



Oxford Cambridge and RSA

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 June 2022

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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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PREPARATION FOR MARKING ON-SCREEN

1. Make sure that you have accessed and completed the relevant and training packages for on-screen marking: *assessor Online Training* and the *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the Instructions for On-Screen Marking and the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to Assessor and mark the **required number** of practice responses and the **required number** of standardisation responses.

YOU MUST MARK 5 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING INSTRUCTIONS – FOR MARKING ON-SCREEN AND FOR PAPER BASED MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the Assessor 50% and 100% deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the Assessor messaging system, or by email.
5. Crossed Out and Multiple Responses

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.

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, only the first responses up to the number required should be awarded, even if later responses in the list are correct.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. Mark the first response on each line. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is the first response for each one (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the **additional pages** (and 'additional objects', such as extra answer booklets, if present) at the end of the response in case any answers have been continued there.
If the candidate has continued an answer on an additional page then annotate the answer as usual OR put 'seen' if not worthy of marks, to confirm that the work has been seen. The 'link page' check box should be used on Assessor to link candidate responses in additional objects to the corresponding question number.
- Where additional objects are present, all pages must contain an annotation, or Assessor will not allow you to submit the script.
 - Where generic answer booklets are used, all pages must contain an annotation, or Assessor will not allow you to submit the script.
 - Where structured answer booklets are used, the 'BP' (blank page) annotation **must** be applied to all pages where no response is given by a candidate.
7. Award No Response (NR) if:
- there is nothing written in the answer space

Award Zero '0' if:














- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

10. These are the annotations which are to be used when marking R021

Annotation	Meaning of annotation
	Blank Page – this annotation must be used on all blank 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 (do not ‘tick’ as well - because ‘bod’ does count as a mark)
	Omission mark
	Too vague
	Repeat
	Noted but no credit given
	Question 4(c) - Noted
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	<p>(a) Two marks for each method described. Two required.</p> <p>General cleanliness of the day centre</p> <ul style="list-style-type: none"> • anti-bacterial sprays used on work surfaces / disinfection • appropriate protective clothing – disposable gloves/aprons, hygiene hats • bathrooms/toilets cleaned frequently and disinfected • bins emptied • clean tables / surfaces / worktops • deep clean • equipment cleaned regularly • floors mopped / carpets vacuumed • food properly cooked to prevent food poisoning / vomiting / illness • hazardous waste disposed of following correct procedures • kitchen hygiene rules e.g. coloured chopping boards etc • PPE – aprons / disposable gloves / masks / hairnet / hygiene hat • spillages cleared straight away • sterilising equipment / sanitised tools for food preparation • towels laundered <p>Personal hygiene measures – kitchen staff / young people</p> <ul style="list-style-type: none"> • appropriate hand washing routines • hair tied back or covered • if ill – stay at home so infection/illness/bacteria not spread • no jewellery, no nail polish • open wounds covered / blue plasters • use a tissue to catch coughs or sneezes then bin the tissue • use of hand gel / sanitiser <p>Description of how the methods prevent spread of infection:</p> <ul style="list-style-type: none"> • barrier method reduces/prevents transfer of bacteria • destroys bacteria • ensures high level of cleanliness • prevent cross contamination • prevents transfer of bacteria • reduces opportunity for spreading bacteria/germs • removes places for bacteria to be trapped • stops others coming into contact with bacteria/germs 	<p>4 (2x2)</p>	<p>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 each method: One mark for identification of an appropriate method</p> <p>Plus One mark for description of how it prevents spread of infection</p> <p>Accept: 'germs' in place of bacteria.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • repeats • 'gloves' must state disposable / rubber • 'stop the spread of infection' it is in the question • clean all areas – too vague • everything cleaned – too vague <p>Accept other correct and appropriate methods.</p>


Question	Answer	Marks	Guidance
1	<p>(b) Three marks for each way explained. Two required.</p> <p>Ways:</p> <ul style="list-style-type: none"> • Supervision – enough staff to help and supervise the young people • Risk assessments – of all activities / games / crafts / outings / equipment etc • Staff qualified – for working with young people with special needs and for the activities they are running so they are aware of any safety issues / staff qualified in food preparation & hygiene • Health and safety policies – in place and followed by staff who have been made aware of them • Checks regular pat testing of electrical equipment • Replacement programme for old or worn out equipment • General safety – floors clear, no trip hazards, mop up spills immediately • Providing staff training – updated regularly e.g. safeguarding, manual handling, first aid • Safety procedures in place – fire drills / first aid / evacuation plan / etc • Appropriate staff to young people ratio - limit numbers of young people taking part in certain activities at one time if not enough staff • Specific ways related to wheelchair football / arts + craft activities / table tennis – shin/knee pads / safety scissors / helmets etc • Safe recruitment – all staff DBS checked <p>Explanation / how it protects the young people:</p> <ul style="list-style-type: none"> • Prevents accidents creates a safe environment • Prevents injuries to residents and staff • Reduces risk – results in a safer environment, fewer accidents / injuries • Staff know how to react in an emergency – fire etc • Enables staff to take quick, efficient action to remove residents from danger / give first aid • Trained staff know what to do to keep the residents safe at all times 	<p>6 (2x3)</p>	<p>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>For each way: One mark for identification of an appropriate way or a simplified explanation that lacks clarity</p> <p>Two marks for an appropriate way with some explanation of how it could reduce risks / prevent accidents</p> <p>Three marks for a full explanation that clearly shows understanding of how an appropriate way reduces the risk of the young people being injured at the day centre</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • hygiene methods to prevent the spread of infection • security methods • risks if procedures not in place or not followed

Question	Answer	Marks	Guidance
1 (c)	<p>One mark for an identification. One required.</p> <ul style="list-style-type: none">• The Health and Safety at Work Act <p>or</p> <ul style="list-style-type: none">• HASAWA	1 (1x1)	<p>The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or an omission mark for missing words.</p> <div data-bbox="1939 628 2067 708" style="border: 1px solid black; text-align: center; width: 50px; height: 50px; margin: 0 auto;"></div> <p>No other answers are acceptable.</p> <p>Date and 'the' not required.</p> <p>Must state 'Act'</p>


Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
2	<p>(a)* Ways the food bank can support diversity, rights and beliefs of service users:</p> <ul style="list-style-type: none"> • Provide a wide variety of different food / allowing individuals to select what they want – supports the right of choice, rather than just a set parcel of food that means everyone has the same, supports diversity • Food available that is suitable for different dietary requirements – e.g. gluten free, low sugar, vegan, vegetarian, high fibre etc meeting individual needs / diversity / medical needs • Food available that takes account of allergies – e.g. nut free, no shellfish, no dairy etc meeting individual needs / diversity • Food available that meets different cultural requirements e.g. Kosher, Halal, vegetarian etc supporting individual beliefs • Food for celebration meals – e.g. Chinese New Year, Pancake day, Christmas, Hanukkah, birthdays etc supporting individual beliefs and cultural differences • Accessibility – reference to provision for individuals with special needs, disabilities or communication needs for e.g. wheelchair access, hearing loop, sign language, staff speaking different languages etc supporting rights and diversity 	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 explanation.</p> <p>Level 3 checklist</p> <ul style="list-style-type: none"> • detailed explanation • at least two ways of meeting needs • explicit links to supporting diversity, rights and beliefs • relevant to a food bank • clear and logically structured <p>Level 2 checklist</p> <ul style="list-style-type: none"> • sound explanation, but may not be fully developed • at least two ways of meeting needs • implicit reference to supporting diversity, rights and/or beliefs • mostly relevant to a food bank <p>Level 1 checklist</p> <ul style="list-style-type: none"> • limited explanation • basic information, may be list-like • may not relate to the food bank • may not link to supporting diversity, rights or beliefs <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p>	<p>Level 3 (6–7 marks) Answers provide a detailed explanation of at least two ways the food bank could support service user's diversity, rights and beliefs. Answers will be coherent, factually accurate and use appropriate terminology.</p> <p>Level 2 (4–5 marks) Answers provide a sound explanation of at least two ways the food bank could meet service user's needs. May reference diversity, rights and beliefs, though this may be implicit. At the lower end may only cover ways of meeting needs. Answers will be coherent, using some correct terminology.</p> <p>Level 1 (1–3 marks) Answer provides a limited explanation of ways the food bank could meet needs and support service user's diversity, rights and beliefs. Answers may not be explicitly linked to supporting rights or SU diversity, rights and beliefs. List like or muddled answers should be placed in this band. Limited use of terminology.</p> <p>0 marks = response not worthy of credit SEEN for a zero mark response</p>

Question	Answer	Marks	Guidance
2 (b)	<p>Two marks for a description.</p> <ul style="list-style-type: none"> • Have meetings / chats with food bank users in a private room – so no inappropriate individuals can access the information • Keep doors of the meeting room closed so no-one can overhear. • No discussions / telephone calls in public places, e.g. corridors– so that no-one can overhear private information. • Only discuss appropriate information that is relevant and required to deal with the situation, e.g. not gossiping about the family. • Securely dispose of any unwanted paperwork or notes – to avoid unauthorised access / comply with Data Protection Act / GDPR • Not leave any files or notes behind in the meeting room – to prevent inappropriate / unauthorised access • Sharing information on a need-to-know basis – so information is only shared with those directly involved in the support of the family • Keep any paperwork secure, e.g. locked filing cabinet or password protected electronic records <p>Credit other appropriate descriptions.</p>	<p>2 (1x2)</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; margin: 10px 0;"> ^ TV REP SEEN </div> <p>One mark for identification of an appropriate way or a simplified description that lacks clarity</p> <p>Two marks for an appropriate way with a clear description of how it maintains confidentiality</p> <p>Only credit <u>ONE</u> way of maintaining confidentiality.</p> <p>If more than one way is given, credit the first one.</p>

Question	Answer	Marks	Guidance																								
3	<p>(a) Two marks for a description of a security measure. Two required.</p> <p>Security measures at Woodford Care Home:</p> <table border="1" data-bbox="271 344 1330 1310"> <thead> <tr> <th data-bbox="271 344 719 379">Security measure</th> <th data-bbox="719 344 1330 379">Purpose</th> </tr> </thead> <tbody> <tr> <td data-bbox="271 379 719 451">Swipe card or buzzer entry system</td> <td data-bbox="719 379 1330 451">Restricts and controls access – only authorised people allowed in.</td> </tr> <tr> <td data-bbox="271 451 719 555">Receptionist on duty at entrance</td> <td data-bbox="719 451 1330 555">Controls access to the care home, only allows authorised individuals to enter. Prevents residents wandering off.</td> </tr> <tr> <td data-bbox="271 555 719 659">Signing in / out book for visitors</td> <td data-bbox="719 555 1330 659">Staff know who is in the care setting, and who they are visiting, and where they are, at all times.</td> </tr> <tr> <td data-bbox="271 659 719 730">Staff wear ID badges / lanyards</td> <td data-bbox="719 659 1330 730">Staff are easily identified</td> </tr> <tr> <td data-bbox="271 730 719 834">Visitor badges</td> <td data-bbox="719 730 1330 834">It is clear that they are an authorised visitor. Valid / temporary reason for access / knowledge of who is in the building</td> </tr> <tr> <td data-bbox="271 834 719 906">CCTV monitoring exits and entrances</td> <td data-bbox="719 834 1330 906">Monitors everyone – staff and visitors – who is accessing the building.</td> </tr> <tr> <td data-bbox="271 906 719 1010">Alarms on doors not in regular use</td> <td data-bbox="719 906 1330 1010">Identifies if anyone unauthorised is getting into the building; notifies if a resident is attempting to wander out of the care home.</td> </tr> <tr> <td data-bbox="271 1010 719 1082">Window locks and restraints</td> <td data-bbox="719 1010 1330 1082">Prevents unwanted individuals getting into the care home.</td> </tr> <tr> <td data-bbox="271 1082 719 1137">Locks on external doors</td> <td data-bbox="719 1082 1330 1137">Restricts access, prevents intruders from entering.</td> </tr> <tr> <td data-bbox="271 1137 719 1241">Monitoring of keys</td> <td data-bbox="719 1137 1330 1241">Having a list of key holders means the whereabouts of all sets of keys is known at all times.</td> </tr> <tr> <td data-bbox="271 1241 719 1310">Secured gate</td> <td data-bbox="719 1241 1330 1310">Restricts access to one entrance / controls access</td> </tr> </tbody> </table>	Security measure	Purpose	Swipe card or buzzer entry system	Restricts and controls access – only authorised people allowed in.	Receptionist on duty at entrance	Controls access to the care home, only allows authorised individuals to enter. Prevents residents wandering off.	Signing in / out book for visitors	Staff know who is in the care setting, and who they are visiting, and where they are, at all times.	Staff wear ID badges / lanyards	Staff are easily identified	Visitor badges	It is clear that they are an authorised visitor. Valid / temporary reason for access / knowledge of who is in the building	CCTV monitoring exits and entrances	Monitors everyone – staff and visitors – who is accessing the building.	Alarms on doors not in regular use	Identifies if anyone unauthorised is getting into the building; notifies if a resident is attempting to wander out of the care home.	Window locks and restraints	Prevents unwanted individuals getting into the care home.	Locks on external doors	Restricts access, prevents intruders from entering.	Monitoring of keys	Having a list of key holders means the whereabouts of all sets of keys is known at all times.	Secured gate	Restricts access to one entrance / controls access	4 (2x2)	<p>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 data-bbox="1704 387 2069 467" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>For each security measure:</p> <p>1 mark for identification of a security measure</p> <p>plus</p> <p>1 mark for how it protects</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • lock all doors • 'locks' on its own • 'CCTV' or 'camera' on its own • fence, wall or hedge on its own • 'gate' on its own
Security measure	Purpose																										
Swipe card or buzzer entry system	Restricts and controls access – only authorised people allowed in.																										
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Question	Answer	Marks	Guidance
3	<p>(b) Four steps required. One mark each.</p> <p>Any four steps from:</p> <ul style="list-style-type: none"> • find out who to complain to / get manager’s contact details • speak to the care home manager / owner • obtain a copy of the care home’s complaints procedure / find out how to complain • obtain a complaints form to fill in • write down what happened / describe the incident • obtain any evidence • stay calm • could choose to take up the issue with external agency– e.g. solicitor, local health authority, CQC • seek advice – e.g. friends / family / Citizens Advice Bureau <p>Accept other steps appropriate to the situation.</p>	<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 style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Credit 4 steps only. If more than one way on a line, credit the first one.</p> <p>Do not credit: step-by-step instructions for using a website to complain.</p>

Question	Answer/Indicative Content	Mark	Guidance	
			Content	Levels of response
3	(c) PHYSICAL impacts: Physical harm / injury <ul style="list-style-type: none"> physical injury to himself due to being able to wander off into town – trips / falls / cuts / grazes and bruising could develop hypothermia if the weather is cold could get sunstroke if it is hot weather might be mugged or attacked might have an accident in traffic if he wanders off Lack of nutrition / hydration <ul style="list-style-type: none"> may miss mealtimes if he wanders off malnutrition – if he misses meals, stops eating or forgets to eat due to poor care / neglect that he is experiencing dietary deficiencies Ill-health / health deteriorates <ul style="list-style-type: none"> effects of neglectful care may bring on physical ill-health effects on mental health of neglect - depression and anxiety that can lead to physical self-harm existing illness may get worse without proper treatment if, for example, medications are not taken at the correct times because he has wandered off Do not credit: emotional, intellectual or social impacts	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 describe. Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 – checklist</p> <ul style="list-style-type: none"> detailed description at least 2 physical impacts impacts explicitly relevant to the situation <p>Level 2 – checklist</p> <ul style="list-style-type: none"> sound description, though may not be fully developed 1 or 2 physical impacts impacts are mostly relevant to the situation <p>Level 1 – checklist</p> <ul style="list-style-type: none"> likely to identify impacts with little or no description basic information, limited relevance to the situation may be list like/muddled, may not always be physical impacts 	<p>Level 3 (5–6 marks) Answer provides a detailed description of two or more physical impacts on Jack. Answers are explicitly relevant to the situation. Answers will be coherent, factually accurate and use appropriate terminology.</p> <p>Level 2 (3–4 marks) Answer provides a sound description of one or two possible physical impacts on Jack. Answers are mostly relevant to the situation and will be coherent, factually accurate and use appropriate terminology.</p> <p>Level 1 (1–2 marks) Answer will identify possible impacts on Jack, though may not always be physical. Answers may be list like, muddled, demonstrating little knowledge or understanding.</p> <p>0 marks =response not worthy of credit</p> <p>SEEN for a zero mark response</p>

Question	Answer	Marks	Guidance								
4 (a)	<p>One mark for an identification. Three required.</p> <table border="1" data-bbox="277 472 1128 810"> <thead> <tr> <th data-bbox="277 472 775 523">Individual</th> <th data-bbox="775 472 1128 523">Legislation</th> </tr> </thead> <tbody> <tr> <td data-bbox="277 523 775 590">A six month old baby</td> <td data-bbox="775 523 1128 590">The Children Act</td> </tr> <tr> <td data-bbox="277 590 775 715">An individual who has long term depression</td> <td data-bbox="775 590 1128 715">The Mental Health Act</td> </tr> <tr> <td data-bbox="277 715 775 810">A breastfeeding mother</td> <td data-bbox="775 715 1128 810">The Equality Act</td> </tr> </tbody> </table>	Individual	Legislation	A six month old baby	The Children Act	An individual who has long term depression	The Mental Health Act	A breastfeeding mother	The Equality Act	<p>3 (3x1)</p>	<p>The number of ticks must match the number of marks awarded. For incorrect answers use the cross or an omission mark for missing words.</p> <div data-bbox="1939 427 2065 507" style="border: 1px solid red; text-align: center; width: 50px; height: 50px; margin: 10px auto;">  </div> <p>No other answers are acceptable.</p> <p>Date and ‘the’ not required.</p> <p>Must state ‘Act’</p> <p>‘Bod’ for Children’s Act</p> <p>Do not credit: Child Act</p>
Individual	Legislation										
A six month old baby	The Children Act										
An individual who has long term depression	The Mental Health Act										
A breastfeeding mother	The Equality Act										

Question		Answer	Marks	Guidance
4	(b)	<p>One mark for each word. Five required.</p> <p>Words inserted in this order:</p> <ul style="list-style-type: none"> • standards • redress • framework • legal • monitoring <ul style="list-style-type: none"> • Legislation sets out the standards of practice and conduct those who work in the health, social care and early years sectors should meet. • It provides a system of redress. • It provides a framework to maintain and improve quality of practice. • It provides a legal framework for care that care providers have to comply with. • It creates regulatory arrangements for the monitoring of care standards. 	<p>5 (5x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross.</p> <p>No other answers are acceptable.</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)*	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 explanation.</p> <p>Level 3 checklist</p> <ul style="list-style-type: none"> detailed explanation two examples of up-to-date information explained explicit link(s) to supporting rights clear and logically structured <p>Level 2 checklist</p> <ul style="list-style-type: none"> sound explanation, but may not be fully developed two examples of up-to-date information implicit link to supporting rights Sub max – 3 for one way done well <p>Level 1 checklist</p> <ul style="list-style-type: none"> limited explanation one or more examples of up-to-date information basic information about up-to-date information may not link to supporting rights <p>Annotation:</p> <ul style="list-style-type: none"> To acknowledge the examples given, please use the 'seen' annotation. Place in the left margin. 4C answers – Use 'omission mark', 'cross', 'TV' or 'Rep' rather than 'seen' The number of ticks will not necessarily correspond to the marks awarded. 	<p>Level 3 (5–6 marks) Answers provide a detailed explanation of how two examples of up-to-date information could support rights. Answers will be coherent, factually accurate and use appropriate terminology.</p> <p>Level 2 (3–4 marks) Answers provide a sound explanation of how two examples of up-to-date information could support rights. Answers will be coherent, using some correct terminology. Sub max – 3 for one way done well</p> <p>Level 1 (1–2 marks) Answer provides a limited explanation of how one or more examples of up-to-date information could support rights. List like or muddled answers should be placed in this band. Limited use of terminology.</p> <p>0 marks = response not worthy of credit SEEN for a zero mark response</p>		
					Up-to-date Information	How it supports rights
					Time services open / appointments	<ul style="list-style-type: none"> individuals know when they can access services can choose convenient time to attend will not waste money getting transport only to find it is closed reminders sent of appointment times
					Type of care provided / practitioners available	<ul style="list-style-type: none"> can choose what type of care they want can discuss care available individual needs met staff names and job roles
					Location	<ul style="list-style-type: none"> so they know the address of where they have to attend can arrange transport if needed so they are aware of services available in their area / choice
					Results of tests / scans / treatment	<ul style="list-style-type: none"> means individuals know why they are in need of treatment or care they can be informed of treatment / help that is available accurate medical notes
					Alternatives available	<ul style="list-style-type: none"> opportunity for consultation / 2nd opinion informed choice make own decisions
					Complaints procedures	<ul style="list-style-type: none"> they will know who to complain to they will know how to complain – fill in a form / by post / in person online etc.
<p>Accept other relevant examples of information and explanations linked to rights: choice, confidentiality, protection from abuse and harm, equal and fair treatment, consultation.</p>						

Question	Answer	Mark	Guidance												
5	<p data-bbox="273 280 981 309">(a) One mark for each correct identification, five required.</p> <table border="1" data-bbox="273 456 1274 1078"> <thead> <tr> <th data-bbox="273 456 1084 592">Examples of applying the early years values of care</th> <th data-bbox="1084 456 1274 592">Early years value of care Number 1-5</th> </tr> </thead> <tbody> <tr> <td data-bbox="273 592 1084 691">Challenge any racist or sexist comments or action by children or staff.</td> <td data-bbox="1084 592 1274 691">1</td> </tr> <tr> <td data-bbox="273 691 1084 790">Newsletters and reward certificates are sent home.</td> <td data-bbox="1084 691 1274 790">5</td> </tr> <tr> <td data-bbox="273 790 1084 888">Regular parents' evenings and meet the teacher sessions.</td> <td data-bbox="1084 790 1274 888">5</td> </tr> <tr> <td data-bbox="273 888 1084 987">Share information with other practitioners on a 'need to know' basis'.</td> <td data-bbox="1084 888 1274 987">2</td> </tr> <tr> <td data-bbox="273 987 1084 1078">Staff should not have favourites; all children should be treated fairly</td> <td data-bbox="1084 987 1274 1078">3 or 1</td> </tr> </tbody> </table>	Examples of applying the early years values of care	Early years value of care Number 1-5	Challenge any racist or sexist comments or action by children or staff.	1	Newsletters and reward certificates are sent home.	5	Regular parents' evenings and meet the teacher sessions.	5	Share information with other practitioners on a 'need to know' basis'.	2	Staff should not have favourites; all children should be treated fairly	3 or 1	5 (5x1)	<p data-bbox="1462 280 2069 341">The number of ticks must match the number of marks awarded.</p> <p data-bbox="1462 384 2101 413">For incorrect answers use the cross annotation.</p> <p data-bbox="1462 517 1899 545">No other answers are acceptable.</p> <p data-bbox="1462 649 1888 678">No mark should be awarded if:</p> <ul data-bbox="1462 691 2112 927" style="list-style-type: none"> • more than one answer is given in the box • the answer is not clear and could be interpreted as more than one number e.g. an unclear 1 or 4 – annotate TV • if both '3 and 1' in the last box tick the first one
Examples of applying the early years values of care	Early years value of care Number 1-5														
Challenge any racist or sexist comments or action by children or staff.	1														
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Regular parents' evenings and meet the teacher sessions.	5														
Share information with other practitioners on a 'need to know' basis'.	2														
Staff should not have favourites; all children should be treated fairly	3 or 1														

Question	Answer	Marks	Guidance
5 (b)i	<p>Two marks for a definition. Two required.</p> <p>Choice Means to select from options you have been given.</p> <p>Consultation The process of discussing and exploring possible options in order to get advice and opinions so that an informed decision can be made.</p>	<p>4 (2x2)</p>	<p>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="1700 502 2069 584" style="border: 1px solid black; padding: 5px; text-align: center;"> ^ TV REP SEEN </div> <p>For each definition credit any two valid points. An example may be credited as part of the definition.</p> <p>Accept alternative wording.</p> <p>Do not credit repeats.</p>

Question	Answer	Marks	Guidance
5 (b)ii	<p>One mark for a reason. Three required.</p> <p>Reasons to maintain individuals rights:</p> <ul style="list-style-type: none"> • to make people feel valued / heard / taken seriously • to raise self-esteem / self-worth • to feel respected • to empower / promotes independence • to instil confidence • to develop trust • to feel safe • to have equality of access to services / treatments • to have your individual needs met / feel supported • to comply with legislation 	<p>3 (3x1)</p>	<p>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; margin: 10px 0;"> ^ TV REP SEEN </div> <p>Accept alternative wording and appropriate reasons.</p> <p>Do not credit:</p> <ul style="list-style-type: none"> • negatives – effects if rights not maintained • lists of rights

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