding of how it supports rights <p>One mark:</p> <ul style="list-style-type: none"> • a simplified description • basic information • limited relevance

Question	Answer	Marks	Guidance
5	<p>(b) Identification of a way one mark. How it supports rights. Two marks.</p> <p>Examples of ways of providing up to date information:</p> <ul style="list-style-type: none"> • emailing • send a letter • phone call / ring to tell them • text message • visit the individuals' home • arrange a meeting • poster / flyer / timetable • providing a care plan • leaflet <p>How it supports rights:</p> <ul style="list-style-type: none"> • Times services open <i>so that the individual knows when they can access services / visiting times</i> • Type of care provided <i>the individual can choose what is most appropriate / care plan</i> • Alternatives available <i>the individual can choose what is most appropriate</i> • Results of tests/treatments/medical data <i>so that individuals are able to choose/know the options/know why they are being treated</i> • Change of address / circumstances etc info updated <i>feels valued that they took the time to change their data</i> • Letters informing that service is moving <i>tells them where they can access a service important to them</i> 	3 (1+2)	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>Mark for the description:</p> <p>Two marks:</p> <ul style="list-style-type: none"> • a detailed description • clear understanding of how it supports rights <p>One mark:</p> <ul style="list-style-type: none"> • a simplified description • basic information • limited relevance

Question	Answer	Marks	Guidance														
5	<p>(c) Two examples required. One mark each. Two ways rights are supported. Two marks each.</p> <table border="1" data-bbox="309 300 1326 954"> <thead> <tr> <th data-bbox="309 300 1160 389">Ways a care worker would apply the values of care</th> <th data-bbox="1160 300 1326 389">Answer: A, B or C</th> </tr> </thead> <tbody> <tr> <td data-bbox="309 389 1160 485">Provide access to an advocate for an individual with learning difficulties.</td> <td data-bbox="1160 389 1326 485">A</td> </tr> <tr> <td data-bbox="309 485 1160 580">Young people with physical disabilities are taken on a trip to somewhere that has wheelchair access and a hearing loop.</td> <td data-bbox="1160 485 1326 580">A</td> </tr> <tr> <td data-bbox="309 580 1160 676">A community centre has welcome signs in different languages.</td> <td data-bbox="1160 580 1326 676">A</td> </tr> <tr> <td data-bbox="309 676 1160 772">A midwife consults with a pregnant woman about whether she would like to give birth at the hospital or at home.</td> <td data-bbox="1160 676 1326 772">B</td> </tr> <tr> <td data-bbox="309 772 1160 868">Care workers are good role models – they do not make any racist, ageist or sexist comments.</td> <td data-bbox="1160 772 1326 868">A</td> </tr> <tr> <td data-bbox="309 868 1160 963">A residential care home has a prayer room and provides transport for those residents to go to church.</td> <td data-bbox="1160 868 1326 963">B</td> </tr> </tbody> </table> <p>Values of care:</p> <ul style="list-style-type: none"> A promoting equality and diversity B promoting individuals rights and beliefs C maintaining confidentiality 	Ways a care worker would apply the values of care	Answer: A, B or C	Provide access to an advocate for an individual with learning difficulties.	A	Young people with physical disabilities are taken on a trip to somewhere that has wheelchair access and a hearing loop.	A	A community centre has welcome signs in different languages.	A	A midwife consults with a pregnant woman about whether she would like to give birth at the hospital or at home.	B	Care workers are good role models – they do not make any racist, ageist or sexist comments.	A	A residential care home has a prayer room and provides transport for those residents to go to church.	B	6 (6x1)	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use a cross.</p> <p>No other answers are acceptable.</p> <p>If more than one answer is given in the box: No mark should be awarded.</p> <p>Crossed Out Responses Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.</p>
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Question	Answer	Marks	Guidance
5	<p>(d) Three required. One mark each.</p> <ul style="list-style-type: none"> • aims to protect those at risk to themselves or others • aims to keep people safe / take them to a place of safety • provides the authority to take the person to a 'place of safety' for assessment • can be given medical treatment without consent • gives rights to those with a mental disorder • sets out safeguards to which the person with a mental disorder is entitled • the MHA provides a definition of mental disorder • sets out the processes that must be followed to detain a person with a mental disorder • 'appropriate medical treatment test' required for longer detention • established Managers' Hearings and Mental Health Review Tribunals • individuals can be detained for initial assessment for up to 28 days • have to be provided with appropriate 'supervised community treatment' following release from hospital • right to be provided with an independent mental health advocate • duty of care practitioners to follow procedures that safeguard those with a mental disorder / ensure information is shared • practitioners must represent the best interests of those with mental health disorder <p>Any three points.</p>	<p>3 (3x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>Crossed Out Responses Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.</p>

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

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