



Oxford Cambridge and RSA

## **Cambridge National**

### **Health & Social Care**

#### **R032/01: Principles of care in health and social care settings**

Level 1/2 Cambridge National Certificate/Award

### **Mark Scheme for January 2024**

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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## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood 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 RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

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

### 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 RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) 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 RM Assessor messaging system, or by email.
5. **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.

#### **Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

**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, then local marking arrangements need to ensure consistency of approach.*

**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. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(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 downwards (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 pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
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 RM Assessor **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 RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **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

Annotations	Meaning
	Blank Page – this annotation <b>must</b> be used on all <b>blank</b> 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' <b>does</b> count as a mark)
	Omission mark
	Vague
	Repeat
	Noted but no credit given
	Irrelevant
No Response (NR)	Award NR if the question has not been attempted

Question		Answer	Mark	Guidance
1	(a)	<p>One mark for stating:</p> <p>Disclosure and barring service.</p>	<p>1 [1x1]</p>	<p>Correct answer only.</p>
1	(b)	<p>Up to <b>three</b> marks for an explanation:</p> <p>Disclosure and Barring Service checks are a legal requirement for all individuals working with children (1)</p> <ul style="list-style-type: none"> <li>• Employers can decide on a standard or an enhanced check (1)</li> <li>• An enhanced check may be more important for Kobe due to working with children (1)</li> </ul> <p>Kobe has to have a background check /check for criminal record (1)</p> <ul style="list-style-type: none"> <li>• The check may show that he is on the barred list (1)</li> <li>• He would not be allowed to work there if he was found to be on the barred list (1)</li> </ul> <p>It will ensure that Kobe is safe to work with children (1)</p> <ul style="list-style-type: none"> <li>• The checks will allow Kobe to work alongside the other members of staff (1)</li> <li>• Checks would indicate there are no criminal convictions, cautions and warnings on Kobe's record that would prevent him from working at the day centre (1)</li> </ul> <p>The check is needed for anyone over 16 for roles that involve working or volunteering with children or vulnerable adults. (1)</p> <ul style="list-style-type: none"> <li>• Records are held by the local police (1)</li> <li>• Provides the day centre with information to ensure he does not have a criminal record.(1)</li> </ul>	<p>3 [3x1]</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded. For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <span style="border: 1px solid red; padding: 2px;">^</span> <span style="border: 1px solid red; padding: 2px;">TV</span> <span style="border: 1px solid red; padding: 2px;">REP</span> <span style="border: 1px solid red; padding: 2px;">SEEN</span> </div> <p>Award credit for other appropriate response.</p>


1	(c)	<table border="1"> <thead> <tr> <th>Actions</th> <th>Reasons</th> </tr> </thead> <tbody> <tr> <td>If Kobe discovers a fire, raise the alarm</td> <td>so that evacuation starts straight away</td> </tr> <tr> <td>Kobe could dial 999 / call the fire brigade</td> <td>for emergency help</td> </tr> <tr> <td>Help to remove / evacuate people from his immediate area</td> <td>send to their fire assembly point leaving belongings behind</td> </tr> <tr> <td>Use a fire extinguisher</td> <td>Stops fire spreading, in the immediate area</td> </tr> <tr> <td>Reassure children and staff</td> <td>helps to keep them calm so they don't get scared / upset</td> </tr> <tr> <td>Kobe could ensure people use designated fire exits</td> <td>never use lifts; they may be affected by the fire and you could get trapped</td> </tr> <tr> <td>Kobe could help designated staff to assist children or staff who would not manage on their own,</td> <td> <ul style="list-style-type: none"> <li>Individuals with mobility difficulties – may need an evac chair/wheelchair</li> <li>hearing difficulties – may not hear alarm</li> </ul> </td> </tr> <tr> <td>Close doors, windows and switch off lights as Kobe leaves</td> <td>checking the locality is clear and to stem speed of fire spreading</td> </tr> <tr> <td>Assemble at assembly point / go to designated area</td> <td>all together to await further instructions</td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>carry out head count / take register</li> <li>stay outside / don't re-enter</li> </ul> </td> <td>to ensure everyone is accounted for, senior staff to inform fire brigade if anyone is missing / check visitor's book</td> </tr> <tr> <td>Check for injuries</td> <td>Call for first aid / administer first aid if needed</td> </tr> <tr> <td>Keeping calm</td> <td> <ul style="list-style-type: none"> <li>Help the children to go to the correct place – guide them to find their assembly point</li> <li>Offer praise to children for following the correct procedures</li> </ul> </td> </tr> </tbody> </table>	Actions	Reasons	If Kobe discovers a fire, raise the alarm	so that evacuation starts straight away	Kobe could dial 999 / call the fire brigade	for emergency help	Help to remove / evacuate people from his immediate area	send to their fire assembly point leaving belongings behind	Use a fire extinguisher	Stops fire spreading, in the immediate area	Reassure children and staff	helps to keep them calm so they don't get scared / upset	Kobe could ensure people use designated fire exits	never use lifts; they may be affected by the fire and you could get trapped	Kobe could help designated staff to assist children or staff who would not manage on their own,	<ul style="list-style-type: none"> <li>Individuals with mobility difficulties – may need an evac chair/wheelchair</li> <li>hearing difficulties – may not hear alarm</li> </ul>	Close doors, windows and switch off lights as Kobe leaves	checking the locality is clear and to stem speed of fire spreading	Assemble at assembly point / go to designated area	all together to await further instructions	<ul style="list-style-type: none"> <li>carry out head count / take register</li> <li>stay outside / don't re-enter</li> </ul>	to ensure everyone is accounted for, senior staff to inform fire brigade if anyone is missing / check visitor's book	Check for injuries	Call for first aid / administer first aid if needed	Keeping calm	<ul style="list-style-type: none"> <li>Help the children to go to the correct place – guide them to find their assembly point</li> <li>Offer praise to children for following the correct procedures</li> </ul>	6 [3x2]	<p><b>Guidance:</b></p> <p><b>Annotation:</b> The number of ticks must match the number of marks awarded. Ensure each part of this question is annotated as they are very close together, so there should be 6 annotations.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <span style="border: 1px solid red; padding: 2px;">A</span> <span style="border: 1px solid red; padding: 2px;">TV</span> <span style="border: 1px solid red; padding: 2px;">REP</span> <span style="border: 1px solid red; padding: 2px;">SEEN</span> </div> <p><b>One mark</b></p> <ul style="list-style-type: none"> <li>for each identification of an action taken in the event of a fire, up to a maximum of three.</li> </ul> <p><b>One mark</b></p> <ul style="list-style-type: none"> <li>for each reason provided, up to a maximum of three.</li> </ul> <p>Wording of answers does not have to exactly match that on the mark scheme.</p> <p>Award credit for other appropriate actions and reasons. The explanations should be appropriate for Kobe, giving a realistic way he could help.</p>
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Question	Answer	Mark	Guidance
1	<p data-bbox="143 272 188 304">(d)</p> <p data-bbox="226 352 607 384"><b>Equipment considerations:</b></p> <ul data-bbox="255 395 801 587" style="list-style-type: none"> <li>• fit for purpose</li> <li>• safety checked</li> <li>• reporting system for damage</li> <li>• risk assessed before use</li> <li>• training staff to use / check equipment</li> </ul> <p data-bbox="226 667 797 699"><b>Explanation / how it protects individuals:</b></p> <ul data-bbox="255 703 1111 1018" style="list-style-type: none"> <li>• reduces risk – results in a safer environment, fewer accidents, or injuries</li> <li>• replacement of old/worn out equipment, improves safety</li> <li>• damaged equipment is noticed sooner and so can be replaced</li> <li>• prevents injuries to visitors/children and staff</li> <li>• complies with health and safety legislation e.g. all equipment has to be risk assessed.</li> <li>• items will be disposed of and replaced or repaired as appropriate</li> </ul> <p data-bbox="226 1086 943 1118">Other relevant points and examples should be credited.</p>	6	<p data-bbox="1279 272 1615 304"><b>Level 3 (high) 5-6 marks</b></p> <ul data-bbox="1279 309 2163 517" style="list-style-type: none"> <li>• A <b>thorough</b> explanation showing <b>detailed</b> understanding of how equipment considerations protect individuals in a children’s day centre.</li> <li>• <b>Two</b> examples are given, relevant points are made <b>many</b> of which are developed.</li> <li>• <b>Consistently</b> uses appropriate terminology.</li> </ul> <p data-bbox="1279 580 1603 612"><b>Level 2 (mid) 3-4 marks</b></p> <ul data-bbox="1279 617 2152 825" style="list-style-type: none"> <li>• An <b>adequate</b> explanation showing <b>sound</b> understanding of how equipment considerations protect individuals in a children’s day centre.</li> <li>• <b>Two</b> examples are given, relevant points are made <b>some</b> of which are developed.</li> <li>• Uses <b>some</b> appropriate terminology.</li> </ul> <p data-bbox="1279 888 1599 920"><b>Level 1 (low) 1-2 marks</b></p> <ul data-bbox="1279 925 2130 1133" style="list-style-type: none"> <li>• A <b>brief attempt at</b> explanation which shows <b>limited</b> understanding of how equipment considerations protect individuals in a children’s day centre.</li> <li>• Examples made <b>may not be</b> relevant to a day centre for 6–10 year-olds and are <b>not</b> developed.</li> <li>• <b>Little or no</b> use of appropriate terminology.</li> </ul> <p data-bbox="1279 1171 1391 1203"><b>0 marks</b></p> <p data-bbox="1279 1208 1704 1240">Response is not worthy of credit.</p> <p data-bbox="1279 1283 1973 1315"><b>Note: Two</b> examples are required to achieve Level 2.</p>

Question	Answer	Mark	Guidance
2	<p>(a) Any <b>two</b> from:</p> <p><b>Possible skills / methods could include:</b></p> <ul style="list-style-type: none"> <li>• being patient and calm / repeat as necessary</li> <li>• clarity / speak clearly</li> <li>• find another member of staff or relative / friend who can speak the language</li> <li>• provide an interpreter / translator</li> <li>• provide leaflets / printed information in the appropriate language</li> <li>• simple vocabulary / no medical jargon</li> <li>• slowing the pace / talking slowly / pace</li> <li>• use 'Language Line'</li> <li>• use active listening / eg nodding / eye contact</li> <li>• use of body language / gestures</li> <li>• use of facial expressions</li> <li>• using pictures</li> </ul> <p>Award credit for any other appropriate response.</p>	2 [2x1]	<p><b>Annotation:</b></p> <p>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <span style="border: 1px solid red; padding: 2px 5px;">^</span> <span style="border: 1px solid red; padding: 2px 5px;">TV</span> <span style="border: 1px solid red; padding: 2px 5px;">REP</span> <span style="border: 1px solid red; padding: 2px 5px;">SEEN</span> </div> <p>Answers must be appropriate for <u>someone who does not speak English</u>.</p> <p><b>Do not accept:</b></p> <ul style="list-style-type: none"> <li>• sign language</li> <li>• Makaton</li> <li>• advocates</li> <li>• Braille</li> <li>• Tone</li> <li>• voice activated software</li> </ul>

Question	Answer	Mark	Guidance
2 (b)	<p><b>Impact of Beth using good communication skills.</b></p> <p>At least <b>two different</b> examples are required.</p> <p><b>Use of good communication skills:</b></p> <ul style="list-style-type: none"> <li>• actively listening to service users' needs, concerns, and opinions</li> <li>• using appropriate vocabulary/no jargon</li> <li>• adapting type/method of communicating to meet individual needs</li> <li>• use of aids as needed (e.g. hearing loop system, BSL, large print, Braille)</li> </ul> <p><b>Analysis of impact:</b></p> <ul style="list-style-type: none"> <li>• well informed service users</li> <li>• enables them to feel valued</li> <li>• feel respected, empowered</li> <li>• aids understanding so service users feel reassured and develop trust</li> <li>• communicating in a way that meets the needs of the service user or the situation</li> <li>• service user feels confident</li> </ul> <p>Other relevant points and examples should be credited.</p> <p><b>Do not accept:</b></p> <ul style="list-style-type: none"> <li>• Use or impact of poor communication skills.</li> </ul>	8	<p><b>Level 3 (high) 6-8 marks</b></p> <ul style="list-style-type: none"> <li>• A <b>thorough</b> discussion showing <b>detailed</b> understanding of the use <b>and</b> impact of good communication skills.</li> <li>• Makes relevant points, <b>many</b> of which are developed.</li> <li>• <b>Two, or more</b>, examples are considered.</li> <li>• <b>Consistently</b> uses appropriate terminology.</li> </ul> <p><b>Level 2 (mid) 3-5 marks</b></p> <ul style="list-style-type: none"> <li>• An <b>adequate</b> discussion showing <b>sound</b> understanding of the use <b>and</b> impact of good communication skills.</li> <li>• Makes relevant points, <b>some</b> of which are developed.</li> <li>• At least <b>two</b> examples are considered.</li> <li>• Uses <b>some</b> appropriate terminology.</li> </ul> <p><b>Level 1 (low) 1-2 marks</b></p> <ul style="list-style-type: none"> <li>• A <b>brief</b> discussion which shows <b>limited</b> understanding of the use <b>and</b> impact of good communication skills.</li> <li>• Points made <b>may not</b> be wholly relevant or developed.</li> <li>• At least <b>one example</b> considered.</li> <li>• <b>Little or no</b> use of appropriate terminology.</li> </ul> <p><b>0 marks</b> Response is not worthy of credit.</p>

Question	Answer	Mark	Guidance
2	<p data-bbox="197 233 264 268">(c)</p> <p data-bbox="293 233 1173 268"><b>One mark for each description, up to a maximum of three.</b></p> <p data-bbox="293 308 651 343"><b>Choice - Any one from:</b></p> <ul data-bbox="342 347 1167 691" style="list-style-type: none"> <li>• menu choices for meals / vegetarian, Halal, Kosher, gluten free etc</li> <li>• asked what they would like to drink – tea, coffee, water</li> <li>• ask if they would like to get up and sit in a chair / go to patient’s lounge</li> <li>• whether or not they want to see visitors</li> <li>• discuss options for treatment</li> <li>• male or female nurse / doctor</li> <li>• when / what they eat</li> </ul> <p data-bbox="293 730 741 766"><b>Consultation - Any one from:</b></p> <ul data-bbox="342 770 1189 1074" style="list-style-type: none"> <li>• asking patients for their opinion</li> <li>• listening to patients views</li> <li>• discussing what care they would prefer</li> <li>• providing information about different treatments and discussing the advantages and disadvantages</li> <li>• explaining to individuals what different treatment options will involve</li> <li>• decisions made based on the individuals’ opinions</li> </ul> <p data-bbox="293 1114 909 1149"><b>Equal and fair treatment - Any one from:</b></p> <ul data-bbox="342 1153 1205 1457" style="list-style-type: none"> <li>• patients treated for their own individual needs</li> <li>• given the same opportunities as others</li> <li>• given the same opportunity for making choices as others</li> <li>• equal access to information and activities e.g. ramps, info in other languages</li> <li>• availability of opportunities for patients to give feedback or procedures to make complaints</li> <li>• not using discriminatory language</li> </ul>	<p data-bbox="1261 233 1328 268"><b>3</b></p> <p data-bbox="1261 272 1335 308">[3x1]</p>	<p data-bbox="1386 272 1554 308"><b>Annotation:</b></p> <p data-bbox="1386 312 1995 384">The number of ticks must match the number of marks awarded.</p> <p data-bbox="1386 389 1928 464">For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div data-bbox="1469 483 1832 563" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p data-bbox="1386 679 1928 754">Award credit for any other appropriate response.</p> <p data-bbox="1386 834 1935 909"><b>One</b> mark for each description, up to a maximum of three.</p> <p data-bbox="1386 986 1899 1061"><b>Examples must be relevant to the Hospital scenario.</b></p>

Question	Answer	Mark	Guidance
3	<p>(a) <b>One mark for each benefit stated.</b></p> <p><b>Benefits</b> for service users, of Zac applying the person-centred values:</p> <ul style="list-style-type: none"> <li>• To ensure the standardisation of care</li> <li>• To improve the quality of care</li> <li>• To provide clear guidelines to inform and improve practice</li> <li>• To maintain or improve quality of life</li> <li>• Supports service users to develop their strengths</li> <li>• Service user feels valued</li> <li>• SU feels empowered</li> <li>• SU feels respected</li> <li>• Builds a trusting relationship / improves relationships</li> </ul>	<p><b>4</b> [4x1]</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded. For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <span style="border: 1px solid red; padding: 2px 5px;">^</span> <span style="border: 1px solid red; padding: 2px 5px;">TV</span> <span style="border: 1px solid red; padding: 2px 5px;">REP</span> <span style="border: 1px solid red; padding: 2px 5px;">SEEN</span> </div> <p>One mark for each benefit stated, up to a maximum of 4.</p> <p>Award credit for any other appropriate response. Do not credit repeats.</p> <p>Wording of answers does not have to exactly match that on the mark scheme.</p> <p><u>Do not credit just <b>naming</b> the following person-centred values:</u></p> <ul style="list-style-type: none"> <li>• Individuality</li> <li>• Choice</li> <li>• Rights</li> <li>• Independence</li> <li>• Privacy</li> <li>• Dignity</li> <li>• Partnership</li> </ul> <p><b>'Benefits'</b> of applying the person-scented values are required.</p>

Question	Answer	Mark	Guidance
3	<p>(b)</p> <p>Social effects if person-centred values of care are not applied by Zac.</p> <p>Any <b>one <u>social</u></b> effect from:</p> <ul style="list-style-type: none"> <li>• feeling excluded</li> <li>• feeling lonely</li> <li>• lack of social interaction</li> <li>• poor social skills</li> <li>• becoming withdrawn</li> <li>• social exclusion</li> <li>• lack of friends</li> <li>• inability to make relationships</li> <li>• become isolated / isolation</li> </ul>	<p><b>1</b></p> <p>[1x1]</p>	<p><b>Annotation:</b></p> <p>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div data-bbox="1429 501 1794 580" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>One mark for a social effect identified Award credit for any other appropriate response.</p> <p>Do not credit repeats.</p> <p>Wording of answers does not have to exactly match that on the mark scheme – but must be ‘social’ effect.</p> <p><u>Do not credit just naming the following person-centred values:</u></p> <ul style="list-style-type: none"> <li>• Individuality</li> <li>• Choice</li> <li>• Rights</li> <li>• Independence</li> <li>• Privacy</li> <li>• Dignity</li> <li>• Respect</li> <li>• Partnership</li> </ul>

Question	Answer	Mark	Guidance
3	<p>(c) <b>Up to two marks for each description.</b></p> <p>Examples of ways Zac applies the 6Cs in his work.</p> <p><b>Care</b></p> <ul style="list-style-type: none"> <li>• do all that he can to maintain or improve an individual’s health and well-being (1)</li> <li>• he can monitor their withdrawal symptoms and provide a safe environment (1)</li> <li>• Zac could try to arrange for the homeless individuals to have somewhere safe to sleep. (1)</li> <li>• He could accompany them to the support group to make sure they attend (1)</li> </ul> <p><b>Competence</b></p> <ul style="list-style-type: none"> <li>• try to provide appropriate and safe care for the individuals with a drug or drink dependency. (1)</li> <li>• Zac could contact a support group to get an individual regular therapy and support to help them come off drugs. (1)</li> <li>• ensure he has up to date training (1) to ensure appropriate support for his patients (1)</li> </ul> <p><b>Courage</b></p> <ul style="list-style-type: none"> <li>• being brave and speaking up about concerns. (1)</li> <li>• calming down aggressive, homeless individuals</li> <li>• having courage to tell an individual that if they do not try to give up or reduce their alcohol intake, they will become extremely ill. (1)</li> <li>• He may seek additional help from his supervisor (1)</li> </ul>	6 [3x2]	<p><b>Annotation:</b></p> <p>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <span style="border: 1px solid red; padding: 2px 5px;">^</span> <span style="border: 1px solid red; padding: 2px 5px;">TV</span> <span style="border: 1px solid red; padding: 2px 5px;">REP</span> <span style="border: 1px solid red; padding: 2px 5px;">SEEN</span> </div> <p>Descriptions must be relevant to supporting individuals who have drug or alcohol dependency.</p> <p>Do not credit repeats. Award credit for any other appropriate response.</p> <p>Up to two marks for each answer.</p>


Question		Answer		Mark	Guidance
4	(a)	Examples of good practice when <b>maintaining confidentiality</b> in a residential care home.		Tick ✓ <b>four</b> only	<b>4</b> [4x1] <b>Annotation:</b> The number of ticks must match the number of marks awarded.  For an incorrect answer use the cross.  If more than four boxes are ticked: <ul style="list-style-type: none"> <li>mark the first four only</li> </ul>  No other answers are acceptable.
		<b>Ensuring staff have training about the care home's confidentiality policy.</b>		✓	
		Never share any information which a resident has asked you to keep it secret.			
		Only providing one member of staff-with the password to access resident's electronic records.			
		<b>Staff only share information on a need-to-know basis.</b>		✓	
		<b>Residents always receive their post unopened.</b>		✓	
		Staff should always shout their name, to warn residents they are coming in. when entering their room			
		<b>Staff will always ask the residents permission before accessing their possessions or personal letters.</b>		✓	



Question	Answer	Mark	Guidance
4 (b)	<p><b>One mark</b> for a type of service user who may need safeguarding  <b>One mark</b> for a reason why.</p> <p><b>Service users who may need safeguarding:</b></p> <ul style="list-style-type: none"> <li>• children</li> <li>• people with physical disabilities</li> <li>• people with learning disabilities</li> <li>• people with mental health conditions</li> <li>• older adults dependent on carers or in residential care settings</li> <li>• people with sight or hearing loss</li> <li>• children in residential care / dependent on carers</li> <li>• someone with dementia or who lacks mental capacity</li> <li>• a vulnerable person</li> <li>• homeless people</li> <li>• partner in a dangerous / unhealthy relationship</li> <li>• someone who can't defend themselves</li> </ul> <p><b>Reasons why they may need safeguarding:</b></p> <ul style="list-style-type: none"> <li>• dependent on carers, may not want to upset them in case their treatment gets worse</li> <li>• if they have learning disability, they may not realise they are being abused or ill-treated</li> <li>• may be taken advantage of, if they don't know their rights</li> <li>• they may be in a coma and so are unresponsive</li> <li>• visually or hearing-impaired individuals may not see/hear what is going on</li> <li>• protection from harm and abuse</li> <li>• may be self-harming / may have signs of physical abuse</li> </ul>	<p><b>2</b> [2x1]</p>	<p><b>Annotation:</b>  The number of ticks must match the number of marks awarded.  For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> <span style="border: 1px solid red; padding: 2px 5px;">^</span> <span style="border: 1px solid red; padding: 2px 5px;">TV</span> <span style="border: 1px solid red; padding: 2px 5px;">REP</span> <span style="border: 1px solid red; padding: 2px 5px;">SEEN</span> </div> <p><b>One mark</b> for a type of service user who may need safeguarding</p> <p>Plus</p> <p><b>One mark</b> for a reason why.</p> <p>Award credit for any other appropriate response.</p> <p><b>Do not accept:</b></p> <ul style="list-style-type: none"> <li>• Elderly people</li> </ul>

Question	Answer	Mark	Guidance
4	<p>(c) <b>Two</b> marks for an explanation. <b>Two</b> required.</p> <p><b>Examples of ‘Encouraging decision making’:</b></p> <ul style="list-style-type: none"> <li>Care is usually more successful if the individual feels in control of what is happening. (1) prompts could be given to help them to weigh up their options (1)</li> <li>It could be as simple as asking what time they need help to get dressed in the morning (1), rather than doing it for them at a time that suits the carer.(1)</li> </ul> <p><b>Examples of supporting ‘Dignity’:</b></p> <ul style="list-style-type: none"> <li>Treating someone well and valuing their opinions and choices promotes a person’s self-respect and self-esteem (1) This could be achieved by positively commenting on their personal choices (1)</li> <li>When receiving support individuals still need to feel in control of their lives (1) treating what they say with dignity and respect is an important part of achieving this. (1)</li> </ul>	<p><b>4</b> [2x2]</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded. For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div data-bbox="1487 531 1852 611" style="border: 1px solid black; padding: 5px; text-align: center;"> <span style="border: 1px solid red; padding: 2px;">^</span> <span style="border: 1px solid red; padding: 2px;">TV</span> <span style="border: 1px solid red; padding: 2px;">REP</span> <span style="border: 1px solid red; padding: 2px;">SEEN</span> </div> <p>Two marks for an explanation. Two required.</p> <p>Award credit for any other appropriate response.</p>

Question	Answer	Mark	Guidance
5	<p>(a) <b>One</b> mark for a method. <b>One</b> mark for the explanation. Three required.</p> <p><b>General cleanliness:</b></p> <ul style="list-style-type: none"> <li>• use of anti-bacterial sprays on work surfaces</li> <li>• disinfecting equipment / toys</li> <li>• cleaning surfaces / worktops / keyboards etc</li> <li>• floors mopped</li> <li>• bins emptied</li> <li>• spillages cleared straight away</li> <li>• hazardous waste disposed of following correct procedures</li> <li>• clean surfaces / worktops frequently</li> </ul> <p><b>Explanations:</b></p> <ul style="list-style-type: none"> <li>• prevents transfer of bacteria</li> <li>• destroys / kills / gets rid of bacteria</li> <li>• ensures high level of cleanliness</li> <li>• reduces opportunities for spreading bacteria / germs</li> <li>• barrier method reduces/prevents transfer of bacteria</li> <li>• removes places for bacteria to be trapped</li> <li>• prevents cross contamination</li> <li>• ensures equipment is clean</li> <li>• ensures surfaces, worktops keyboards etc are clean/sterile</li> </ul>	<p><b>6</b> [3x2]</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded. For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> <span style="border: 1px solid red; padding: 2px 5px;">^</span> <span style="border: 1px solid red; padding: 2px 5px;">TV</span> <span style="border: 1px solid red; padding: 2px 5px;">REP</span> <span style="border: 1px solid red; padding: 2px 5px;">SEEN</span> </div> <p>Award credit for any other appropriate response.</p> <p><b>One mark</b> for a method <b>Plus</b> <b>One mark</b> for the explanation</p> <p>Three <b>different</b> methods and explanations required.</p> <p><b>Do not accept:</b> references to personal hygiene measures, this question is about ‘General cleanliness’.</p>

Question	Answer	Mark	Guidance
5	<p data-bbox="219 379 264 411"><b>(b)</b></p> <p data-bbox="315 379 947 411">One mark for an identification. Two required.</p> <p data-bbox="315 464 734 496"><b>Personal hygiene methods:</b></p> <ul data-bbox="315 507 1160 986" style="list-style-type: none"> <li>• hair tied back / covered</li> <li>• open wounds covered</li> <li>• no jewellery</li> <li>• no nail polish</li> <li>• wearing clean clothes</li> <li>• appropriate hand washing routines</li> <li>• regular showering and hair washing</li> <li>• regular brushing of teeth</li> <li>• appropriate use and disposal of tissues / antiseptic wipes</li> <li>• 'bare below elbows' / having short sleeves or sleeves securely rolled up</li> </ul>	<p data-bbox="1256 379 1279 411"><b>2</b></p> <p data-bbox="1234 422 1301 454">[2x1]</p>	<p data-bbox="1350 379 1518 411"><b>Annotation:</b></p> <p data-bbox="1350 422 2045 486">The number of ticks must match the number of marks awarded.</p> <p data-bbox="1350 497 2022 561">For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div data-bbox="1429 587 1794 667" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p data-bbox="1350 699 1910 730">One mark for an identification, two required.</p> <p data-bbox="1350 778 1977 810">Award credit for any other appropriate response.</p> <p data-bbox="1350 858 1574 890"><b>Do not accept:</b></p> <ul data-bbox="1395 901 1955 981" style="list-style-type: none"> <li>• examples of PPE such as 'gloves' or 'masks'</li> </ul>

Question	Answer	Mark	Guidance
6	<p>(a) <b>One</b> mark for a way identified. <b>One</b> mark for the reason. Three required.</p> <p><b>Ways of receiving and monitoring visitors:</b></p> <ul style="list-style-type: none"> <li>• Buzzer entry</li> <li>• CCTV monitoring entrances / security cameras</li> <li>• Signing in and out</li> <li>• Staffed reception</li> <li>• Staff ID badge</li> <li>• Visitor badges / visitor lanyards</li> <li>• Accompanying visitors at all times</li> </ul> <p><b>Reasons:</b></p> <ul style="list-style-type: none"> <li>• Controls access to the building</li> <li>• Know who has entered the building</li> <li>• Knowing who individuals are visiting</li> <li>• Only authorised people can enter</li> <li>• Protects from strangers who cannot just walk in</li> <li>• Quick recognition</li> <li>• Always know where visitors are</li> </ul>	<p><b>6</b> [3x2]</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded. For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <span style="border: 1px solid red; padding: 2px;">^</span> <span style="border: 1px solid red; padding: 2px;">TV</span> <span style="border: 1px solid red; padding: 2px;">REP</span> <span style="border: 1px solid red; padding: 2px;">SEEN</span> </div> <p>Award credit for any other appropriate response.</p> <p>Three ways and three reasons required:</p> <ul style="list-style-type: none"> <li>• <b>One mark</b> for a way</li> <li>• <b>One mark</b> for a reason.</li> </ul> <p><b>Do not accept:</b></p> <ul style="list-style-type: none"> <li>• ‘Only allow visitors listed by patients’</li> <li>• ‘cameras’ on its own</li> </ul>

Question	Answer	Mark	Guidance
6	<p>(b)</p> <p><b>Two marks for an explanation. One required.</b></p> <p><b>Way that staff uniform can help keep a care setting safe</b></p> <p><b>Explanation points:</b></p> <ul style="list-style-type: none"> <li>• uniforms quickly identify staff</li> <li>• easy to spot unauthorised people without a uniform who can then be challenged</li> <li>• easy to identify visitors – as visitors no uniform / ID etc</li> <li>• visitors will know who is a member of staff</li> <li>• improves safety – no strangers or intruders, they will be noticed</li> <li>• to distinguish different types of service providers, e.g. nurse, care assistant etc</li> </ul>	<p><b>2</b></p> <p>[1x2]</p>	<p><b>Annotation:</b></p> <p>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div data-bbox="1429 539 1794 619" style="border: 1px solid black; padding: 5px; text-align: center;"> <span style="border: 1px solid red; padding: 2px;">^</span> <span style="border: 1px solid red; padding: 2px;">TV</span> <span style="border: 1px solid red; padding: 2px;">REP</span> <span style="border: 1px solid red; padding: 2px;">SEEN</span> </div> <p>Two marks for an explanation. One required.</p> <p>Award credit for any other appropriate response.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> <li>• answers related to lanyards</li> </ul>

Question		Answer		Mark	Guidance
6	(c)			4 [4x1]	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded. For an incorrect answer use the cross.</p> <p>If more than four boxes are ticked:</p> <ul style="list-style-type: none"> <li>mark the first four only</li> </ul> <p>No other answers are acceptable.</p>
		<b>Examples:</b>	<b>Term:</b>		
		A charity organisation provides someone to represent an older person at a meeting about care provided.	<b>advocate</b>		
		A hospital patient is given a choice of treatment	<b>empower</b>		
		Service users feel confident in the care they receive	<b>trust</b>		
Someone who is less able to protect themselves from harm due to mental health problems.	<b>vulnerable</b>				

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