



# Cambridge National

## Health and Social Care

Level 1/2

Unit **R021/01**: Essential Values Of Care For Use With Individuals in Care Settings

## Mark Scheme for June 2013

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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## 1. Annotations

Annotation	Meaning
	Tick
	Cross
	Level 1
	Level 2
	Level 3
	Benefit of doubt
	Omission mark
	Too vague
	Repeat
	Noted but no credit given
	Example / Reference
	Expandable vertical wavy line

## 2. Subject-specific Marking Instructions

### IMPORTANT UPDATE:

**ADDITIONAL OBJECTS:** You **must** annotate the additional objects for each script you mark. If no credit is to be awarded for the additional object, please use annotation as agreed at the SSU, likely to be 'seen' or the highlighting tool.

### CROSSED OUT, RUBRIC ERROR (OPTIONAL QUESTIONS) 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.

**Rubric Error Responses – Optional Questions:** Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

**Multiple Choice Question Responses:** When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

**Contradictory Responses:** When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**): Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

**Short Answer Questions** (requiring a more developed response, worth **two or more marks**): If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

**Longer Answer Questions** (requiring a developed response): Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

Question		Answer	Marks	Guidance
1	(a)	<p><b>One</b> mark for each right identified <b>Two</b> required.</p> <ul style="list-style-type: none"><li>• choice</li><li>• confidentiality</li><li>• protection (from abuse and harm)</li><li>• equal (and fair) treatment</li><li>• consultation/right to be heard.</li></ul>	2 x 1	<p>Only those answers given are acceptable.</p> <p>Do not accept an example or '<b>maintaining</b> confidentiality'.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
1	(b)	<p>Examples of why it is important that rights are maintained – this list is not definitive:</p> <ul style="list-style-type: none"> <li>• to make people feel valued</li> <li>• to raise self esteem</li> <li>• to empower</li> <li>• to instil confidence</li> <li>• to instil trust</li> <li>• to feel safe</li> <li>• to have equality of access to services/treatments</li> <li>• to have individual needs met.</li> </ul>	6	<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist</b></p> <ul style="list-style-type: none"> <li>• Detailed explanation</li> <li>• Examples linked to hospital patients</li> <li>• Use of terminology</li> </ul> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>• More descriptive (lower end), explanatory (upper end)</li> <li>• Examples linked to hospital patients</li> </ul> <p><b>Level 1 checklist</b></p> <ul style="list-style-type: none"> <li>• May identify examples with little or no description</li> </ul> <p>Must use terminology, eg empower, valued, trust, safe to achieve Level 3.</p> <p>Do not accept 'happy' unless qualified.</p> <p>Focus should be on <b>why it is important</b> to maintain rights of individuals. <b>Not</b> on identifying/ explaining rights.</p>	<p><b>Level 3 (5–6 marks)</b> Candidates will explain in detail why it is important to patients at Thorpe Hospital that the rights of individuals are maintained. Answers will be coherent, using correct terminology.</p> <p><b>Level 2 (3–4 marks)</b> Candidates will identify and briefly explain why it is important to patients at Thorpe Hospital that the rights of individuals are maintained. Relevant examples given. <b>Sub-max of 3</b> for one example done well.</p> <p><b>Level 1 (1–2 marks)</b> Candidates can identify/attempt to explain at least one way why it is important to patients at Thorpe Hospital that the rights of individuals are maintained. List-like answers should be placed in this band.</p> <p><b>0 marks = no response worthy of credit</b></p>

Question		Answer	Marks	Guidance
1	(c)	<p><b>Two</b> marks for each appropriate description.</p> <p>Example descriptions (may be interchangeable):</p> <ul style="list-style-type: none"> <li>• meeting individual needs – mobility/personal care</li> <li>• maintaining privacy – knock on door, not gossiping about the service users</li> <li>• giving choice eg diet, treatment</li> <li>• non-discriminatory language when talking to patients/ not patronising</li> <li>• facilitate any cultural/religious requirements relevant to the service users eg prayer room, food, female staff etc.</li> </ul> <p><i>Accept other appropriate examples</i></p> <p><b>Example answers:</b></p> <p><b>Promoting individuals' rights and beliefs</b> Care workers should always explain any procedures to be carried out (1). A patient has the right to refuse treatment once they have heard all of the necessary information (1).</p> <p><b>Promoting equality and diversity</b> All patients should be treated fairly irrespective of race, gender, ethnicity or sexuality (1). Should a care worker witness any discriminatory behaviour this would need to be reported immediately to their line manager (1).</p>	2 x 2	<p>Please read the quality of response given:</p> <p>A full description that clearly shows an understanding of the specified value of care should be awarded two marks.</p> <p>A simplified description which lacks clarity should only be awarded one mark.</p> <p>Do not accept 'everyone treated the same'.</p> <p>Descriptions should be contextualised to a hospital for two marks.</p>

Question		Answer	Marks	Guidance
2	(a)	<p><b>One</b> mark for each appropriate way. <b>Two</b> required</p> <p>Examples of how staff could maintain confidentiality:</p> <ul style="list-style-type: none"> <li>• secure personal information, eg computers are password protected</li> <li>• only inform other staff on a 'need-to-know basis'</li> <li>• to not have discussions about patients in public places</li> <li>• to hold private meetings with doors closed</li> <li>• staff not gossiping about the service users</li> <li>• inform patients of information that cannot be kept confidential – danger to self/others, in danger from others.</li> </ul> <p><i>Accept other appropriate examples</i></p>	2 x 1	<p>Actions given must relate to confidentiality.</p> <p>Do not credit repetition.</p>



Question		Answer	Marks	Guidance	
				Content	Levels of response
2	(b)	<p>Candidates will be using and applying the features of the Data Protection Act when commenting on how this act supports confidentiality – examiners please use this for reference.</p> <p><b>The key features of the Data Protection Act 1988:</b></p> <p>Personal data should be:</p> <ul style="list-style-type: none"> <li>• <b>processed fairly and lawfully</b></li> <li>• <b>used only for the purposes for which it was intended</b></li> <li>• <b>adequate and relevant but not excessive</b> in relation to the purposes for which it is processed</li> <li>• <b>accurate and kept up-to-date</b>; inaccurate data should be destroyed or corrected</li> <li>• <b>kept for no longer than is necessary</b></li> <li>• <b>processed in line with the rights of the individual</b> (this includes the individual's right to be informed about information held on him or her)</li> <li>• <b>secured</b> against accidental loss, damage or unlawful processing; so that no unwanted persons can access</li> <li>• <b>not transferred to countries outside the European economic area</b> unless that country ensures an adequate level of protection for the rights and freedoms of data subjects.</li> </ul>	6	<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist</b></p> <ul style="list-style-type: none"> <li>• Detailed discussion of at least two points</li> <li>• Use of terminology</li> <li>• Linked to hospital patients</li> </ul> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>• Sound discussion</li> <li>• Use of terminology</li> <li>• Some links to hospital patients</li> </ul> <p><b>Level 1 checklist</b></p> <ul style="list-style-type: none"> <li>• Basic discussion</li> </ul> <p>Descriptions should be contextualised to hospital patients for Levels 2 and 3, and use some of the key features terminology shown in bold.</p> <p>Do not credit ways of maintaining confidentiality.</p>	<p><b>Level 3 (5–6 marks)</b> Answer provides a detailed discussion of how the Data Protection Act supports the rights of patients to confidentiality. Answers will be coherent, using correct terminology.</p> <p><b>Level 2 (3–4 marks)</b> Answer provides a sound discussion of how the Data Protection Act supports the rights of patients to confidentiality. Answers will be factually correct but still need developing. Some correct terminology will be used.</p> <p><b>Level 1 (1–2 marks)</b> Answer provides a basic discussion of how the Data Protection Act supports the rights of patients to confidentiality. List like answers should be placed in this band.</p> <p><b>0 marks = no response worthy of credit</b></p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
3	(a)	<p>Examples – this is not exhaustive.</p> <p><b>How care providers can prevent accidents and promote good practice</b></p> <ul style="list-style-type: none"> <li>• carry out risk assessments</li> <li>• training of staff – updated regularly</li> <li>• monitoring staff practice</li> <li>• supervision of service users</li> <li>• warning signs, eg wet floor</li> <li>• mop up spills immediately</li> <li>• good staff to service user ratio</li> <li>• limits numbers of service users taking part in the kitchen</li> <li>• following policies and procedures.</li> </ul>	8	<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist</b></p> <ul style="list-style-type: none"> <li>• Detailed explanation</li> <li>• Links made to service users and service providers</li> </ul> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>• Sound explanation</li> <li>• Some links made to service users and service providers</li> </ul> <p><b>Level 1 checklist</b></p> <ul style="list-style-type: none"> <li>• Basic explanation</li> <li>• List like</li> </ul> <p>Explanations may focus on accident prevention and/or promoting good practice.</p>	<p><b>Level 3 (6–8 marks)</b> Answer provides a detailed explanation of how the service providers at Greenacres Day Care Centre can prevent accidents and/or promote good practice for the adults who attend. Explicit links will be made to the service users. Answers will be coherent, using correct terminology.</p> <p><b>Level 2 (4–5 marks)</b> Answer provides a sound explanation of how the service providers at Greenacres Day Care Centre can prevent accidents and/or promote good practice for the adults who attend. Some clear links made to the service users. Answers will be factually correct but still need developing. Some correct terminology will be used.</p> <p><b>Level 1 (1–3 marks)</b> Answer provides a basic explanation of how the service providers at Greenacres Day Care Centre can prevent accidents and/or promote good practice for the adults who attend. The answer may be loosely linked to the service users. List like answers should be placed in this band.</p> <p><b>0 marks = no response worthy of credit</b></p>

Question		Answer	Marks	Guidance
3	(b)	<p><b>One</b> mark for an appropriate personal hygiene measure. <b>Two</b> marks for a description of how this would prevent the spread of infection.</p> <p>Examples of personal hygiene measures – this list is not definitive:</p> <ul style="list-style-type: none"> <li>• hair tied back/covered</li> <li>• open wounds covered</li> <li>• no jewellery</li> <li>• no nail polish</li> <li>• appropriate protective clothing/aprons/gloves/overalls/hair nets</li> <li>• appropriate hand washing routines</li> <li>• regular showering and hair washing</li> <li>• regular brushing of teeth</li> <li>• appropriate use and disposal of tissues/antiseptic wipes.</li> </ul> <p><b><u>Example answer:</u></b></p> <p>Open wounds must be covered [1]. This prevents bacteria from the open wound [1] from being transferred to any food that is being prepared [1].</p>	3	The number of ticks must equal the number of marks awarded.

Question		Answer	Marks	Guidance
3	(c)	<p>Candidates will be using and applying the features of the Health and Safety at Work Act when describing how this act impacts on the staff at Greenacres – examiners please use this for reference.</p> <p>Impact on staff:</p> <ul style="list-style-type: none"> <li>• will have to be Health and Safety trained</li> <li>• will have to carry out risk assessments</li> <li>• must wear PPE provided</li> <li>• staff have responsibility to maintain a safe workplace</li> <li>• will have responsibility to implement correct procedures</li> <li>• must ensure the environment does not put anyone at risk.</li> </ul> <p>This list is not exhaustive.</p>	3	<p>Please read the quality of response given:</p> <p>A full description that clearly shows an understanding of how the act impacts on the staff at Greenacres should be awarded three marks.</p> <p>A simplified description which lacks clarity should only be awarded two marks.</p> <p>Simple identification can only be awarded one mark.</p> <p>The number of ticks must equal the number of marks awarded.</p>

Question		Answer	Marks	Guidance
4	(a)	<p><b>One</b> mark for each correct feature identified. <b>Three</b> required.</p> <p><b>Children Act 2004</b></p> <ul style="list-style-type: none"> <li>• aim is to protect children (who are at risk)</li> <li>• the paramountcy principle-children's needs comes first</li> <li>• children have the right to be heard</li> <li>• children's wishes have to be taken into consideration</li> <li>• support must be provided to keep families together where this is possible.</li> </ul> <p><b>Equality Act 2010</b></p> <ul style="list-style-type: none"> <li>• prohibits discrimination in education, employment, access to goods and services, management of premises, housing</li> <li>• covers direct and indirect discrimination</li> <li>• covers victimisation/harassment</li> <li>• changed the definition of gender re-assignment</li> <li>• covers discrimination on the basis of a protected characteristic.</li> <li>• perception/association/third party is now an offence</li> <li>• women have the right to breastfeed in public places</li> <li>• pay secrecy clauses have been made illegal</li> </ul> <p><b>Mental Health Act 2007</b></p> <ul style="list-style-type: none"> <li>• compulsory admissions for people who are thought to be a danger to themselves or to others</li> <li>• sets out processes and safeguards for patients with a mental disorder (sectioning procedures)</li> <li>• professional roles – broadens the group of practitioners</li> <li>• nearest relative – patients right to have their nearest relative to represent them</li> <li>• supervised community treatment (SCT)/aftercare</li> <li>• electro convulsive therapy (ECT) – new safeguards for patients</li> <li>• provides a duty to provide advocates</li> <li>• age appropriate services.</li> </ul>	3 x 1	If Assistant Examiners come across an example that they are not familiar with and the particular feature has not been given within the mark scheme then they must seek advice from the Team Leader.

Question		Answer	Marks	Content	Guidance
					<b>Levels of response</b>
4	(b)	<p>Examples of the importance of applying the values of care:</p> <p><b>To ensure the standardisation of care</b> eg all service users receiving appropriate care/attention/treatment; staff all working to the same high standards</p> <p><b>To improve the quality of care</b> eg all hospital patients feeling safe; service users individual needs are met.</p> <p><b>To provide clear guidelines to inform and improve practice</b> eg so that staff know how to provide effective care; guides staff about legal requirements/good practice.</p> <p><b>To maintain or improve quality of life</b> eg helping a child reach its full potential; providing access to those with mobility problems or communication barriers.</p> <p>Accept other appropriate examples.</p>	8	<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist</b></p> <ul style="list-style-type: none"> <li>Detailed discussion of at least two examples</li> </ul> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>Sound discussion</li> <li>Some relevant examples</li> </ul> <p><b>Level 1 checklist</b></p> <ul style="list-style-type: none"> <li>Basic discussion</li> <li>Basic examples</li> <li>Identify care values rather than their importance</li> </ul> <p>Answers should discuss the importance of <b>applying</b> care values not just identify or describe them.</p> <p>If answers focus on the impact of values of care <b>not</b> being applied – Level 1.</p>	<p><b>Level 3 (6–8 marks)</b> Answer provides a detailed discussion of the importance of <b>applying</b> the values of care, relevant examples given. Answers will be coherent, using correct terminology.</p> <p><b>Level 2 (4–5 marks)</b> Answer provides a sound discussion of the importance of <b>applying</b> the values of care. Some relevant examples given. Answers will be factually correct but still need developing. Some correct terminology will be used. <b>Sub-max of 4</b> for one example done well.</p> <p><b>Level 1 (1–3 marks)</b> Answer provides a basic discussion of the importance of <b>applying</b> the values of care. Basic examples given. List like answers or just care values, should be placed in this band.</p> <p><b>0 marks = no response worthy of credit</b></p>

Question		Answer	Marks	Guidance						
4	(c)	<p><b>Two</b> marks for each correct description. <b>Two</b> required.</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Example descriptions</th> </tr> </thead> <tbody> <tr> <td><b>Equality</b></td> <td> <ul style="list-style-type: none"> <li>treating people fairly</li> <li>people not being discriminated against due to differences eg: race, gender, religion, age, disability, sexuality etc</li> <li>given the same choices and opportunities regardless of differences</li> <li>treating people according to their needs.</li> </ul> </td> </tr> <tr> <td><b>Diversity</b></td> <td> <ul style="list-style-type: none"> <li>recognition of differences</li> <li>everyone is seen as being different</li> <li>accepting and respecting individual differences eg faith, language, diet, customs etc</li> <li>differences are valued.</li> </ul> </td> </tr> </tbody> </table>	Term	Example descriptions	<b>Equality</b>	<ul style="list-style-type: none"> <li>treating people fairly</li> <li>people not being discriminated against due to differences eg: race, gender, religion, age, disability, sexuality etc</li> <li>given the same choices and opportunities regardless of differences</li> <li>treating people according to their needs.</li> </ul>	<b>Diversity</b>	<ul style="list-style-type: none"> <li>recognition of differences</li> <li>everyone is seen as being different</li> <li>accepting and respecting individual differences eg faith, language, diet, customs etc</li> <li>differences are valued.</li> </ul>	2 x 2	<p>Please read the quality of response given:</p> <p>A full description that clearly shows an understanding of equality/diversity should be awarded two marks.</p> <p>A simplified description which lacks clarity should only be awarded one mark.</p> <p>Simple identification can only be awarded one mark.</p> <p>For 'equality' do not accept: 'treating people the same' or 'treating people equally/with equality'.</p>
Term	Example descriptions									
<b>Equality</b>	<ul style="list-style-type: none"> <li>treating people fairly</li> <li>people not being discriminated against due to differences eg: race, gender, religion, age, disability, sexuality etc</li> <li>given the same choices and opportunities regardless of differences</li> <li>treating people according to their needs.</li> </ul>									
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Question		Answer	Marks	Guidance
5	(a)	<p><b>One</b> mark for each correct identification. <b>Three</b> required.</p> <p>Examples include:</p> <ul style="list-style-type: none"><li>• joining in different activities</li><li>• food options</li><li>• selection of GP</li><li>• where/how they receive treatment</li><li>• time they want to get up/go to bed</li><li>• clothes they want to wear</li><li>• choice of treatment</li><li>• what they want to watch on TV.</li></ul> <p>This list is not exhaustive.</p>	3 x 1	Accept any appropriate answer which shows choices that can be made within any care setting.



Question		Answer	Marks	Guidance	
				Content	Levels of response
5	(b)	<p>Ways of challenging discriminatory behaviour can include:</p> <ul style="list-style-type: none"> <li>• <b>challenge at the time</b> <ul style="list-style-type: none"> <li>– explain to the individual how they are discriminating</li> <li>– supervision - monitor staff/service users.</li> </ul> </li> <li>• <b>challenge afterwards through procedures</b> <ul style="list-style-type: none"> <li>– refer to organisations' policies- eg equal opportunities; bullying</li> <li>– implement complaints procedures – means that people using the service are aware of how to take action if they have a complaint about discrimination or poor practice</li> <li>– report to senior staff/supervisor to address the issue</li> <li>– disciplinary action – against staff/service users, makes them aware of the seriousness of the issue; provides basis for changing individual practice</li> <li>– take legal action.</li> </ul> </li> <li>• <b>challenge through long-term proactive campaigning</b> <ul style="list-style-type: none"> <li>– awareness sessions eg workshops/ campaigns/displays/resources</li> <li>– staff training – to raise awareness of discrimination and correct ways of working.</li> </ul> </li> </ul>	4	<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>• Sound description</li> <li>• Two or more ways or one done well</li> </ul> <p><b>Level 1 checklist</b></p> <ul style="list-style-type: none"> <li>• Basic description</li> <li>• List like</li> </ul> <p>Answers may refer to staff or service users discriminating.</p> <p>Focus should be on the 'ways' ie what care workers could do.</p>	<p><b>Level 2 (3–4 marks)</b> Answer provides a sound description of how care workers could challenge discriminatory behaviour to support individuals to maintain their rights. Answers will be factually correct but may still need developing at the lower end of this level. Some correct terminology will be used.</p> <p><b>Level 1 (1–2 marks)</b> Answer provides a basic description of how care workers could challenge discriminatory behaviour to support individuals to maintain their rights. List like answers should be placed in this band.</p> <p><b>0 marks = no response worthy of credit</b></p>

Question	Answer	Marks	Guidance
5 (c)	<p><b>One</b> mark for each security measure identified. <b>Four</b> required.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• checking of external entrances</li> <li>• monitoring of keys</li> <li>• security pads on doors</li> <li>• window locks/window restraints</li> <li>• door locks</li> <li>• reporting of concerns to line managers</li> <li>• identifying staff, receiving and monitoring visitors</li> <li>• external CCTV</li> <li>• visitors book/signing in/out</li> <li>• staff wearing ID/lanyards</li> <li>• visitor badges</li> <li>• security staff/guards</li> <li>• alarms</li> <li>• CRB checks on workers.</li> </ul>	4 x 1	<p>Do not accept:</p> <ul style="list-style-type: none"> <li>• 'all doors locked'</li> <li>• references to fire safety</li> <li>• references to data security</li> </ul>

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