



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 January 2023

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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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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 Assessor3 **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 page 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
NR (no response)	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 a way explained. One required.</p> <p>Ways of supporting <u>equal and fair treatment</u>:</p> <ul style="list-style-type: none"> • Staff provide person-centred care – ensuring the care provided meets individual needs • All areas of the residential home are accessible, e.g., garden has wide pathways / building has wide corridors / all areas wheelchair friendly; no steps - ramps provided / chair lift • Cultural differences / requirements catered for, e.g. Kosher, Halal, vegetarian, diabetic meals; female staff available; transport available to church / Mosque / Synagogue; prayer rooms available etc • Range of meals that meet individual’s different dietary requirements, e.g. gluten free, low sugar, vegan, vegetarian, high fibre etc rather than a set meal everyone has • Provide meals that take account of allergies – e.g. nut free, no shellfish, no dairy etc • Everyone given the same opportunity to participate – adapt activities so that no one is discriminated against or devalued <p>Credit other appropriate ways.</p>	<p>2 (1x2)</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>One mark: A basic statement or identification of a way.</p> <p>Two marks: Answer includes a specific way with elaboration or detail that shows understanding of how equal and fair treatment is provided.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • more than one way • ‘provide activities’ on its own • treating them the same • give them a choice • ‘give equal opportunities’ on its own <p>Question is ‘describe one way’</p>


Question	Answer	Marks	Guidance
1 (b)	<p>Two marks for a way described. One required.</p> <p>Ways staff can ensure <u>the activities</u> support residents' <u>diversity</u>:</p> <ul style="list-style-type: none"> • Provide Braille / BSL signing at quizzes – so that those residents with a visual or hearing impairment can take part • Use a wide range of quiz questions – not ethnocentric, ensures all residents can attempt at least some of the questions • Regularly ask residents for their suggestions of new activities – gives everyone a chance to have activities that they enjoy • One-to-one assistance provided if needed – enables every resident to take part for example: with art and craft help with cutting out, undoing paint pots, using a trowel in the garden etc • Music from different cultures / different styles – range of interests catered for, so none feels left out or not part of things • Contributing to a display that recognises the diversity of the residents. • Having a card making activity that links to different celebrations, e.g., Christmas, Diwali and Easter <p>Credit other appropriate ways.</p>	<p>2 (1x2)</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; margin: 10px auto; width: fit-content;"> ^ TV REP SEEN </div> <p>One mark: A basic statement or identification of a way.</p> <p>Two marks: Answer includes a specific way with elaboration or detail that shows understanding of how the activities support diversity.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • more than one way • 'provide choice' • provide a wheelchair • making sure everyone can participate, TV • named activities on their own


Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
1	(c)	<p>How training staff in moving and handling techniques helps protect residents and staff:</p> <p>Protection of residents</p> <ul style="list-style-type: none"> • Prevents injury to residents • Improves comfort and dignity of residents • Shows respect / they feel valued • Instils confidence, trust, feeling safe • Results in a safer environment, reduces risk • Will not feel disempowered <p>Protection of staff</p> <ul style="list-style-type: none"> • Gives staff guidance on good practice – correct posture / position / equipment for lifting or moving • Environment, equipment and load will be risk assessed • Assessment identifies if a second person is needed to assist • Prevents injury to staff • Helps them do their job correctly, results in a safer environment, reduces risk • Improved knowledge of moving and handling develops confidence when moving and handling service users • Protects from accusations of abuse <p>Examples of moving and handling:</p> <ul style="list-style-type: none"> • Use of hoists – bathing / getting out of bed • Assisting older person to get out of bed / chair / shower / bath • Transfer from bed to chair • Moving and handling eg commode or other objects eg shopping bags 	6	<p>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 explanation • Balanced – protecting staff and residents • Clear and logically structured • Correct use of terminology <p>Level 2 checklist</p> <ul style="list-style-type: none"> • Sound explanation • 1 or 2 ways of protecting or one done well/one sided explanation • Some correct terminology <p>Sub-max of 3 if only one way, but <u>done well</u>. Or if only residents or staff covered.</p> <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • Basic explanation/description of protecting staff and/or service users • Identifies moving and handling techniques rather than how individuals are protected • List like / muddled <p>For Level 3 – must cover both residents and staff well.</p> <p>OK to credit negatives</p>	<p>Level 3 (5–6 marks) Answers provide a detailed explanation of at least two ways training on moving and handling techniques protects residents and staff. Answers include both staff and residents and are linked to the scenario. Answers will be coherent, using correct terminology.</p> <p>Level 2 (3–4 marks) Answers provide a sound explanation of one or two ways training on moving and handling techniques protects staff and residents. May only cover staff or residents. Some correct terminology will be used. Sub-max of 3 one way done well; or only residents or staff covered.</p> <p>Level 1 (1–2 marks) Answer provides a basic explanation of how moving and handling techniques protect staff and/or residents. Answers may not be explicitly linked to staff or residents in the scenario. List like answers should be placed in this band.</p> <p>0 marks = response not worthy of credit</p>

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
	<p>Progress House Nursery School is holding interviews for a new Office Manager. Beth, who uses a hearing aid and is a wheelchair user, is invited to attend an interview for the job.</p>			
2	<p>(a) How the nursery can support a hearing aid and wheelchair user attending an interview:</p> <p>Type of support:</p> <ul style="list-style-type: none"> • Contact Beth in advance of the interview to check if there is anything specific she will need • Make provision for physical access e.g. <ul style="list-style-type: none"> - ramps - adjustable height table / desk • Have the interview on the ground floor if there is no lift • Use of hearing loop • Have a member of staff who can use sign language to assist Beth at the interview • For the interview ensure Beth is seated where she will be able to lip-read <p>Credit other appropriate ways linked to hearing impairment and wheelchair use.</p> <p>Do not accept: Advocate, interpreter, speak loudly or slowly.</p>	6	<p>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 explanation of types of support • Both hearing impairment and wheelchair use are addressed • Clear and logically structured • Correct use of terminology <p>Level 2 checklist</p> <ul style="list-style-type: none"> • Sound explanation • 1 or 2 ways of providing support • may not address both of hearing / wheelchair use • Some correct terminology <p>Sub-max of 3 if only one of hearing impairment or wheelchair use, but <u>done well</u>.</p> <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • Basic explanation/description of support for Beth • May identify problems rather than providing support for Beth • List like / muddled 	<p>Level 3 (5–6 marks) Answers provide a detailed explanation of types of support; both hearing impairment and wheelchair use are addressed. Answers are linked to the scenario and will be coherent, using correct terminology.</p> <p>Level 2 (3–4 marks) Answers provide a sound explanation of one or two ways of providing support for Beth, may not address both of hearing/wheelchair use. Some correct terminology will be used. Sub-max of 3 one of hearing impairment or wheelchair use, done well.</p> <p>Level 1 (1–2 marks) Answer provides a basic explanation of support for Beth. Answers may not be explicitly linked to the scenario. List like answers should be placed in this band.</p> <p>0 marks = response not worthy of credit</p>

Question		Answer	Marks	Guidance
2	(b)	<p>One mark for an identification. One required.</p> <ul style="list-style-type: none">• The Equality Act	<p>1 (1x1)</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>  <p>No other answers are acceptable.</p> <p>Date and 'The' not required.</p>

Question	Answer	Mark	Guidance																
2	<p>(c) One mark for each correct identification, three required.</p> <table border="1" data-bbox="405 426 1279 1176"> <thead> <tr> <th data-bbox="405 426 1126 504">Interview questions</th> <th data-bbox="1133 426 1279 504">Tick (✓) 3 only</th> </tr> </thead> <tbody> <tr> <td data-bbox="405 509 1126 598">Describe yourself in three words.</td> <td data-bbox="1133 509 1279 598"></td> </tr> <tr> <td data-bbox="405 603 1126 692">How many children do you have?</td> <td data-bbox="1133 603 1279 692">✓</td> </tr> <tr> <td data-bbox="405 697 1126 786">How old are you?</td> <td data-bbox="1133 697 1279 786">✓</td> </tr> <tr> <td data-bbox="405 791 1126 880">Tell us about the skills you can bring to this job role.</td> <td data-bbox="1133 791 1279 880"></td> </tr> <tr> <td data-bbox="405 885 1126 975">Tell us about your approach to effective communication.</td> <td data-bbox="1133 885 1279 975"></td> </tr> <tr> <td data-bbox="405 979 1126 1069">Tell us why we should give you this job.</td> <td data-bbox="1133 979 1279 1069"></td> </tr> <tr> <td data-bbox="405 1074 1126 1176">What is your religion?</td> <td data-bbox="1133 1074 1279 1176">✓</td> </tr> </tbody> </table>	Interview questions	Tick (✓) 3 only	Describe yourself in three words.		How many children do you have?	✓	How old are you?	✓	Tell us about the skills you can bring to this job role.		Tell us about your approach to effective communication.		Tell us why we should give you this job.		What is your religion?	✓	3 (3x1)	<p>The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross annotation.</p> <p>No other answers are acceptable.</p> <p>If more than three ticks are given:</p> <ul style="list-style-type: none"> mark the first three only. <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>
Interview questions	Tick (✓) 3 only																		
Describe yourself in three words.																			
How many children do you have?	✓																		
How old are you?	✓																		
Tell us about the skills you can bring to this job role.																			
Tell us about your approach to effective communication.																			
Tell us why we should give you this job.																			
What is your religion?	✓																		

Question	Answer	Marks	Guidance
2(d)	Beth's interview is successful and she is now the new Office Manager. One of the office staff makes a discriminatory comment about 'someone with a disability not being able to run the office.'		
	<p>Two marks for a way of challenging this discriminatory behaviour. One required.</p> <p>Challenge at the time:</p> <ul style="list-style-type: none"> • explain to the member of staff how they are being discriminatory • encourage them to reflect on what they have said • arrange a supervisor to monitor the person's interactions with others <p>Challenge afterwards through procedures:</p> <ul style="list-style-type: none"> • report to a higher authority – senior staff / boss / manager / supervisor • use the organisations complaints procedures – means that individuals know how to take action if they have a complaint about neglect, discrimination or poor practice • disciplinary action - makes them aware of the seriousness of the issue; provides a basis for changing individual practice / supervision / give a formal warning • refer to organisations policies – Equal Opportunities, bullying etc <p>Challenge with long-term proactive campaigning: (Answers must refer to a long term solution)</p> <ul style="list-style-type: none"> • training could be provided, e.g., courses about equality and diversity, effective communication, discriminatory attitudes • awareness sessions on a regular basis for staff to understand correct ways of working • performance management – the practice of the person discriminating would be reviewed over time <p>Accept other appropriate ways. Can be organisation action or Beth's.</p>	<p>2 (1x2)</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; text-align: center;">  </div> <p>One mark: A basic statement or identification of a way.</p> <p>Two marks: Answer includes a specific way with elaboration or detail that shows understanding of how the discrimination can be challenged.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • more than one way • 'call them out' • 'report it' to whom?

Question		Answer	Marks	Guidance
3	(a)	<p>One mark for an identification. Two required.</p> <ul style="list-style-type: none">• The Data Protection Act• The Health and Safety at Work Act or HASAWA	2 (2x1)	<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="1809 464 1944 544" style="border: 1px solid black; padding: 5px; text-align: center;"></div> <p>No other answers are acceptable.</p> <p>Date and 'The' not required.</p> <p>Must have 'act'.</p>

Question	Answer	Marks	Guidance
3	<p>(b) Two required. One mark each.</p> <p>Any two points from:</p> <p>Information about making a complaint:</p> <ul style="list-style-type: none"> • Advise them to write down what happened / describe the incident • Explain the hospital's complaints procedure / tell them the steps to take to make a complaint • Refer the person to someone in authority at the hospital • Tell them to retain evidence – friends / relative might have taken photo/video/witnessed incident • Where to get a complaints form / where to find the complaints procedure • Who to complain to / refer to a named person in the A+E Dept. 	<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; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>Do not credit:</p> <ul style="list-style-type: none"> • putting up 'how to complain' notices around the building

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
3 (c)	<p>Examples of values of care not being applied by hospital staff:</p> <p>Promoting equality and diversity:</p> <ul style="list-style-type: none"> female staff, a cultural requirement for some patients, not always available privacy not maintained – curtains not drawn around cubicles <p>Maintaining confidentiality:</p> <ul style="list-style-type: none"> staff leaving patient information visible on computer screens breaks confidentiality <p>Promoting rights and beliefs:</p> <ul style="list-style-type: none"> patients not protected from harm: <ul style="list-style-type: none"> staff have poor hand hygiene no records of risk assessments trip hazards on the floor only male staff – does not support some female patients religious / cultural beliefs <p>Physical effects:</p> <ul style="list-style-type: none"> injury due to trip hazard infection / become ill pain medical condition deteriorates due to waiting for female staff <p>Emotional effects:</p> <ul style="list-style-type: none"> angry / annoyed devalued embarrassment fear/scared/frightened frustrated humiliation loss of trust low self esteem not feel safe stress unhappy upset <p>Accept other appropriate effects.</p> <p>No credit for just naming values of care</p>	8	<p>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 Two or more example/s of values of care not being applied and linked to effects Balanced physical and emotional effects Correct use of terminology <p>Level 2 checklist</p> <ul style="list-style-type: none"> Sound description Two examples of VC not being applied Some effects not fully developed physical/emotional effects unbalanced Some correct terminology <p>Sub-max 4: if only physical or only emotional effects done well.</p> <p>Level 1 checklist</p> <ul style="list-style-type: none"> Limited description Likely to identify several examples but minimal detail effects may be one-sided List-like <p>SEEN for a zero mark response</p>	<p>Level 3 (7–8 marks) Answer provides a detailed explanation with examples of values of care not being applied. At least two fully explained emotional/physical effects on patients. Answers will be coherent, using correct terminology.</p> <p>Level 2 (4–6 marks) Answers provide a sound description with examples of values of care not being applied. Response may provide several physical and emotional effects on patients that are not fully developed. Answers will be factually correct but in need of developing. Some correct terminology will be used.</p> <p>Level 1 (1–3 marks) Answers will give basic effects if values of care are not applied. List like answers should be placed in this level. Answers may only cover effects or examples of VC not applied. Limited use of terminology.</p> <p>0 marks = response not worthy of credit</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
4	(a)	<p>Regular showering</p> <ul style="list-style-type: none"> Individuals who have showers everyday morning and evening carry fewer bacteria, so reducing the spread of infection. Keeps the body clean, prevents body odour Destroys bacteria. <p>Regular hair washing</p> <ul style="list-style-type: none"> Keeps the hair clean use nit shampoo / conditioner to reduce spread If hair comes into contact with patients it could lead to a spread of infection. Reduces opportunities for spreading of bacteria <p>Cover open wounds</p> <ul style="list-style-type: none"> reduces the chance of spreading infection protects the wound/prevents it getting infected is a barrier method so prevents spread of bacteria/germs prevents cross-contamination <p>Generally: Good personal hygiene ensures a high level of personal cleanliness and helps stop the spread of infection between care workers and service users.</p> <p>Credit other appropriate answers.</p>	5	<p>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 explanation of the importance of the personal hygiene measures. All three aspects are addressed Clear and logically structured Correct use of terminology <p>Level 2 checklist</p> <ul style="list-style-type: none"> Sound explanation of the importance of personal hygiene. 2 or 3 aspects May describe rather than explain at the lower end of mark range. Some correct terminology. <p>Level 1 – checklist</p> <ul style="list-style-type: none"> Basic explanation/description of the importance of personal hygiene. May identify rather than give reasons for the measures. List like / muddled <p>Do not credit repetition.</p>	<p>Level 3 (5 marks) Answers provide a detailed explanation of all three aspects of personal hygiene, giving reasons for their importance. Answers will be coherent, using correct terminology.</p> <p>Level 2 (3–4 marks) Answers provide a sound explanation of two or three aspects of personal hygiene. May be descriptive rather than explaining. Some correct terminology will be used.</p> <p>Level 1 (1–2 marks) Answer provides a basic explanation/ description. List like answers should be placed in this band.</p> <p>0 marks = response not worthy of credit</p>

Question	Answer	Marks	Guidance										
4 (b)	<p>One mark for each early years value of care. Three required. One mark for each example. Three required.</p> <p>Early years values of care:</p> <ul style="list-style-type: none"> • ensuring the welfare of the child is paramount • keeping children safe and maintaining a healthy and safe environment • working in partnership with parents/guardians and families • encouraging children’s learning and development • valuing diversity • ensuring equality of opportunity • practising anti-discrimination • ensuring confidentiality • working with others/professionals/partnership working <table border="1" data-bbox="342 707 1440 1458"> <thead> <tr> <th data-bbox="342 707 607 746">Value of care</th> <th data-bbox="607 707 1440 746">Possible examples</th> </tr> </thead> <tbody> <tr> <td data-bbox="342 746 607 946">Ensuring the welfare of the child is paramount (Paramountcy Principle)</td> <td data-bbox="607 746 1440 946"> <ul style="list-style-type: none"> • The child’s needs come first • Using a child-centred approach • A child must never be humiliated • A child must never be abused/smacked • Example of a safeguarding procedure </td> </tr> <tr> <td data-bbox="342 946 607 1114">Keeping children safe and maintaining a healthy and safe environment</td> <td data-bbox="607 946 1440 1114"> <ul style="list-style-type: none"> • Protecting children from abuse – DBS(CRB) checks; child protection procedures • Following health and safety procedures/legislation – appropriate staff pupil ratio; safety scissors; fire drills etc </td> </tr> <tr> <td data-bbox="342 1114 607 1265">Working in partnership with parents/guardians and families</td> <td data-bbox="607 1114 1440 1265"> <ul style="list-style-type: none"> • Parent evenings • Progress reports/letters/certificates sent home • Open days • Parents invited in </td> </tr> <tr> <td data-bbox="342 1265 607 1458">Promoting (Bod) Encouraging children’s learning and development</td> <td data-bbox="607 1265 1440 1458"> <ul style="list-style-type: none"> • Range of activities provided, well planned curriculum • Activities are designed to stretch learning • Progress will be monitored • Additional activities will be introduced to stretch and challenge </td> </tr> </tbody> </table>	Value of care	Possible examples	Ensuring the welfare of the child is paramount (Paramountcy Principle)	<ul style="list-style-type: none"> • The child’s needs come first • Using a child-centred approach • A child must never be humiliated • A child must never be abused/smacked • Example of a safeguarding procedure 	Keeping children safe and maintaining a healthy and safe environment	<ul style="list-style-type: none"> • Protecting children from abuse – DBS(CRB) checks; child protection procedures • Following health and safety procedures/legislation – appropriate staff pupil ratio; safety scissors; fire drills etc 	Working in partnership with parents/guardians and families	<ul style="list-style-type: none"> • Parent evenings • Progress reports/letters/certificates sent home • Open days • Parents invited in 	Promoting (Bod) Encouraging children’s learning and development	<ul style="list-style-type: none"> • Range of activities provided, well planned curriculum • Activities are designed to stretch learning • Progress will be monitored • Additional activities will be introduced to stretch and challenge 	<p>6 (3x1) + (3x1)</p>	<p>The number of ticks must match the number of marks awarded.</p> <p>Must be early years values of care not health and social care values and so do not accept:</p> <ul style="list-style-type: none"> • ‘Promoting equality and diversity’ • ‘Promoting individuals rights and beliefs’ <p>Do not accept just: ‘confidentiality’ ‘diversity’ ‘equality’ etc on their own.</p> <p>Must state: ‘<u>Ensuring</u> confidentiality’ ‘<u>Valuing</u> diversity’ ‘<u>Practising</u> anti-discrimination’ etc</p>
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Question	Answer	Marks	Guidance
4	<p>(c) Three steps required. Two marks each.</p> <p>Any three from:</p> <p>Fire evacuation procedure:</p> <p>If you discover a fire, raise the alarm – so that evacuation starts straight away</p> <p>Dial 999, call fire brigade – for emergency help</p> <p>Staff to remove people from their immediate area – send to their fire assembly point / keep calm / leave belongings behind</p> <p>Use designated fire exits – never use lifts they may be affected by the fire and you could get trapped</p> <p>Designated staff assist individuals who would not manage on their own, for example:</p> <ul style="list-style-type: none"> • Individuals with mobility difficulties – may need an evac chair/wheelchair • hearing difficulties – may not hear alarm • dementia patients – may be confused / unaware of what is happening <p>Staff to close doors, windows and switch off lights as they leave – checking their locality is clear and has been checked</p> <p>All to assemble at assembly point / go to designated area – all together to await further instructions / stay outside / don't re-enter</p> <p>Carry out head count / take register – to ensure everyone is accounted for, senior staff to inform fire brigade if anyone is missing / check visitor's book</p> <p>Check for injuries – call for first aid / administer first aid</p>	<p>6 (3x2)</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;"> ^ TV REP SEEN </div> <p>For two marks: The description will be detailed and appropriate to a care setting (many steps may be relevant to any setting, e.g. raise the alarm, and should be credited. It will clearly show understanding of a realistic way a care setting would be evacuated.</p> <p>For one mark: A basic description that lacks clarity.</p> <p>Wording of answers does not have to exactly match that on the mark scheme.</p> <p>Accept other appropriate steps.</p> <p>Answers should relate to <u>evacuation</u>, not re-entry</p>

Question	Answer	Mark	Guidance										
5	<p>(a) One mark for each correct identification, four required.</p> <table border="1" data-bbox="304 464 1379 922"> <thead> <tr> <th data-bbox="304 464 896 523">Example</th> <th data-bbox="902 464 1379 523">Term:</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 528 896 619">Enabling individuals to take control of their lives</td> <td data-bbox="902 528 1379 619">empowerment</td> </tr> <tr> <td data-bbox="304 624 896 719">Individuals having the same rights and opportunities as everyone else</td> <td data-bbox="902 624 1379 719">equality</td> </tr> <tr> <td data-bbox="304 724 896 820">Something of high importance</td> <td data-bbox="902 724 1379 820">paramount</td> </tr> <tr> <td data-bbox="304 825 896 922">Speaking on behalf of an individual</td> <td data-bbox="902 825 1379 922">advocacy</td> </tr> </tbody> </table>	Example	Term:	Enabling individuals to take control of their lives	empowerment	Individuals having the same rights and opportunities as everyone else	equality	Something of high importance	paramount	Speaking on behalf of an individual	advocacy	4 (4x1)	<p>The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross annotation.</p> <p>No other answers are acceptable.</p> <p>No mark should be awarded if:</p> <ul style="list-style-type: none"> • more than one answer is given in the box • the answer is not clear – annotate TV <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>
Example	Term:												
Enabling individuals to take control of their lives	empowerment												
Individuals having the same rights and opportunities as everyone else	equality												
Something of high importance	paramount												
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Question	Answer/Indicative Content	Mark	Guidance	
			Content	Levels of response
5 (b)	<p>How the Mental Health Act supports individual rights:</p> <ul style="list-style-type: none"> Protects people who lose the ability to make decisions for themselves Helps prevent individuals from harming themselves or others by allowing a compulsory section order Clearly defines what constitutes a mental disorder Individuals with a mental disorder have a right to be provided with an advocate Specific procedures have to be followed when admitting the person against their will to make sure that their rights are safeguarded Systems are in place (Review Tribunals and Manager’s Hearings) to ensure accountability of those making the decision to ‘section’ the individual This legislation does not apply to everyone with a mental disorder – only those whose condition is likely to pose a threat to themselves or others. Age-appropriate services should be provided Can be taken to a place of safety Can be kept for up to 28 days / timeframes given 	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 outline.</p> <p>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 outline 2 or more ways the Act supports rights factually accurate, specific detail provided correct use of terminology <p>Level 2 – checklist</p> <ul style="list-style-type: none"> sound outline of ways the Act supports rights 1 or more ways Act supports rights may not be fully detailed mostly accurate some use of terminology <p>Level 1 – checklist</p> <ul style="list-style-type: none"> only 1 aspect or several lacking any detail likely to identify rather than provide an outline may be list like or muddled <p>Answers should focus on the Mental Health Act – not individual’s rights.</p>	<p>Level 3 (5 marks) Answer provides a detailed outline of ways the Mental Health Act supports individual rights. Answers consist of specific detail about the Act. Answers will be coherent, factually accurate and use appropriate terminology.</p> <p>Level 2 (3–4 marks) Answer provides a sound outline of ways the Mental Health Act supports individual rights. At the lower end response may focus on one key aspect with minimal mention of any others. Answers are mostly relevant and will be factually accurate but need developing. Some correct terminology will be used.</p> <p>Level 1 (1–2 marks) Answer will identify aspects of the Mental Health Act, but with a limited outline. 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>

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