



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 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.

© OCR 2024

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 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

11. 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
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	(a)	<p>One mark for stating an appropriate way. Two required.</p> <p>Ways of making a complaint:</p> <ul style="list-style-type: none"> ask to speak to the surgery manager/someone in authority/in charge ask for information about their complaints procedure make a written complaint/ask for a complaints form <p>Credit other appropriate descriptions.</p>	<p>2 (2x1)</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; text-align: center;"> ^ TV REP SEEN </div> <p>Do not accept:</p> <ul style="list-style-type: none"> repeats

Question	Answer	Marks	Guidance
1	<p>(b) Two marks for a description. Two required.</p> <p>Ways the training in effective communication will help the staff. They will use vocabulary that can be understood</p> <ul style="list-style-type: none"> • staff will, if possible, avoid using specialist jargon/medical terminology • staff will explain any specialist terminology used • using simplified language will help understanding • improve the quality of care <p>Not being patronising</p> <ul style="list-style-type: none"> • staff will learn about and use active listening skills • staff will use positive body language e.g. smiling, nodding agreement • no use of terminology patients do not understand • no sarcasm / no talking down to patients • being polite • make patients feel they are being taken seriously • being patient / listening to repetitions <p>They will adapt their communication to suit the needs of the individual</p> <ul style="list-style-type: none"> • staff will use age-appropriate vocabulary • staff will emphasise important words / slow the pace • use body language to show a positive reaction • concentrate on what the person is saying – this will encourage them to communicate their needs <p>Listening to individuals' needs</p> <ul style="list-style-type: none"> • paraphrasing • reflecting • summarising • clarifying <p>Examples above may be interchangeable. Credit other appropriate ways.</p>	4 (2x2)	<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.</p> <p>Plus</p> <p>One mark if answer is developed with additional and relevant detail.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • Translators/interpreters – not relevant to the context. • Repeats.

Question	Answer	Marks	Guidance
1	<p>(c) One mark for stating a way. Three required.</p> <p>Ways the surgery could meet the individual needs of patients with hearing or vision impairments:</p> <ul style="list-style-type: none"> • flash cards • pictures • emphasize important words / slow the pace • Makaton • body language – facial expressions, gestures, eye contact • use of BSL (British Sign Language) • hearing loop system • information available in large print • information available in Braille • face to face when conversing (people with hearing impairment) <p>Credit other appropriate ways.</p>	<p>3 (3x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> A TV REP SEEN </div> <p>Do not accept:</p> <ul style="list-style-type: none"> • Translators/interpreters – not relevant to the context. • Repeats.

Question	Answer	Marks	Guidance
2	<p>(a) One mark for describing a way. Three required.</p> <p>Ways staff at the day centre could practise anti-discrimination:</p> <ul style="list-style-type: none"> • not discriminating on the basis of gender, social background, race, or anything else. • staff will challenge any discriminatory comments or actions by children or staff • ensure no-one is excluded from activities e.g. providing sign language, a hearing loop or wheelchair access if needed • challenge stereotypical views, such as ‘boys will be boys’, girls are little princesses, and so on • being a good role model by demonstrating inclusive behaviour <p>Credit other appropriate ways.</p>	<p>3 (3x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> ^ TV REP SEEN </div>

Question	Answer	Marks	Guidance
2 (b)	<p>Examples of keeping children safe and maintaining a healthy environment at the day centre:</p> <ul style="list-style-type: none"> • General cleanliness and hygiene – toys, surfaces, bins, floors cleaned and disinfected; teaching children hand washing routines • General safety – floors clear, no trip hazards, mop up spills immediately • Health and safety policies – in place and followed by staff who are aware of them • Risk assessments are carried out – for activities such as crafts, trips, taking account of children with physical disabilities. • Safe recruitment – all staff DBS checked • Staff are clear about their responsibility to keep children safe. • Staff aware of their role for individual children with disabilities • Staff training – first aid, fire drills, evacuation, safeguarding and is updated regularly. • Supervision/Appropriate staff to young people ratio - limit numbers of children taking part in certain activities at one time, must be enough staff to provide support to meet needs and disabilities <p>Food and drink</p> <ul style="list-style-type: none"> • Water – keeping hydrated • Reduced sugar products • Limits on fat content • Limit on high processed foods (HPF) <p>Reference may be made to:</p> <ul style="list-style-type: none"> • Prevents accidents creates a safe environment • Prevents injuries to children 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 from danger / give first aid • Trained staff know what to do to keep the children safe at all times <p style="text-align: right;">Credit other appropriate answers</p>	6	<p>Annotation: The number of ticks will not necessarily correspond to the marks awarded</p> <p>Level 3 – 5-6 marks</p> <ul style="list-style-type: none"> • detailed explanation of two different examples • explicit links to protecting the children with physical disabilities at the day centre • relevant to play sessions at a day centre and children with physical disabilities • clear and logically structured <p>Level 2 – 3-4 marks</p> <ul style="list-style-type: none"> • sound explanation of two examples, but may not be fully developed • some reference to protecting the children with disabilities, may be implicit • some relevance to play sessions at a day centre and children with physical disabilities • mostly relevant to the situation <p>Level 1 checklist 1-2 marks</p> <ul style="list-style-type: none"> • limited explanation of one or two examples • basic information, may be list-like • may briefly reference health and safety • may not link explicitly to the situation <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p>

Question	Answer	Marks	Guidance
2	<p>(c) Two marks for an each description, two required.</p> <p>Physical effects:</p> <ul style="list-style-type: none"> • Dehydration - if a child does not like the drinks they are given without consultation • Existing illness may get worse without proper treatment, or if medication not administered as required. • General health could deteriorate - due to poor treatment/practices, could become unfit, lack exercise, weight gain. • Injuries - such as cuts, grazes and bruises or even broken bones due to abusive treatment or poor manual handling by untrained care workers. Or the care setting could be unsafe with trip hazards and old equipment in need of repair. • Malnutrition - if they stop eating meals due to boredom or dislike of what is provided. This could lead to eating disorders. Or inappropriate food provided such as no vegetarian options, no gluten free food for individuals with coeliac disease. • Self-harm or withdrawal - due to depression, lack of stimulation or social interaction. <p>Emotional effects:</p> <ul style="list-style-type: none"> • Disempowerment - due to lack of support restricts opportunities and prevents them gaining any confidence • Feel frustrated - because they are not allowed to do anything for themselves • Feels unwanted - could become disengaged with life, lose interest • Just accepting - whatever happens, does not bother to complain • Loss of motivation - could result in learned helplessness • Low confidence and self-esteem - feel they are not capable of doing anything • May feel scared - to tell carers what they want or need • Anger - as a consequence of frustration/lack of stimulation <p>Credit any other appropriate examples.</p>	<p>4 (2x2)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>One mark for identification of an appropriate effect.</p> <p>Plus</p> <p>One mark if answer is developed with additional and relevant detail.</p> <p>Some effects are interchangeable – but do not credit repeats.</p>

Question	Answer	Marks	Guidance
3 (a)	<p>Reducing the spread of infection in The Elms care home for older people:</p> <ul style="list-style-type: none"> • floors mopped and carpets vacuumed everyday • work surfaces washed with hot soapy water • use bins with lids; bins should be emptied and cleaned frequently • bathrooms and toilets cleaned and disinfected frequently • bedding and towels laundered regularly and soiled bedding put into a special red laundry bags • curtains, blinds, and soft furnishings laundered regularly • coffee tables, dining tables, chairs dusted regularly • TV remote controls and computer keyboards should be cleaned and anti-bacterial spray used • PPE for personal care • correct methods for disposal of waste <p>Explanation of how the ways prevent spread of infection:</p> <ul style="list-style-type: none"> • prevents transfer of bacteria from surfaces or between care workers, service users, visitors, and families • destroys / kills bacteria • ensures high level of cleanliness • reduces opportunity for spreading bacteria/germs • stops others coming into contact with bacteria/germs • barrier method reduces/prevents transfer of bacteria • removes places for bacteria to be trapped • prevents cross contamination <p>Credit any other appropriate examples.</p>	8	<p>Annotation: The number of ticks will not necessarily correspond to the marks awarded</p> <p>Level 3 – 6-8 marks</p> <ul style="list-style-type: none"> • detailed explanation of three different examples • explicit links to reducing the spread of infection at the care home • relevant to older people in a care home • clear and logically structured <p>Level 2 – 3-5 marks</p> <ul style="list-style-type: none"> • sound explanation of two or three examples, but may not be fully developed • some reference to reducing the spread of infection, may be implicit • some relevance to residents of the care home <p>Level 1-2 checklist</p> <ul style="list-style-type: none"> • limited explanation of one or two examples • basic information, may be list-like • may briefly reference the spread of infection • may not link explicitly to the situation

Question	Answer	Marks	Guidance
3	<p>(b) One mark for each security measure. Two required. One mark for how each protects. Two required.</p> <p>Security measures:</p> <ul style="list-style-type: none"> • checking/monitoring external entrances • monitoring of keys • security pads/key cards / swipe cards / key (pin) code entry • manned reception desk / buzzer at front door • signing in/out book for visitors • staff wearing ID / lanyards • visitor badges • CCTV monitoring exit/entrance / security cameras • locks on doors / windows / gates • external gates / doors locked • reporting of concerns to line managers <p>How it protects:</p> <ul style="list-style-type: none"> • only authorised people can enter • to control who is allowed in / out • to prevent residents with dementia wandering out unaccompanied • easy to identify staff • easy to identify authorised visitors • easy to spot unauthorised people • know who is in the building <p>Example 2 mark answer: Security pads on doors [1] This would ensure that only authorised people would have access. [1]</p> <p>This list is not exhaustive, accept other appropriate ways.</p>	<p>4 (2x1 + 2x1)</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; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>Examples must be relevant to a care home.</p> <p>Repetition of how it protects is acceptable only if relevant to the measure.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • all doors locked / locked doors • ‘cameras’ on its own – where? • DBS check – not security • references to fire safety • references to data security/protection <p>Can credit relevant ‘how it protects’ if measure is incorrect. eg: Measure: ‘locked doors’ X How protects: ‘to keep unauthorised people out’ ✓</p>


Question		Answer	Marks	Guidance
4	(a)	<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.</p> <p>Annotate 'Bod' for 'Equalities' Act</p>

Question		Answer	Marks	Guidance
4	(b)	<p>One mark for each way identified. Three required.</p> <p>Possible ways:</p> <ul style="list-style-type: none"> Food – the preparation of different food to support religious beliefs, eg vegan and halal meat Transport – so that residents can be taken to their chosen place of worship Displays – which will show the diversity of religious beliefs in care settings Designated prayer / quiet rooms For specific religions to have same sex carer to resident for personal care Recruitment of staff – to be representative of different religious beliefs <p>Credit any other appropriate examples.</p>	<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;"> ^ TV REP SEEN </div>

Question	Answer	Marks	Guidance
4	<p>(c)</p> <p>Examples of maintaining confidentiality:</p> <ul style="list-style-type: none"> • Service users personal notes and information being stored securely • Not gossiping about t's circumstances • Not have discussions with other professionals in a public place • Hold private meetings with the doors closed so others cannot overhear • Files kept in a locked filing cabinet • Electronic records password protected • Information only shared on a 'need to know' basis • Inform service user of information that cannot be kept confidential – danger to self/others, in danger from others <p>Importance of maintaining confidentiality:</p> <ul style="list-style-type: none"> • Care workers often receive very sensitive and private information from service users • Service users may be vulnerable and very trusting of those caring for them • It is unprofessional to talk about confidential matters outside of the care environment • It protects the interests of any individual • It helps service users to trust their carers • The service users permission must be obtained before information is passed on to people outside the care team • references to following GDPR /DPA <p>'Need to know basis':</p> <ul style="list-style-type: none"> • Information is only shared with those directly involved with the care and support of an individual. • Access to the information is restricted to those who have a clear reason to access it when providing care and support for an individual. <p>Credit any other appropriate examples.</p>	6	<p>Annotation: The number of ticks will not necessarily correspond to the marks awarded</p> <p>Level 3 – 5-6 marks</p> <ul style="list-style-type: none"> • detailed discussion of examples of maintaining confidentiality in care settings • explicit references to the importance of maintaining confidentiality in care settings • at the top of this mark range may refer to 'need to know' • clear and logically structured • factually accurate and uses appropriate terminology. <p>Level 2 – 3-4 marks</p> <ul style="list-style-type: none"> • sound discussion of examples of maintaining confidentiality, but may not be fully developed • some reference to the importance of maintaining confidentiality, may be implicit • mostly factually accurate and relevant to care settings <p>Level 1 – 1-2 marks</p> <ul style="list-style-type: none"> • limited explanation of one or two brief examples of maintaining confidentiality • basic information, may be list-like • may briefly reference importance of confidentiality <p>Do not credit reference to:</p> <ul style="list-style-type: none"> • keep information secret • don't tell anyone else

Question		Answer	Marks	Guidance
4	(d)	<p>One mark for stating a situation. Three required.</p> <p>When moving and handling techniques are used in care settings:</p> <ul style="list-style-type: none"> • Transferring a patient from a hospital bed to a chair • Assisting an elderly person with their mobility, for example helping them to get out of a chair or into a bath or shower • Arranging tables and chairs in a nursery • Carrying boxes of toys • Pushing trolleys, drip stands, wheelchairs etc. • Moving a commode into an elderly person's bedroom • A home care assistant carrying shopping bags <p>Credit any other appropriate examples.</p>	<p>3 (3x1)</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; display: inline-block;"> ^ TV REP SEEN </div>

Question		Answer	Marks	Guidance
4	(e)	<p>Two guidelines for safe manual handling.</p> <p>Guidelines for safe manual handling:</p> <ul style="list-style-type: none"> • Always check whether the move or lift is really necessary, do not carry out a move unless it is unavoidable • Identify any risks involved in carrying out the move and take steps to avoid or minimise risks identified • Use a lifting aid if appropriate, rather than carry out the lift yourself • If the move has been assessed to require two people do not attempt the move on your own • Only carry out manual handling if you have been trained to do so <p>Credit any other appropriate examples of rules.</p>	<p>2 (2x1)</p>	<p>The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross.</p>

Question	Answer	Marks	Guidance
5	<p>(a) One mark for an aspect, one mark for its impact. Two required.</p> <p>Key aspects of the Health and Safety at Work Act:</p> <ul style="list-style-type: none"> • The working environment must not put anyone at risk • The equipment provided must always be safe & in good working order • Employers must provide adequate health and safety training for staff • A written health & safety policy should be provided • Protective equipment, if needed, must be available free of charge to employees <p>Impact on staff:</p> <ul style="list-style-type: none"> • Staff must cooperate with their employer by following health and safety regulations in the workplace. • Staff have a responsibility to report any hazards to the employer. • Staff must not misuse or tamper with equipment provided that meets health & safety regulations eg fire extinguishers. • Staff have a responsibility to take care of themselves and others in the workplace. • Staff must wear any protective clothing that is provided to them by the employer <p>Credit any other accurate impacts and examples.</p>	<p>4 (2x1 + 2x1)</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>

Question	Answer	Marks	Guidance
5 (b)	<p>Two marks for a definition.</p> <p>Definition – ‘Advocate’:</p> <p>Advocates represent the views and preferences of an individual, they speak on their behalf, not ‘for’ them.</p> <p>An advocate will:</p> <ul style="list-style-type: none"> • be completely independent and represent the individual’s views not their own personal opinions • ensure an individual’s rights and needs are recognised • represent the individual’s wishes and views • speak for someone who is unable to do so for themselves • act in the best interests of the person they are representing <p>Examples:</p> <ul style="list-style-type: none"> • A member of the community mental health team representing an 18 year old individual with learning difficulties who wants to leave home and live in supported housing, to ensure the individual’s rights are maintained. • Using a volunteer from a charity such as MIND or SEAP to help with an application for disability benefits to ensure the individual’s rights and entitlements are supported. • A family friend represents an older person with dementia by speaking about their needs with a hospital social worker, when a care plan is being discussed, to ensure their best interests are supported. 	<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 a basic identification.</p> <p>Plus</p> <p>One mark if answer is developed with additional and relevant detail.</p> <p>Credit a correct example that demonstrates understanding.</p>

Question	Answer	Marks	Guidance
5 (c)	<p>One mark for a way. Three required.</p> <p>Ways of providing choice in residential care settings:</p> <ul style="list-style-type: none"> • a range of menu options such as vegetarian, gluten free, Halal, Kosher • an optional programme of social events and outings is provided • both a TV lounge and a quiet room are available • providing a range of different activities for residents to take part in • resident's own decision about which clothes to wear today • residents can choose whether or not to take part in activities • time to get up and go to bed • whether they have a bath or shower <p>Credit other appropriate ways.</p>	3 (3x1)	<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; text-align: center;"> ^ TV REP SEEN </div>

Question	Answer	Marks	Guidance
5	<p data-bbox="257 308 302 339">(d)</p> <p data-bbox="338 308 837 339">One mark for a reason. Two required.</p> <p data-bbox="338 400 1032 432">Why it is important to maintain individuals rights:</p> <ul data-bbox="338 475 1055 775" style="list-style-type: none"> • to make people feel valued • to raise individual's self-esteem • to empower • to instil confidence • to instil trust • to feel safe • to provide equality of access to services/treatments • to have your individual needs met <p data-bbox="338 927 734 959">Credit other appropriate ways.</p>	<p data-bbox="1249 308 1317 371">2 (2x1)</p>	<p data-bbox="1357 308 1529 339">Annotation:</p> <p data-bbox="1357 344 2056 408">The number of ticks must match the number of marks awarded.</p> <p data-bbox="1357 413 2040 477">For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1671 493 2036 572" style="border: 1px solid black; padding: 5px; text-align: center;"> ^ TV REP SEEN </div>

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on

01223 553998

Alternatively, you can email us on

support@ocr.org.uk

For more information visit

 ocr.org.uk/qualifications/resource-finder

 ocr.org.uk

 [Twitter/ocrexams](https://twitter.com/ocrexams)

 [/ocrexams](https://twitter.com/ocrexams)

 [/company/ocr](https://www.linkedin.com/company/ocr)

 [/ocrexams](https://www.youtube.com/ocrexams)



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2024 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.