

Cambridge **NATIONALS LEVEL 1/2**

HEALTH AND SOCIAL CARE



Combined feedback on the January 2018 exam paper (including selected exemplar candidate answers and commentary)

Unit R021 – Essential values of care for use with individuals in care settings

Version 1

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INTRODUCTION

This resource brings together the questions from the January 2018 examined unit (Unit R021), the marking guidance, the examiners comments and the exemplar answers into one place for easy reference.

We have also included exemplar candidate answers with commentaries for Questions 3(a), 4(b) and 5(a).

The marking guidance and the examiner's comments are taken from the Report to Centre for this question paper.

The Question Paper, Mark Scheme and the Report to Centre are available from:

<https://interchange.ocr.org.uk/Modules/PastPapers/Pages/PastPapers.aspx?menuindex=97&menuid=250>

OCR
Oxford Cambridge and RSA

Friday 12 January 2018 – Morning
LEVEL 1/2 CAMBRIDGE NATIONALS IN HEALTH AND SOCIAL CARE
R021/01 Essential Values of Care for Use With Individuals In Care Settings

Candidates answer on the Question Paper.
OCR supplied materials: None
Other materials required: None
Duration: 1 hour

Candidate surname: _____ Candidate surname: _____
Centre number: _____ Candidate number: _____

INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters.
- Use black ink. HB pencil may be used for graphs and diagrams only.
- Answer all the questions.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Write your answer to each question in the space provided. If additional space is required, you should use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.
- Do not write in the barcodes.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is 60.
- This document consists of 12 pages. Any blank pages are indicated.

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Cambridge National Health and Social Care

Cambridge National Level 1/2 Award/Certificate
Unit **R021/01: Essential Values of Care for Use with Individuals IN Care Settings**

Mark Scheme for January 2018

Oxford Cambridge and RSA Examinations

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Cambridge Nationals Health and Social Care

Level 1/2 Cambridge National Award in Health & Social Care **J801**
Level 1/2 Cambridge National Certificate in Health & Social Care **J811**
Level 1/2 Cambridge National Diploma in Health & Social Care **J821**

OCR Report to Centres January 2018

Oxford Cambridge and RSA Examinations

GENERAL EXAMINER COMMENTS ON THE PAPER

For the externally assessed unit R021, the majority of candidates attempted to answer all of the questions, with a wide range of marks achieved. Candidates appeared to have used their time effectively with the majority of candidates completing all of the questions with few 'no responses' on this examination paper. Previous questions on similar topics had obviously been used for revision and knowledge of terminology, legislation and rights were improved on previous years.

Many candidates had been well prepared for the examination and were able to apply their knowledge from the specification to produce appropriate, well-structured, responses correctly using technical vocabulary. The candidates achieving higher marks demonstrated an understanding, and familiarity with the command verbs. For Section A, many candidates produced good quality responses clearly relating to the contexts provided, this enabled them to achieve high marks.

Labelling of work continued on the extra pages was correct in many cases, but there were some that had to be worked out by the examiner as the numbering was incorrect. It would be beneficial if candidates could be encouraged to give the correct question number and the correct part of the question for example 3(b). Some candidates were giving the page number rather than the question number.

A number of scripts proved very challenging to mark due to the poor handwriting. This can be very difficult for examiners to decipher and centres should encourage candidates to write as clearly as possible, so that they can gain full credit for their responses.

Resources which might help address the examiner comments:

From the link below, you'll find 'The OCR guide to examinations' (along with many other skills guides)

<http://www.ocr.org.uk/i-want-to/skills-guides/>

Questions 1(a) and (b)

SECTION A

Answer **all** the questions.

- 1 Lucky Stars pre-school provides day care for children aged 2 to 5 years. Pre-school staff provide a safe and interesting environment for every child because they apply the early years values of care in their day-to-day work.
- (a) State **two** ways staff at Lucky Stars pre-school could provide an interesting environment for the children by applying the value of care: **'encourage children's learning and development'**.

One mark for each way identified. **Two** required.

Encouraging children's learning and development:

- provide a range of different activities, e.g.:
 - classroom displays – bright/colourful/engaging/primary colours
 - learning games/maths games/word games/number games
 - quizzes/competitions
 - involve children in choosing activities
 - role play/dressing-up area
 - variety of toys to interact with
 - singing/musical activities – songs, rhymes
- provide opportunities to develop a range of PIES skills
- provide a well-planned curriculum
- sessions/lessons – interesting, engaging, children want to learn
- activities designed to stretch (& challenge) learning so children feel sense of achievement
- monitoring the children's progress
- ensuring all of the children can take part in all activities – SEN, EAL, disabilities
- ensuring all areas of the pre-school are accessible to all – e.g. ramps to outside play area
- meet different individual needs e.g. one-to-one support
- introducing additional activities when child is able to cope with higher demands

[2]

Accept named activities such as 'den building' but be aware of repetition.

- (b) Describe how staff at Lucky Stars pre-school could make sure that the children are safe by applying the value of care: **'the welfare of the child is paramount'**.

Two marks for a 'way' described.

Ensuring the welfare of the child is paramount:

- the child's needs come first
- using a child-centred approach
- a child must never be humiliated
- a child must never be abused/smacked/hit
- example of a safeguarding procedure
- example of an illness procedure
- example of a safety procedure e.g. always supervised

[2]

Accept other appropriate ways described.

Mark Scheme Guidance

Question 1(a):

Answers must relate to:

- a pre-school
- encouraging learning and development.

Do not credit:

- 'encourage them ...' it is in the question so annotate 'Rep'
- 'let the children do whatever they want'
- 'let the children choose what they want to do'
- going on trips and visits (question is environment)

Question 1(b):

For two marks:

A full description of **one way** that clearly shows an understanding of how to ensure the welfare of the child is paramount.

For one mark:

- a simplified description which lacks clarity

or

- a list of two or more ways

or

- a safety procedure with no reference to paramountcy

Examiner comments

Question 1(a) – Many candidates gained full marks. Some lost a mark due to repetition of the same way, for example, giving two 'displays'.

Question 1(b) – Most candidates gained one mark by either giving a point relating to paramountcy or a safety/security example.

Question 1(c)

- (c) Explain possible **emotional** effects on the children if staff at Lucky Stars pre-school did not apply the values of care.

Your answer must:

- include examples of the values of care not being applied
- explain the possible **emotional** effects on the children.

Examples of values of care not being applied:

- staff gossiping about the children/inappropriate breaking of confidentiality
- child's personal records left lying around
- equipment and toys not safety checked/not repaired
- no provision for special diets
- no provision for different cultures
- no provision for disabilities – learning/mobility etc
- no safe-guarding procedures
- no policies/procedures – health and safety, equal opportunities, bullying
- no planning of activities
- lack of communication with parents/other professionals
- discrimination not challenged

NO CREDIT FOR JUST NAMING VALUES OF CARE

EMOTIONAL effects:	Explanation of effects on the children:
<ul style="list-style-type: none"> • humiliation • embarrassment • angry/annoyed • stress • low self esteem • low self confidence • feeling inadequate • devalued • worthless • loss of trust • frustrated • upset • unhappy • not feel safe • fear/scared/frightened 	become withdrawn and not want to join in with other children will not want to attend the pre-school develop behaviour problems become aggressive towards others details of injuries, accidents lack of concentration, progress, underachieving failure to thrive, developmental delay

Lists are not exhaustive – accept other appropriate examples.

[8]

Mark Scheme Guidance

Content	Levels of response
<p>Level 3 checklist</p> <ul style="list-style-type: none"> • detailed explanation • example/s of values of care not being applied • at least two emotional effects • correct use of terminology <p>Level 2 checklist</p> <ul style="list-style-type: none"> • some explanation • example/s of VC not applied • effects not fully developed • sub-max for no reference to VC • some correct terminology <p>Level 1 checklist</p> <ul style="list-style-type: none"> • likely to identify several effects or examples of VC not applied with limited explanation • may not link to children • list-like • limited terminology 	<p>Level 3 (7–8 marks)</p> <p>Answers provide a detailed explanation with examples of values of care not being applied. At least two fully explained emotional effects on children. Answers will be coherent, using correct terminology.</p> <p>Level 2 (4–6 marks)</p> <p>Answers provide a sound explanation with examples of values of care not being applied and one or two effects on the children. Response may focus on one effect with only minimal mention of a second. Answers will be factually correct but still need developing. Some correct terminology will be used.</p> <p>Sub-max of 4 if no reference to VC</p> <p>Level 1 (1–3 marks)</p> <p>Answers will give basic effects if values of care are not applied. List like answers should be placed in this level. Answers may only cover effects or examples of VC not applied. Limited use of terminology.</p> <p>0 marks = response not worthy of credit</p>

Examiner comments

Question 1(c) – Well answered by some candidates. The most common reason for candidates not achieving level 3 marks was that the values of care were generalised rather than giving specific examples of them not being applied which was a requirement of the question. Some candidates did not mention the values of care at all and so marks were limited to the sub-max of 4. Weaker responses often confused 'rights' with the values of care or gave the health and social care values, rather than the early years values of care that would be applied in Lucky stars Pre-school.

Questions 2(a) and (b)

- 2 Doris is 87. She has started to become confused and now takes a long time to choose what she would like to wear each morning. Some of the staff at Doris's care home are very impatient. To save time, they have stopped asking her what she wants to wear.

- (a) Doris's rights are not being maintained by the care home staff. Name **two** of Doris's rights that are not being maintained.

One mark for each right. **Two** required.

Rights:

- Consultation
- Choice/right to choose/give choice
- Equal and fair treatment
- Protection from harm and abuse

.....

 [2]

- (b) The care home manager has seen the way that Doris has been discriminated against by the staff.

Explain **two ways** the manager could challenge the discriminatory behaviour of the staff involved.

Two marks for each 'way' explained.

Ways of challenging the staff's discriminatory behaviour:

Challenge at the time

- explain to the staff how they are discriminating, to raise their awareness
- make them reflect on their actions/what they have just done
- supervision – monitors them as they carry out their work with the residents

Challenge afterwards through procedures

- refer the staff to the care home policies – e.g. Equal Opportunities, Bullying
- implement complaints procedures – means that the residents will be aware of how to take action if they have a complaint about neglect, discrimination or poor practice
- instigate disciplinary action against the staff e.g. suspend them, give a formal warning – makes them aware of the seriousness of the issue; provides a basis for changing the individual's attitudes
- consult with other senior staff to address the issue – to find solutions e.g. mentoring staff

.....

 [4]

Challenge through long-term proactive campaigning

- awareness sessions for the staff on the values of care/residents rights
- training for the staff on effective communication
- hold staff meetings to promote good practice
- staff training – to raise awareness of correct ways of working to address the issue
-

Can credit the following as a way, explanation needed for 2 marks:

Challenge at the time

Challenge afterwards through procedures

Challenge through long-term proactive campaigning

Accept other appropriate ways explained.

Mark Scheme Guidance

Question 2(a):

No other answers are acceptable.

Do not accept:

- 'equality' or 'fair treatment' on their own
- protection from 'harm' or 'abuse' on their own
- 'protection' on its own
- confidentiality – not relevant to this scenario
- right to dignity
- right to life

Question 2(b):

For two marks:

A full explanation that clearly shows an understanding of how the discriminatory behaviour can be challenged.

For one mark:

A simplified explanation which lacks clarity.

Do not accept:

- sack the staff
- tell them to stop
- 'report it' – too vague
- Challenge them – repeat of question

Example 2 mark response:

The manager should deliver a training session to all the staff(1) to raise their awareness of good practice when caring for the residents(1)

Examiner comments

Question 2(a) – Accurately answered by the vast majority of candidates.

Question 2(b) – The majority of candidates applied their knowledge well suggesting challenge at the time with relevant explanations, speaking to the staff about their actions and how they are discriminating. Challenge through long term proactive campaigning – this term was used on many of the scripts with supporting explanations linked to staff training and awareness sessions. Incorrect responses included sacking of the staff, or giving Doris a new care assistant.

Question 2(c)

(c) Explain why it is important that Doris's rights are maintained.

Explanation of reasons why it is important that rights are maintained:

- to make Doris feel valued
- to raise her self esteem
- to empower her
- to instil confidence
- to instil trust
- for her to feel safe
- so that she has equality of access to services/treatments/activities etc
- so that her individual needs are met.

Responses should be contextualised to Doris / older care home residents, for example:

- Doris has every right to take her time, this is an individual need

Accept negative impacts on Doris if rights are not maintained. For example emotional and social effects.

This list is not exhaustive, accept other valid reasons and explanations.

[6]

Mark Scheme Guidance

Content	Levels of response
<p>Level 2 checklist</p> <ul style="list-style-type: none"> • detailed explanation • at least 2 reasons • related to Doris/older care home residents • coherent and well structured <p>Level 1 checklist</p> <ul style="list-style-type: none"> • basic explanation/description • one reason done well • or several reasons that need developing • list-like 	<p>Level 2 (4–6 marks)</p> <p>Answer provides a detailed explanation of at least two reasons why it is important that Doris's rights are maintained. Answers will be coherent and well structured.</p> <p>Level 1 (1–3 marks)</p> <p>Answer provides a basic explanation/description of why it is important that Doris's rights are maintained. List like answers should be placed in this level.</p> <p>0 marks = response not worthy of credit</p>

Examiner comments

Many candidates had some understanding of why it is important that Doris's rights are maintained and gained marks just into level 2. However, most candidates were awarded level 1 as there was a lack of relevant detail in their explanations of supporting the rights they had highlighted.

Question 3(a)

- 3** A school nurse meets pupils with many different needs. Some, for example, may have anxiety problems because of exam pressure. Others may self-harm or have eating disorders, such as anorexia. Some may need emergency contraception.

- (a)** Describe how a school nurse can use effective communication to make sure pupils' rights are being maintained.

In your answer you must:

- include examples of ways to communicate effectively to meet specific individual needs
- describe how these ways maintain the individual's rights.

Examples of ways to communicate effectively:

- listening to the pupils' needs / active listening
- being patient
- being calm
- use of facial expression/body language
- vocabulary that can be understood – no jargon
- not being patronising
- slowing the pace
- appropriate tone
- explain confidentiality issues – age dependent
- making use of specialist methods, e.g. sign language, Braille, PECs etc
- use of aids, e.g. hearing loop system
- interpreters
- provide leaflets/information in other languages
- using gestures/pictures/Makaton
- provide an advocate
- maintain confidentiality – private room etc.

Supporting rights:

- aids pupils' understanding of treatments/procedures etc
- pupils will understand and so can make informed choices
- pupils feels valued and respected
- instils confidence and trust
- meets individual needs
- provides equality of access to services
- empowers pupils
- raises self esteem
- right to confidentiality

[6]

Mark Scheme Guidance

Content	Levels of response
<p>Level 2 checklist</p> <ul style="list-style-type: none"> • detailed description • at least 2 ways • linked to supporting rights • linked to needs of pupil(s) in scenario • correct use of terminology <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • basic description • only one way done well or several ways that need developing • may not relate to supporting rights or specific pupil needs • may just be related to effective communication • limited use of terminology 	<p>Level 2 (4-6 marks)</p> <p>Answers provide a detailed description of at least two ways effective communication can be used to pupil's rights. Answers relate to specific needs of service users in the scenario and will be coherent, using correct terminology.</p> <p>Level 1 (1-3 marks)</p> <p>Answer provides a basic description of ways effective communication can be used.</p> <p>Answers may not be explicitly linked to supporting rights or pupils. List like or muddled answers should be placed in this band. Limited use of terminology. Sub-max of 3 if communication OR rights done well.</p> <p>0 marks = response not worthy of credit</p>

Examiner comments

Many good responses where candidates applied their knowledge of ways to communicate appropriately within this scenario. Where this question was answered well, candidates could also explain how effective communication supports rights, using key terminology.

Weaker responses did not link their answers to effective communication instead writing about giving out leaflets, advice, having meetings, referring them for help and/or stating rights e.g. consultation.

Exemplar candidate work

Question 3(a) – Low level answer

3 A school nurse meets pupils with many different needs. Some, for example, may have anxiety problems because of exam pressure. Others may self-harm or have eating disorders, such as anorexia. Some may need emergency contraception.

(a) Describe how a school nurse can use effective communication to make sure pupils' rights are being maintained.

In your answer you must:

- include examples of ways to communicate effectively to meet specific individual needs
- describe how these ways maintain the individual's rights.

The school nurse job is to make the people ~~return~~ safe and they can trust the nurse to say anything, ~~so~~ they shouldn't feel scared to say anything that ~~how~~ a school nurse be, ~~will~~ the people feel they meet the individual right, and where they are they safe there.

[6]

Commentary

This is a low level answer achieving minimal marks. The response only gives a part of the information required as it does not give any examples of ways the nurse could communicate effectively with the pupils, which is a specific requirement of the question. The response briefly mentions supporting rights referencing keeping people 'safe', developing 'trust' and not being afraid to speak with the nurse.

The response is not very well structured, just one long sentence. Terminology relating to effective communication has not been used at all, perhaps reflecting limited knowledge of the topic.

To improve this response in order to make it a medium level answer the candidate needs to have given at least one specific example of how the nurse could use effective communication. The nurse could, for example, explain some medication or treatment using non-specialist vocabulary so that the pupil will understand in order for them to make an informed choice about which one to have.

Exemplar candidate work

Question 3(a) – Medium level answer

- 3 A school nurse meets pupils with many different needs. Some, for example, may have anxiety problems because of exam pressure. Others may self-harm or have eating disorders, such as anorexia. Some may need emergency contraception.

- (a) Describe how a school nurse can use effective communication to make sure pupils' rights are being maintained.

In your answer you must:

- include examples of ways to communicate effectively to meet specific individual needs
- describe how these ways maintain the individual's rights.

.....
She can use effective communication to speak clearly
to the students. But if a student is deaf she should
learn sign language to ~~can~~ or give him/her cards
to communicate with each other. She should have a soft
gentle voice and not patronising. She must not be
intimidating or the students will not feel comfortable to
talk to her.
.....
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[6]

Commentary

This response states some examples of using effective communication – ‘speak clearly’, ‘sign language, and the vague use of ‘cards’ (perhaps meaning flash cards), ‘soft voice’ and not being ‘patronising’ or ‘intimidating’. This demonstrates some knowledge of appropriate methods that could be used by the nurse to communicate effectively with the pupils. The response is, however, very list like and so, as the question requires ‘description’, cannot achieve Level 2 marks.

Also, there is no description of how the ways of communicating maintain an individual’s rights. The candidate just states ‘or the student will not feel comfortable to talk to her’ which is a very basic link to rights.

To become a high level answer two of the methods of communicating need to be developed by firstly describing how they would be used with the pupils, and secondly by describing how they maintain rights. For example the candidate could have described how ‘not being patronising’ means that the nurse will not talk down to a pupil, she would listen to them and show she is taking the pupil seriously. This would then need to be linked to maintaining rights, so the candidate’s answer could be developed by describing how this would instil confidence for the pupil and help to meet their individual needs.

Exemplar candidate work

Question 3(a) – High level answer

3 A school nurse meets pupils with many different needs. Some, for example, may have anxiety problems because of exam pressure. Others may self-harm or have eating disorders, such as anorexia. Some may need emergency contraception.

(a) Describe how a school nurse can use effective communication to make sure pupils' rights are being maintained.

In your answer you must:

- include examples of ways to communicate effectively to meet specific individual needs
- describe how these ways maintain the individual's rights.

The nurse should use non-patronising language when speaking to the ~~to people~~ individuals so that they don't feel insecure or have a low self-esteem. This maintains their rights because they're not feeling belittled by the nurse.

Another way would be if the nurse used language and vocabulary that could easily be understood. This maintains an individual's rights ~~because~~ ^{because it} allows the pupils to clearly understand what's going on so they don't feel stupid.

In addition, the nurse could use a cheerful tone when necessary and ~~effectively~~ ^{quickly} change it when appropriate. This maintains individual rights because it allows the pupil to understand the seriousness of a situation depending on the tone. A cheerful tone will also ~~also~~ ^{help} make the individual trust and confide in the nurse.

[6]

Commentary

This high level answer is factually correct, specifically links effective communication and maintaining rights and clearly relates to the context of a school nurse and pupil. It is also well structured and organised with three paragraphs, each dealing with an aspect of effective communication and how it supports rights.

Each paragraph describes a way of communicating effectively using correct terminology such as 'non-patronising language', 'easily understood vocabulary' and 'tone' of voice. This is followed by a description of how this way of communicating maintains the pupil's rights. How it supports rights is clearly stated, for example referring to not feeling belittled, raising self-esteem, they can 'clearly understand' so they 'don't feel stupid' and instils 'trust'. These are specific details which take the answer into level two.

To make this a full mark high level answer just a little additional detail is required. The candidate could have included a description of what is meant by 'non-patronising language' i.e not talking down to the pupils in a condescending way as though they are stupid. Also when writing about the use of simple vocabulary the candidate could have extended this by stating that no specialist terminology or jargon should be used.

Questions 3(b) and (c)

- (b) Individuals have a right to confidentiality. Describe **two** examples of how a school nurse could maintain confidentiality in their day-to-day work with the pupils.

One mark for each example described. **Two** required.

Maintaining confidentiality:

- teenagers personal notes and information being stored securely
- not gossiping about the teenager's circumstances
- not have discussions about the teenager 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 teenagers of information that cannot be kept confidential – danger to self/ others, in danger from others

[2]

Accept valid alternative examples but be aware of repetition.

- (c) Describe **two** examples of a situation where a school nurse would have to break confidentiality.

Two marks for an example described. **Two** required.

Examples	Descriptions
protection of a teenager from abuse and harm	sex abuse/violent relationship
when there is a risk of the teenager harming themselves	suicidal, anorexia, drug addiction
when there is a risk of the teenager harming others	mental health issues, threats of violence
when there is a risk of the teenager committing a serious crime	acid attack, drug dealing, terrorism, murder

[4]

Accept valid alternative examples.

Mark Scheme Guidance

Question 3(b):

Do not credit:

- keep information secret
- don't tell anyone else

Question 3(c):

Do not credit:

- 'committing a crime' – must state '**serious** crime'
- 'broken the law' – on its own

If an answer gives two examples, credit the first one only – the question is to 'describe' so two examples cannot be credited for the same answer.

e.g.

'If they are at risk of harming themselves or others'

Would be 1 mark only as a description is required for the second mark.

Examiner comments

Question 3(b) – Generally well answered by the majority of candidates. A full range of appropriate examples were given. Where this question was not well answered, the examples given were either too vague or incorrect, such as many candidates suggested 'don't tell anyone' as a way of maintaining confidentiality.

Question 3(c) – Well answered by candidates who read the question carefully and gave explanations of safety measures or procedures such as staff supervision, carrying out checks of toys for damage, risk assessments of activities etc. all of which are appropriate in the pre-school context and were linked to how they protect the children.

Questions 4(a) and (b)

SECTION B

Answer **all** the questions.

- 4 (a) Are the following statements about the Children Act 2004 **true** or **false**?
Tick (✓) the box to show your answer.

Statement:	True (✓)	False (✓)
Children are always entitled to make their own decisions.		✓
Children's needs must come first.	✓	
Children 'at risk' may be taken into care against their parent's wishes.	✓	

[3]

- (b) Describe the impact of the Equality Act 2010 on **care settings** that provide services for people with disabilities.

Settings need to:

- adapt premises – ramps, lifts, automatic doors, wider doorways, etc for wheelchair access
- have leaflets/information available in a variety of formats – braille, large print
- provide clear signage so visually impaired not disadvantaged
- install hearing loops
- have staff trained in BSL
- produce easy to understand information for those with learning disabilities
- provide parking spaces near to the building for those with disabilities
- have a lowered section of reception desk for wheelchair users to speak to receptionists easily
- have an equal opportunities policy
- monitor selection and recruitment of staff
- cost of adaptations/staff equality awareness training

This list is not exhaustive, accept other valid explanations.

[4]

Mark Scheme Guidance

Question 4(a):

No other answers are acceptable.

If both true and false are ticked – zero mark.

Question 4(b):

Content	Levels of response
<p>Level 2 checklist</p> <ul style="list-style-type: none"> • detailed description • 2 or more impacts • related to SU with disabilities • correct use of terminology <p>Level 1 checklist</p> <ul style="list-style-type: none"> • basic explanation/description • only one impact done well or several that need developing • may not link to SU with disabilities • limited terminology <p>Do not credit:</p> <ul style="list-style-type: none"> • information in different languages • providing interpreters/translators • staff who speak different languages 	<p>Level 2 (3–4 marks)</p> <p>Answer provides a detailed description of at least two impacts of the Equality Act on care settings providing services for those with disabilities. Answers will be coherent, using correct terminology.</p> <p>Level 1 (1–2 marks)</p> <p>Answer provides a basic description of one or two impacts of the Equality Act on care settings providing services for those with disabilities. List like answers should be placed in this level. Limited use of terminology.</p> <p>Sub-max of 2 for one impact done well.</p> <p>0 marks = response not worthy of credit</p>

Examiner comments

Question 4(a) – Candidates applied their knowledge correctly with most gaining full marks.

Question 4(b) – A variety of responses were seen. Most candidates gained level 1 and a few full marks in level 2. Correct responses clearly related to the impact of the Equality Act on care settings, referring to adapting premises for access – providing ramps and lifts, ensuring equal opportunities linked to employment, provision of information in other formats such as braille and hearing loops. However, many candidates did not focus sufficiently, or at all, on the impact of the act. Others did not answer the question and just gave a summary of the Equality Act, for example, women's right to breastfeed or general statements about being treated fairly, and not discriminating.

Exemplar candidate work

Question 4(b) – Low level answer

(b) Describe the impact of the Equality Act 2010 on care settings that provide services for people with disabilities.

Care settings such as schools must provide services for people with disabilities so they can function properly in that care setting. For example there should be an elevator for children who are on wheelchairs as they are unable to go up the stairs. Service users with a disability require extra help and support else they will feel neglected and could isolate themselves from others.

[4]

Commentary

The focus of this answer should be the impact of the Equality Act on care settings. This low level answer scores a minimal mark because it mainly focuses on individuals who use care settings and how they should be provided with 'services' so that they can 'function properly' in the setting.

The one partially valid point is an attempt at describing the requirement for care settings to provide access by making adaptations to premises. The example given by the candidate is provision of an 'elevator' for children using a wheelchair. This is, however, not specifically linked to the Equality Act by the candidate and so only gains minimal credit.

The last sentence continues the focus on service users and their needs, rather than the impact of the Equality Act on the care setting and so gains no credit.

To move this to a medium level answer the candidate needs to include some facts about the Equality Act, such as the requirement to improve access for those with disabilities by making adaptations to the building; this could have been linked with the provision of an elevator stated by the candidate in the second sentence of the answer.

Exemplar candidate work

Question 4(b) – Medium level answer

- (b) Describe the impact of the Equality Act 2010 on care settings that provide services for people with disabilities.

~~In a GP surgery. The Equality Act means that~~
~~GPs need to give~~
~~to~~ ~~for~~ ~~the~~ ~~people~~ ~~with~~ ~~disabilities~~ ~~who~~ ~~may~~ ~~in~~
~~wheelchairs~~ ~~to~~ ~~the~~ ~~GP~~ ~~surgery~~. ~~They~~ ~~could~~ ~~do~~
~~this~~ ~~by~~ ~~building~~ ~~a~~ ~~ramp~~ ~~for~~ ~~them~~ ~~if~~ ~~the~~ ~~surgery~~
~~isn't~~ ~~step~~ ~~free~~. ~~They~~ ~~should~~ ~~also~~ ~~it~~ ~~also~~
~~means~~ ~~that~~ ~~they~~ ~~would~~ ~~need~~ ~~to~~ ~~listen~~ ~~to~~
~~them~~ ~~advocates~~

[4]

Commentary

This medium level answer provides a basic description of one way the Equality Act impacts on care settings. The candidate has identified the need for care settings to provide 'access' as a result of the Equality Act, using the correct term. The answer also gives an example of a care setting, a GP surgery, and describes how access could be provided there, i.e. a ramp.

To make this a high level answer the candidate's answer needs to include a description of more than one impact by suggesting different ways accessibility could be provided, such as provision of a hearing loop system or information in different formats, e.g. Braille. Descriptions could be developed by additional reference to facts about the Equality Act, such as the setting needing to ensure it does not discriminate against individuals with a disability.

Exemplar candidate work

Question 4(b) – High level answer

- (b) Describe the impact of the Equality Act 2010 on care settings that provide services for people with disabilities.

Care settings should provide access for wheelchairs at entrances, ~~to~~ for easy entry to the care settings. There should also be an ~~available~~ interpreter ~~whenever needed~~ readily available in case of people needing help ~~if~~ ^{and} they have a hearing or speech impediment. ~~My~~ Changes must be made to the building, such as adding automatic doors or buttons to open doors as well as ramps for easy access to the physically disabled. Hearing loops could also be installed for the hearing impaired. Staff can be trained in sign language to aid people with hearing impairments.

[4]

Commentary

This response gives quite a detailed description of a care setting providing access. The answer includes description of more than one impact on a care setting by suggesting different ways accessibility could be provided for individuals with different types of disability.

The candidate suggests 'ramps' and 'automatic doors' as adaptations that could be made for individuals with physical disabilities and the setting providing 'hearing loops' and sign language trained staff for those with sensory disabilities.

The answer demonstrates understanding of the impact of the Equality Act on care settings with regard to making adaptations to provide accessibility. There is also a reasonable level of detail in the descriptions.

To make this a full mark high level answer the candidate's description could have referred a little more to the Equality Act itself. The candidate could have stated that disability is designated a protected characteristic by the Equality Act and that care settings have to ensure that they do not discriminate against disability in any way, not just access. This could include interviewing and appointing staff or providing equality awareness training for staff, for example.

Question 4(c)

- (c) Describe **two** examples of the requirements of the Data Protection Act 1998 for people who work in health and social care.

One mark for each example identified. **Two** required.

Bold = aspects of Data Protection Act. Example in practice underneath:

Processed fairly and lawfully

- don't collect and use SU personal information without SU permission and only use it on a 'need to know' basis

Used only for the purposes for which it was intended

- hold information for a clear purpose and only use it for that purpose

Adequate and relevant but not excessive

- only collect and use information that is needed; do not collect unnecessary information

Accurate and kept up-to-date

- inaccurate data should be destroyed or corrected; staff have responsibility to ensure information is correct; systems should be in place for checking accuracy, for instance checking with patients

Kept for no longer than is necessary

- delete or destroy information when it is no longer needed – securely deleting or shredding sensitive or personal data

Processed in line with the rights of the individual

- people have a right to know information is being held about them, how their information is being used, to have any errors corrected, and to prevent any data being used for advertising or marketing

Secured

- non-authorised staff/people should not be allowed to access the information; it should be kept in secure conditions; there should be clear guidelines for who can have access

Not transferred to other countries

- information should not be transferred outside the EU unless the service user has given consent

[2]

Mark Scheme Guidance

Wording of answers does not have to exactly match that on the mark scheme.

Credit can be given for aspects of the Data Protection Act or of an example of it in practice.

DO NOT CREDIT:

Descriptions of ways of 'maintaining confidentiality'.

Examiner comments

Question 4(c) – Responses were much better than in previous years on this topic with frequent correct terminology being used. However, some candidates are still stating methods of maintaining confidentiality such as keeping information locked away in filing cabinets, not shared with anyone, password protected etc. which do not gain any marks.

Question 5(a)

- 5 (a) Identify and explain a way of preventing the spread of infection in care settings for each of the headings below. Choose a different example in each case.

Personal hygiene

One mark for identification. **Three** required.
One mark for explanation. **Three** required.

- hair tied back/covered
- open wounds covered
- no jewellery
- no nail polish
- wearing clean clothes
- appropriate protective clothing
- appropriate hand washing routines
- regular showering and hair washing
- regular brushing of teeth
- appropriate use and disposal of tissues/antiseptic wipes

Appropriate protective clothing

- disposable gloves
- disposable aprons
- overshoes
- overalls
- hair-nets/hygiene hats
- surgical garments
- face masks

General cleanliness

- use of anti-bacterial sprays on work surfaces
- toys/equipment cleaned regularly
- sterilising equipment
- floors mopped/carpets vacuumed
- bins emptied
- spillages cleared straight away
- hazardous waste disposed of following correct procedures
- bathrooms/toilets disinfected
- bedding/towels laundered
- deep clean
- clean tables/surfaces/worktops
- kitchen hygiene rules e.g. coloured chopping boards

[6]

Mark Scheme Guidance

One mark for identification of a way.

One mark for explanation.

Accept:

'germs' in place of bacteria.

Accept other relevant methods but **be aware of repetition**.

Do not accept:

- 'gloves' must state disposable/rubber
- 'stop the spread of infection' it is in the question
- clean all areas – too vague

Explanation of how the ways prevent spread of infection:

- prevents transfer of bacteria
- destroys 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
- prevent cross contamination

Examiner comments

Not particularly well answered. Candidates were not clear which measures are appropriate for which aspect. Features of weaker responses include misunderstanding of the term 'general cleanliness' with personal hygiene examples being given. Many candidates did not use the word 'disposable' when suggesting 'gloves' and repetition in explanations of how the ways prevent the spread of infection, or the question was simply restated by saying the given method 'prevents the spread of infection'. Some candidates identified two ways with no explanation of how infection is prevented from spreading. This only gains one mark as the question requires 'identify' and 'explain'.

Exemplar candidate work

Question 5(a) – Low level answer

5. (a) Identify and explain a way of preventing the spread of infection in care settings for each of the headings below. Choose a different example in each case.

Personal hygiene

to prevent the spread of an infection
 In a care setting for personal hygiene an example
 is if they have a cut or a open wound
 they should cover it up.

Appropriate protective clothing

the should not be wearing alot of
 Jewellery etc.

General cleanliness

they should have regular shower and baths.
 they should also brush their teeth regularly.

[6]

Commentary

This question requires an identification and an explanation. Candidates needed to identify a **way** of preventing the spread of infection and give an explanation of **how** that way prevents the spread of infection.

This candidate gives a correct way for personal hygiene, 'cover an open wound', but does not explain how that would prevent the spread of infection. So this answer could only gain a mark for the 'way' and nothing for 'how'.

The second answer for 'appropriate protective clothing' is incorrect as it states 'not wearing jewellery' which is nothing to do with protective clothing and so does not gain a mark.

The third answer gives more personal hygiene measures rather than a way of maintaining 'general cleanliness' in a care setting and so does not gain any marks. General cleanliness refers to the care setting environment – furniture, floors, equipment/toys etc rather than the personal hygiene of an individual.

To make this a medium level answer the candidate needs to correctly identify two more ways of preventing the spread of infection in a care setting, one example for 'appropriate protective clothing' such as wearing a hygiene hat and one for 'general cleanliness' such as mopping floors.

Exemplar candidate work

Question 5(a) – Medium level answer

- 5 (a) Identify and explain a way of preventing the spread of infection in care settings for each of the headings below. Choose a different example in each case.

Personal hygiene

A hospital cook should always wash their hands & cover any open wounds so that bacteria does not get transferred into the food.

Appropriate protective clothing

A nursery teacher should not wear tight fitted clothing since it would be challenging to move around & work with the little kids.

General cleanliness

A school ~~cook~~^{cleaner} should make sure that all the surfaces in the ~~kitchen~~^{school} are fully shined so that no bacteria spreads and so the environment is safe for children to be in.

[6]

Commentary

This response gains full marks for the first answer. A correct 'way' has been stated 'a cook washing their hands'. There is also an explanation of how this prevents the spread of infection as it ensures that bacteria does not get transferred into the food.

The second response does not identify a correct method. Tight clothing is irrelevant to the question and indicates that the candidate has misunderstood the question to be about 'appropriate clothing' rather than appropriate 'protective' clothing. Examples could be a nurse wearing a disposable apron or a face mask.

The third response identifies a correct way by ensuring all work surfaces are clean. However the explanation is a repeat of the answer in the first response, to prevent bacteria spreading. The question clearly states to give a different example in each case.

To make this a high level answer correct ways of preventing the spread of infection are needed and repetition needs to be avoided. The answers need to explain that the ways suggested 'destroy bacteria', or 'prevent cross contamination' for example.

Exemplar candidate work

Question 5(a) – High level answer

5. (a) Identify and explain a way of preventing the spread of infection in care settings for each of the headings below. Choose a different example in each case.

Personal hygiene

Not tying hair or wearing hairnets prevent the risk of hair falling into food and it reduces the spread of bacteria and infection.

Appropriate protective clothing

Wearing aprons - This prevents the bacteria on our clothes from spreading infections. and wearing hairnets when cooking reduces the risk of the hair falling into food and contaminating it.

General cleanliness

The environment the equipment would be disinfected to kill of germs and bacteria.

[6]

Commentary

The first response identifies a correct way of preventing the spread of infection by tying hair back. The explanation is also correct saying that this reduces the risk of hair falling into food and so reducing the spread of bacteria.

The second response identifies hairnets as a type of protective clothing, this is correct. The explanation, however, about preventing hair falling into food is a repeat of the answer given for 'personal hygiene' and so does not gain a mark here. The question asks for 'different' examples. A second type of protective clothing is also given 'an apron'. As only one type of protective clothing would be credited with a mark this was unnecessary, the second mark is for the explanation. It is also incorrect as it needs to say a 'disposable apron' not just 'apron'.

The third response identifies a correct way – disinfecting the environment and equipment, with the explanation that this will kill germs and bacteria, so this answer gains full marks.

To make this a full mark high level answer, responses should not just state 'aprons' or 'gloves'. Candidates need to be more specific, for example 'rubber gloves' or a 'disposable apron'. Candidates need to read the question carefully so that they clearly understand that different explanations are required and repetition should be avoided.

Questions 5(b) and (c)

- (b) Explain why providing training for staff is a good way of protecting individuals in care settings from harm.

Why providing training for staff protects individuals in care settings:

- **Reduces risks/danger due to increased staff awareness**
- **Staff know procedures to prevent accidents**
- **Promotes good practice**

Examples:

- provides guidance for staff so they know what to do in an emergency (fire, bomb threat etc)
- training for safe use of equipment – staff will have the knowledge and skills necessary to avoid injuries to themselves and others
- trained in moving and handling techniques avoids injuring themselves/SU
- staff know what is required of them, aware of specific staff roles/responsibilities
- aware of security measures to keep people safe
- knowledge of how to implement values of care
- know how to keep the welfare of children paramount
- safe-guarding procedures
- knowledge of effective communication
- knowledge of policies e.g. health and safety
- first aid training – first aider always available
- food hygiene training

Credit protecting staff and/or service users. This list is not exhaustive, accept other valid explanations.

[4]

- (c) Complete the table below to identify which of the examples is a safety **procedure** and which is a safety **measure**. Tick (✓) the box to show your answer.

Example	Safety procedure (✓)	Safety measure (✓)
putting up notices in every room explaining what to do in the event of a fire		✓
having regular fire drills	✓	
checking for damaged or worn floor coverings		✓
putting a 'wet floor' notice in a corridor after it has been mopped		✓
carrying out risk assessments	✓	

[5]

Mark Scheme Guidance

Question 5(b):

Content	Levels of response
<p>Level 2 checklist</p> <ul style="list-style-type: none"> • detailed explanation • one or more reasons well done • related to staff in care settings • coherent and well structured <p>Level 1 checklist</p> <ul style="list-style-type: none"> • basic explanation/description • only one reason attempted or several that need developing • may not link to staff or care settings 	<p>Level 2 (3–4 marks)</p> <p>Answer provides a detailed explanation of one or more reasons why training staff protects individuals in care settings. Answers will be coherent.</p> <p>Level 1 (1–2 marks)</p> <p>Answer provides a basic explanation/description of why training staff protects individuals in care settings. List like answers should be placed in this level.</p> <p>0 marks = response not worthy of credit</p>

Question 5(c):

No other answers are acceptable.

If both options are ticked – mark incorrect.

Examiner comments

Question 5(b) – Most candidates had a good understanding of why training is a good way of protecting individuals from harm. Common responses referred to ‘staff will know what to do’ if there is a fire, training for staff will avoid injuries to the service user and themselves, moving and handling, knowledge of policies and first aid training.

A smaller number of weaker responses just gave examples – warning signs on wet floors, locks on doors and staff ID badges for example.

Question 5(c) – Some candidates did not know which examples were safety procedures and which were safety measures. There seemed to be a lack of understanding of these terms, some candidates did not know that a safety measure is a specific action whereas a procedure is a process. Many candidates thought that checking for damaged or worn floor coverings and wet floor signs are safety procedures.



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