

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 2022

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

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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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1. 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	<p>(a)</p> <p>Two marks for each way described. Two required.</p> <p>Ways:</p> <ul style="list-style-type: none"> • Provide a menu with a variety of choices - gives a range of different choices, rather than a set meal everyone has • Meals that meet different dietary/health requirements – e.g. gluten free, low sugar, vegan, vegetarian, high fibre etc • Meals that take account of allergies – e.g. nut free, no shellfish, no dairy etc • Meals that meet different cultural requirements e.g. Kosher, Halal, vegetarian etc • Celebration meals – e.g. Chinese New Year, Pancake day, Christmas, Hanukkah, birthdays etc • Ask residents for menu suggestions so that meals provided reflect what they like/want 	<p>4 (2x2)</p>	<p>The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>Do not accept:</p> <ul style="list-style-type: none"> • repeats • soft food • portion size • 'choice' on its own – is in the question


Question	Answer	Marks	Guidance						
1	<p>(b)</p> <p>One mark for each example. Two required.</p> <p>Answers must relate to the scenario – a retirement home.</p> <table border="1" data-bbox="311 435 1323 1011"> <thead> <tr> <th data-bbox="311 435 640 528">Name of legislation</th> <th data-bbox="640 435 1323 528">Example</th> </tr> </thead> <tbody> <tr> <td data-bbox="311 528 640 770">Equality Act</td> <td data-bbox="640 528 1323 770"> <ul style="list-style-type: none"> • the garden has wheelchair access • soft meals for those with difficulties swallowing • adapted daily menu </td> </tr> <tr> <td data-bbox="311 770 640 1011">Health & Safety at Work Act</td> <td data-bbox="640 770 1323 1011"> <ul style="list-style-type: none"> • completing risk assessments • care plans • many seating areas • food provided takes account of individual needs - swallowing difficulties / allergies • wheelchair access – safe/no uneven surfaces </td> </tr> </tbody> </table>	Name of legislation	Example	Equality Act	<ul style="list-style-type: none"> • the garden has wheelchair access • soft meals for those with difficulties swallowing • adapted daily menu 	Health & Safety at Work Act	<ul style="list-style-type: none"> • completing risk assessments • care plans • many seating areas • food provided takes account of individual needs - swallowing difficulties / allergies • wheelchair access – safe/no uneven surfaces 	<p>2 (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 data-bbox="1588 435 1955 517" style="border: 1px solid black; padding: 5px; text-align: center;"> ^ TV REP SEEN </div> <p>Do not credit:</p> <ul style="list-style-type: none"> • examples not from the scenario • repeat of wheelchair access • protected characteristics • use of helmets / protective clothing <p>Mark the first example if more than one is given.</p>
Name of legislation	Example								
Equality Act	<ul style="list-style-type: none"> • the garden has wheelchair access • soft meals for those with difficulties swallowing • adapted daily menu 								
Health & Safety at Work Act	<ul style="list-style-type: none"> • completing risk assessments • care plans • many seating areas • food provided takes account of individual needs - swallowing difficulties / allergies • wheelchair access – safe/no uneven surfaces 								


Question	Answer/Indicative Content	Mark	Guidance	
			Content	Levels of response
1	(c)* Note: only credit safety <i>procedures</i> . e.g. a fire drill is a procedure; an action such as placing a wet floor sign is a measure. Safety procedures: <ul style="list-style-type: none"> • Risk assessments – activities / outings / equipment etc • Health and safety policies in place • Safe recruitment procedures - DBS checks to ensure staff are safe to work there/don't have a criminal record • Checks - pat testing of electrical equipment • Replacement programme for old or worn out equipment such as hoists, wheelchairs etc • Encouraging hand washing routines – staff & residents • General cleanliness – surfaces, bins, floors cleaned and disinfected, mop up spills immediately • Food preparation – hygiene rating, qualified staff, allergy awareness • Emergency procedures – evacuation plans / fire drills • Training staff – updated regularly e.g. manual handling, food hygiene, first aid • Good staff to resident ratio - limit numbers of residents taking part in activities at one time • Wearing PPE – for specified activities or tasks Explanation / how it protects and promotes good practice: <ul style="list-style-type: none"> • Prevents accidents creates a safe environment • Prevents injuries to residents and staff • Reduces risk – results in a safer environment, fewer accidents / injuries • Improves hygiene - helps prevent the spread of infections • Staff know how to react in an emergency – fire etc • Enables staff to take quick, efficient action to remove residents from danger / give first aid • Trained staff know what to do to keep the residents safe at all times 	6	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is explain.</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 explanation • at least 2 procedures • safety procedures relevant to the care setting • clear links with preventing accidents and promoting good practice • correct use of terminology <p>Level 2 – checklist</p> <ul style="list-style-type: none"> • sound explanation, though may not be fully developed • 1 or 2 safety procedures • Some links to preventing accidents and promoting good practice • procedures are mostly relevant to the care setting <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • likely to identify safety procedures with little or no explanation • basic information • limited relevance to the care setting • list like/muddled 	<p>Level 3 (5-6 marks) Answer provides a detailed explanation of two or more safety procedures that prevent accidents and promote good practice. Answers are relevant to the care setting. Answers will be coherent, factually accurate and use appropriate terminology.</p> <p>Level 2 (3-4 marks) Answer provides a sound description of one or two safety procedures that prevent accidents and promote good practice. Answers are mostly relevant to the care setting. Answers will be coherent, factually accurate and use appropriate terminology.</p> <p>Level 1 (1-2 marks) Answer will identify safety procedures but with limited explanation or links with preventing accidents and promoting good practice. 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> <p> Tick for safety procedure</p> <p> Tick plus for explanation of how it protects and promotes good practice</p>



Question	Answer	Mark s	Guidance
2	<p>(a) One mark for each example. Four required.</p> <p>Encouraging children’s learning and development:</p> <ul style="list-style-type: none"> Plans a range of enjoyable and interesting learning experiences Attends training on ‘learning through play’ <p>Keeping children safe and maintaining a healthy environment:</p> <ul style="list-style-type: none"> Is clear about her responsibility to keep children safe Risk assessments are carried out Attends first aid training <p>Working with other professionals:</p> <ul style="list-style-type: none"> Works well with health visitors and social workers Understands the importance of sharing information to support children’s care and learning <p>Ensuring the welfare of the child is paramount:</p> <ul style="list-style-type: none"> Is clear about her <u>responsibility</u> to keep children safe - safeguarding Ensures children’s needs and best interests come first Attends first aid training Understands the importance of sharing information to support children’s care and learning <p>Note: Safeguarding can be credited under ‘welfare’ but do not credit general ‘safety’ as this is already credited under ‘keeping children safe’.</p> <p>Answers can, but do not have to, use the exact wording of the mark scheme. Alternative, appropriate wording and effects may be credited.</p>	4 (4x1)	<p>The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1503 416 1868 496" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Do not accept:</p> <ul style="list-style-type: none"> Repeats Examples not from the scenario

Question		Answer	Marks	Guidance
2	(b)	<p>One mark for each word. Four required.</p> <p>Words inserted in this order:</p> <ul style="list-style-type: none"> • well • next • training • evaluating <p>There are four main features of reflective practice, these include:</p> <ul style="list-style-type: none"> • Identifying what went <u>well</u>. • Identifying what might be done better <u>next</u> time, to improve. • Exploring <u>training</u> and development needs. • <u>Evaluating</u> specific incidents or activities. 	<p>4 (4x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross.</p> <p>No other answers are acceptable.</p> <p>Crossed Out Responses: Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.</p>


Question	Answer	Marks	Guidance
3 (a)	<p>Two marks for each way described.</p> <p>Storing a patient’s medical records:</p> <ul style="list-style-type: none"> password protected electronic records hard copy notes kept in secure storage such as being kept in a locked filing cabinet limited number of people with access to patient records – need-to-know basis Securely dispose of any unwanted paperwork or notes – to avoid unauthorised access / comply with Data Protection Act / GDPR (General Data Protection Regulation) Not leave any files or notes behind in meeting rooms – to prevent unauthorised access <p>Discussing test results:</p> <ul style="list-style-type: none"> in a private meeting room / office in an area away from others so they cannot be overheard private telephone call hold meetings in a private room – so no unauthorised individuals can access the information Keep doors of the meeting room closed so no-one can overhear. No discussions/gossiping in public places, e.g. corridors– so that no-one can overhear the discussion. <p>Accept other appropriate and relevant ways of maintaining confidentiality.</p> <p>Example 1 Medical records should be stored securely [1] this could be in a locked filing cabinet.[1]</p> <p>Example 2 Test results should be discussed in private, [1] for example in a separate room away from others. [1]</p>	4 (2+2)	<p>The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1482 408 1850 488" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Do not accept:</p> <ul style="list-style-type: none"> repeats ‘keep it secret’ discuss in a locked room <p>Note: Credit one way described for each situation.</p>


Question		Answer	Marks	Guidance
3	(b)	<p>One mark for an identification. One required.</p> <p>Accept either:</p> <ul style="list-style-type: none"> The Data Protection Act GDPR (General Data Protection Regulation) 	<p>1 (1x1)</p>	<p>The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or an omission mark for missing words.</p> <div style="text-align: right; border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">  </div> <p>No other answers are acceptable.</p> <p>Date not required.</p>


Question		Answer	Marks	Guidance		
3	(c)	<p>One mark for each effect. Two required.</p> <p>Examples of emotional effects:</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> angry anxious betrayed demoralised depression devalued disempowered embarrassed feeling unimportant frustrated humiliated </td> <td style="vertical-align: top; border-left: 1px solid black;"> <ul style="list-style-type: none"> loss of trust low self-esteem / worthless nervous reduces self-confidence sad stressed unhappy unsafe upset vulnerable worried </td> </tr> </table> <p>This list is not exhaustive, appropriate alternative emotional effects may be credited.</p>	<ul style="list-style-type: none"> angry anxious betrayed demoralised depression devalued disempowered embarrassed feeling unimportant frustrated humiliated 	<ul style="list-style-type: none"> loss of trust low self-esteem / worthless nervous reduces self-confidence sad stressed unhappy unsafe upset vulnerable worried 	<p>1 (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="text-align: center; border: 1px solid black; padding: 5px; margin: 10px auto;">  </div> <p>Do not accept:</p> <ul style="list-style-type: none"> social effects e.g. withdrawn, left out, isolated intellectual effects physical effects uncomfortable (too vague) feel in danger disrespected – is in scenario patronised – is in scenario
<ul style="list-style-type: none"> angry anxious betrayed demoralised depression devalued disempowered embarrassed feeling unimportant frustrated humiliated 	<ul style="list-style-type: none"> loss of trust low self-esteem / worthless nervous reduces self-confidence sad stressed unhappy unsafe upset vulnerable worried 					

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
3 (d)*	<p>Examples of using effective communication:</p> <p>Examples of using vocabulary that can be understood</p> <ul style="list-style-type: none"> no jargon, explaining specialist medical terminology use simplified language for children, adults with dementia or learning disabilities using translators or interpreters provide information in different formats e.g. Braille, large print and in other languages <p>Examples of not being patronising</p> <ul style="list-style-type: none"> being patient and calm; let them finish encouraging tone of voice positive body language e.g. smiling, nodding agreement, relaxed posture avoid sarcasm & talking down to the person <p>Examples of listening to the individual's needs</p> <ul style="list-style-type: none"> active listening – demonstrating an interest in, and responding to, what a person is saying use of encouraging facial expression use body language / supportive gestures SOLER <p>Link to supporting patient's rights:</p> <ul style="list-style-type: none"> patient feels valued and respected instils confidence and trust meets individual needs promotes equal and fair treatment enables consultation empowers service users raises self-esteem / shows respect aids patient's understanding of treatment patient will understand and so can make informed choices 	7	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is explanation.</p> <p>Level 3 checklist</p> <ul style="list-style-type: none"> detailed explanation examples of all 3 ways to communicate effectively explicit links to supporting rights and relevant to a GP surgery correct use of terminology clear and logically structured <p>Level 2 checklist</p> <ul style="list-style-type: none"> sound explanation, but may not be fully developed examples of at least 2 ways to communicate effectively links to supporting rights, may be implicit mostly relevant to a GP surgery some correct terminology Sub-max 4 if no reference to supporting rights or only supporting rights <p>Level 1 checklist</p> <ul style="list-style-type: none"> likely to just identify examples of effective communication, limited explanation basic information, may be list-like may not relate to a GP surgery may not link to supporting rights limited use of terminology <p>Annotation:</p> <p> examples of effective communication</p> <p> link to supporting rights</p>	<p>Level 3 (6–7 marks)</p> <p>Answers provide a detailed explanation of three ways effective communication can be used to support service user's rights. Answers are linked to specific needs of service users in the scenario and will be coherent, Answers will be coherent, factually accurate and use appropriate terminology.</p> <p>Level 2 (4–5 marks)</p> <p>Answers provide a sound explanation of at least two ways effective communication can be used to support service users rights. May only cover ways of communicating. Answers will be coherent, using some correct terminology.</p> <p>Sub-max of 4 if only communication and no links to supporting rights</p> <p>Level 1 (1–3 marks)</p> <p>Answer provides a basic explanation of ways effective communication can be used. Answers may not be explicitly linked to supporting rights or SU needs in the scenario. List like or muddled answers should be placed in this band. Limited use of terminology.</p> <p>0 marks = response not worthy of credit</p> <p>SEEN for a zero mark response</p> <p>Annotation:</p> <p>The number of ticks will not necessarily correspond to the marks awarded.</p>

Question		Answer	Mark	Guidance												
4	(a)	<p>One mark for each correct identification, five required.</p> <table border="1"> <thead> <tr> <th>Example of care setting</th> <th>Type of care setting HC, SC or EY</th> </tr> </thead> <tbody> <tr> <td>Crèche</td> <td>EY</td> </tr> <tr> <td>Hospital</td> <td>HC</td> </tr> <tr> <td>Nursery</td> <td>EY</td> </tr> <tr> <td>Nursing home</td> <td>HC</td> </tr> <tr> <td>Residential home</td> <td>SC</td> </tr> </tbody> </table>	Example of care setting	Type of care setting HC, SC or EY	Crèche	EY	Hospital	HC	Nursery	EY	Nursing home	HC	Residential home	SC	<p>5 (5x1)</p>	<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 and could be interpreted as more than one number e.g. an unclear HC/SC – annotate TV
Example of care setting	Type of care setting HC, SC or EY															
Crèche	EY															
Hospital	HC															
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4	<p data-bbox="232 284 309 316">(b)(i)</p> <p data-bbox="331 284 857 316">One mark for each rule. Three required.</p> <p data-bbox="331 384 667 416">Personal hygiene rules:</p> <ul data-bbox="331 456 1205 951" style="list-style-type: none"> • appropriate hand washing routines / wash hands • appropriate personal protective clothing, e.g. apron, disposable gloves, face masks • appropriate use and disposal of tissues / antiseptic wipes • clean clothes • hair covered / hair tied back • no jewellery • no nail polish • open wounds covered • regular brushing of teeth • regular showering / wash body • regular hair washing • use a tissue to catch coughs or sneezes then bin the tissue • use of hand gel / sanitiser <p data-bbox="331 1086 1216 1150">This list is not exhaustive, appropriate alternative hygiene rules may be credited.</p>	<p data-bbox="1272 284 1339 347">3 (3x1)</p>	<p data-bbox="1373 316 2011 435">The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1458 451 1821 528" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p data-bbox="1373 643 1585 675">Do not accept:</p> <ul data-bbox="1373 683 2045 810" style="list-style-type: none"> • food hygiene rules • general cleanliness rules • repeats, e.g. showering and washing credit one only <p data-bbox="1373 882 1731 946">Must be 'personal hygiene' Must be 3 different rules</p>

Question	Answer	Marks	Guidance
4 (b) (ii)	<p>Two marks for a reason. One required.</p> <p>Example 2 mark reasons that personal hygiene is important in care settings:</p> <ul style="list-style-type: none"> • Ensures a high level of personal cleanliness and helps stop the spread of infection between care workers and service users. • Thorough handwashing removes bacteria and so stops the spread of infection. • Individuals who have showers everyday morning and evening carry fewer bacteria, so reducing the spread of infection. • Barrier methods (protective clothing and covering wounds) help to reduce and prevent the transfer of bacteria, so preventing cross-contamination. • Not wearing nail polish prevents contamination as it could chip or flake off into food or a patient's wound. • Jewellery can trap bacteria so not wearing it removes the risk of bacteria being transferred from jewellery on the hands, for example via rings and bracelets. • Tying hair back or covering it prevents it from dropping into food and contaminating it with any bacteria that are present. • Use of antiseptic wipes or hand gel prevents the spread of infection as they are a handy way of sterilising the skin to avoid the spread of infection. <p>This list is not exhaustive, appropriate alternative reasons may be credited. Answers do not have to use the exact wording of the mark scheme, alternative, appropriate wording may be credited.</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; text-align: center;">  </div> <p>Credit ONE REASON only.</p> <p>One mark: A basic statement or identification.</p> <p>Two marks: Answer includes a specific reason with elaboration or detail that shows understanding of why personal hygiene is important.</p> <p>Do not give credit for stating a <u>method</u> of personal hygiene, e.g. no jewellery. Marks are for 'why'.</p> <p>Do not credit: 'So no-one gets ill' is TV</p>

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4 (c)	<p>One mark for identification of a security measure, one mark for its purpose. Three required.</p> <p>Security measures in a Primary School:</p> <table border="1" data-bbox="293 379 1355 1378"> <thead> <tr> <th>Security measure</th> <th>Purpose</th> </tr> </thead> <tbody> <tr> <td>Swipe card, buzzer entry or security pad system</td> <td>Restricts and controls access – only authorised people allowed in.</td> </tr> <tr> <td>Receptionist on duty at entrance</td> <td>Controls access to the school, only allows authorised individuals to enter. Prevents young children wandering off.</td> </tr> <tr> <td>Signing in / out book for visitors</td> <td>Staff know who is in the care setting, and who they are visiting, and where they are, at all times.</td> </tr> <tr> <td>Staff wear ID badges / coloured lanyards</td> <td>Staff are easily identified.</td> </tr> <tr> <td>Visitor badges</td> <td>It is clear that they are an authorised visitor. Valid / temporary reason for access / knowledge of who is in the building</td> </tr> <tr> <td>CCTV monitoring exits and entrances, security cameras</td> <td>Monitors everyone – staff and visitors – who is accessing the building.</td> </tr> <tr> <td>Alarms on doors not in regular use</td> <td>Identifies if anyone unauthorised is getting into the building; notifies if a child is attempting to wander out of the school.</td> </tr> <tr> <td>Window locks and restraints</td> <td>Prevents unwanted individuals getting into the school.</td> </tr> <tr> <td>Locks on external doors</td> <td>Restricts access, prevents intruders from entering.</td> </tr> <tr> <td>Monitoring of keys</td> <td>Having a list of key holders means the whereabouts of all sets of keys is known at all times.</td> </tr> <tr> <td>Identified adults to collect children</td> <td>So that children are kept safe as strangers cannot collect them.</td> </tr> <tr> <td>Fences, gates</td> <td>Restricts who enters the site</td> </tr> </tbody> </table>	Security measure	Purpose	Swipe card, buzzer entry or security pad system	Restricts and controls access – only authorised people allowed in.	Receptionist on duty at entrance	Controls access to the school, only allows authorised individuals to enter. Prevents young children wandering off.	Signing in / out book for visitors	Staff know who is in the care setting, and who they are visiting, and where they are, at all times.	Staff wear ID badges / coloured lanyards	Staff are easily identified.	Visitor badges	It is clear that they are an authorised visitor. Valid / temporary reason for access / knowledge of who is in the building	CCTV monitoring exits and entrances, security cameras	Monitors everyone – staff and visitors – who is accessing the building.	Alarms on doors not in regular use	Identifies if anyone unauthorised is getting into the building; notifies if a child is attempting to wander out of the school.	Window locks and restraints	Prevents unwanted individuals getting into the school.	Locks on external doors	Restricts access, prevents intruders from entering.	Monitoring of keys	Having a list of key holders means the whereabouts of all sets of keys is known at all times.	Identified adults to collect children	So that children are kept safe as strangers cannot collect them.	Fences, gates	Restricts who enters the site	6 (3x2)	<p>The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1621 379 1984 459" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>The purpose must match the identification.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • lock all doors • locks on doors • 'CCTV' on its own • cameras on its own
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5	<p>(a) One mark for each correct identification, four required.</p> <table border="1" data-bbox="271 451 1444 1054"> <thead> <tr> <th data-bbox="271 451 1016 547">Ways of supporting individual rights</th> <th data-bbox="1016 451 1444 547">Right</th> </tr> </thead> <tbody> <tr> <td data-bbox="271 547 1016 611">Safeguarding procedures in place at a nursery</td> <td data-bbox="1016 547 1444 611">Protection from harm</td> </tr> <tr> <td data-bbox="271 611 1016 722">Access ramps and automatic doors provided at a GP surgery</td> <td data-bbox="1016 611 1444 722">Equal and fair treatment</td> </tr> <tr> <td data-bbox="271 722 1016 834">A range of leisure activities are available at a residential care home</td> <td data-bbox="1016 722 1444 834">Choice</td> </tr> <tr> <td data-bbox="271 834 1016 946">A social worker sharing information on a need to know basis</td> <td data-bbox="1016 834 1444 946">Confidentiality</td> </tr> <tr> <td data-bbox="271 946 1016 1054">A doctor and a patient having a discussion about care preferences</td> <td data-bbox="1016 946 1444 1054">Consultation</td> </tr> </tbody> </table>	Ways of supporting individual rights	Right	Safeguarding procedures in place at a nursery	Protection from harm	Access ramps and automatic doors provided at a GP surgery	Equal and fair treatment	A range of leisure activities are available at a residential care home	Choice	A social worker sharing information on a need to know basis	Confidentiality	A doctor and a patient having a discussion about care preferences	Consultation	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 and could be interpreted as more than one answer – annotate TV
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Question	Answer/Indicative Content	Mark	Guidance																
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5	(b)*	6	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is describe.</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 description • 2 key aspects • factually accurate • correct use of terminology <p>Level 2 – checklist</p> <ul style="list-style-type: none"> • sound description of 2 key aspects • may not be fully detailed • mostly accurate • some use of terminology <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • only 1 key aspect or several lacking any detail • likely to identify rather than provide a description • may be list like or muddled 	<p>Level 3 (5-6 marks) Answer provides a detailed description of two key aspects of the Children Act. 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 description of one or two key aspects of the Children Act. At the lower end response may focus on one key aspect with minimal mention of a second. 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 key aspects of the Children Act, but with a limited description. 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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