

Cambridge
NATIONALS

COMBINED FEEDBACK ON THE JUNE 2013 EXAM PAPER

UNIT R021:
ESSENTIAL VALUES
OF CARE FOR USE
WITH INDIVIDUALS
IN CARE SETTINGS

HEALTH AND SOCIAL CARE

Level 1/2

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INTRODUCTION


This resource brings together the questions from the June 2013 examined unit (R021), the marking guidance, the examiner's comments and the exemplar answers into one place for easy reference.


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

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

<http://www.ocr.org.uk/qualifications/cambridge-nationals-health-and-social-care-level-1-2-j801-j811-j821/>

					
Monday 17 June 2013 - Afternoon 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. Duration: 1 hour OCR supplied materials: None Other materials required: None					
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Candidate surname</td> <td style="width: 50%;">Candidate surname</td> </tr> <tr> <td>Centre number</td> <td>Candidate number</td> </tr> </table>		Candidate surname	Candidate surname	Centre number	Candidate number
Candidate surname	Candidate surname				
Centre number	Candidate number				
INSTRUCTIONS TO CANDIDATES <ul style="list-style-type: none"> 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 pages at the end of this booklet. The question number(s) must be clearly shown. Do not write in the bar codes. 					
INFORMATION FOR CANDIDATES <ul style="list-style-type: none"> 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. 					
<small>© OCR 2013 [00047716] [00047806] [00047716] 00 (5.1) 60/95</small> Turn over					

	
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	
<hr/>	
<small>Oxford Cambridge and RSA Examinations</small>	

	
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	
June 2013	
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<small>Oxford Cambridge and RSA Examinations</small>	

GENERAL EXAMINER COMMENTS ON THE PAPER



The externally assessed unit R021 had questions that differentiated well. It showed that some candidates had been adequately prepared for their entry; however for some entries there were some notable gaps of knowledge and it is important that centres in their planning of delivery take into consideration the maturity of the candidates and ensure terminology and technical terms used in the specification are thoroughly explained. Understanding of terminology and technical terms would improve the quality of answers given.

Level of response questions mostly showed limited application of knowledge and understanding by candidates. Application of theory into practice was not evident in candidates' responses hence limiting access to the higher marks. Although it is not prescribed in which order the units are assessed it is important to be aware of the links between units and the requirement for synoptic assessment.

This was the second series of this examination unit with a large increase in the number of entries. The majority of candidates answered all of the questions. A spread of marks was achieved with some candidates gaining over 50 marks. It was evident that teachers are directing their candidates to the command verbs within the paper such as identify, describe, explain, analyse etc., resulting in higher quality answers for the levels of response questions. This enabled more candidates to gain Level 3 marks than in the January series.

A weakness seen with some responses was the inability to relate the answer to the specific question, this sometimes resulted in the candidate going off on a tangent and not answering the question. For example, confidentiality was a topic that some candidates were often knowledgeable about and they included this knowledge into responses for many of the questions. This was often not appropriate and repeating the same irrelevant information in several questions will not gain marks. Answers should always link back to the question.

Some candidates seemed to lack key knowledge, such as the values of care and legislation. This knowledge is fundamental for the unit and candidates should be familiar with, at the very least, key facts about these topics and to achieve the higher grades their importance and the impact on service users, care practitioners and providers, as detailed in learning objective 2 and learning objective 3 of the specification.

	
Monday 17 June 2013 – Afternoon	
LEVEL 1/2 CAMBRIDGE NATIONALS IN HEALTH AND SOCIAL CARE	
R021/01 Essential Values of Care for Use With Individuals In Care Settings	
<p>Candidates answer on the Question Paper.</p> <p>OCR supplied materials: None</p> <p>Other materials required: None</p>	
<p style="text-align: right;">Duration: 1 hour</p> 	

Question 1 (a)

1 Following a recent inspection of Thorpe Hospital, the report raised some issues about the care provided to patients. The inspection found that:

- patients were left to feed themselves. Some patients found this difficult and became agitated and upset;
- personal records of patients were left in public areas and visitors were able to pick up and read sensitive information;
- the dietary needs of vegetarian patients were not met;
- there was no procedure in place for patients to voice opinions.

(a) Identify **two** rights of patients of Thorpe Hospital.

1. Choice

Other example answers:

- Protection (from abuse and harm)
- Equal (and fair) treatment
- Consultation/right to be heard

2. Confidentiality

[2]

Mark Scheme Guidance

One mark for each right identified.

Only those answers given are acceptable.

Do not accept an example or '**maintaining** confidentiality'.

Examiner comments

Correctly answered by most candidates with the right to confidentiality and choice being the most common responses given.

Examples were not asked for and did not gain marks.

Question 1 (b)

(b) Explain why it is important for patients at Thorpe Hospital that the rights of individuals are maintained. Use examples to support your answer.

Examples of why it is important that rights are maintained – this list is not definitive:

- to make people feel valued
- to raise self esteem
- to empower
- to instil confidence
- to instil trust
- to feel safe
- to have equality of access to services/treatments
- to have individual needs met.

[6]

Mark Scheme Guidance

Content	Levels of response
<p>Level 3 checklist</p> <ul style="list-style-type: none"> • Detailed explanation • Examples linked to hospital patients • Use of terminology <p>Level 2 checklist</p> <ul style="list-style-type: none"> • More descriptive (lower end), explanatory (upper end) • Examples linked to hospital patients <p>Level 1 checklist</p> <ul style="list-style-type: none"> • May identify examples with little or no description <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 why it is important to maintain rights of individuals.</p> <p>Not on identifying/explaining rights.</p>	<p>Level 3 (5-6 marks)</p> <p>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>Level 2 (3-4 marks)</p> <p>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. Sub-max of 3 for one example done well.</p> <p>Level 1 (1-2 marks)</p> <p>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>0 marks = no response worthy of credit.</p>

Examiner comments

This question required an explanation of why it is important to maintain patients' rights. Some candidates explained the negative effects of rights not being maintained; others re-stated and described the rights given in their answer to part (a) or repeated the information from the Thorpe Hospital scenario. These responses limited the marks that could be achieved because they do not address the requirement of the question.

Question 1 (c)

(c) Describe how the following values of care could be applied by staff at Thorpe Hospital.

Promoting individuals' rights and beliefs

Care workers should always explain any procedures to be carried out (1 mark)

A patient has the right to refuse treatment once they have heard all of the

necessary information (1 mark)

Accept other appropriate examples

Promoting equality and diversity

All patients should be treated fairly irrespective of race, gender, ethnicity or

sexuality (1 mark)

Should a care worker witness any discriminatory behaviour this would need to

be reported immediately to their line manager (1 mark)

[4]

Accept other appropriate examples

Mark Scheme Guidance

Two marks for each appropriate description.

Example descriptions (may be interchangeable):

- Meeting individual needs – mobility/personal care
- Maintaining privacy – knock on door, not gossiping about the service users
- Giving choice eg diet, treatment
- Non-discriminatory language when talking to patients/not patronising
- Facilitate any cultural/religious requirements relevant to the service users eg prayer room, food, female staff etc.

Please read the quality of response given. A full description that clearly shows an understanding of the specified value of care should be awarded two marks.

A simplified description which lacks clarity should only be awarded one mark.

Do not accept 'everyone treated the same'.

Descriptions should be contextualised to a hospital for two marks.

Examiner comments

Strengths of good answers were specific examples of practical ways staff could apply the two values of care.

Some answers demonstrated that candidates did not know what 'values of care' are, as they just repeated information from the Thorpe Hospital scenario.

Other candidates referred incorrectly to equality and diversity as treating everyone 'the same' or gave a definition which was not asked for.

Question 2 (a)

(a) State **two** ways staff should maintain confidentiality at Thorpe Hospital.

1 Secure personal information, eg computers are password protected

2 Only inform other staff on a 'need-to-know basis'

Other example answers:

- to not have discussions about patients in public places
- to hold private meetings with doors closed
- staff not gossiping about the service users
- inform patients of information that cannot be kept confidential – danger to self/others, in danger from others.

Accept other appropriate examples

[2]

Mark Scheme Guidance

Actions given must relate to confidentiality.

Do not credit repetition.

Examiner comments

Many candidates gained full marks for giving specific and precise ways.

However, some candidates gave vague answers such as 'lock away' or 'use passwords' which were not credited.

Question 2 (b)

(b) Discuss how the Data Protection Act supports the rights of patients to confidentiality.

Candidates will be using and applying the features of the Data Protection Act when commenting on how this act supports confidentiality.

The key features of the Data Protection Act 1988:

Personal data should be:

- **processed fairly and lawfully**
- **used only for the purposes for which it was intended**
- **adequate and relevant but not excessive** in relation to the purposes for which it is processed
- **accurate and kept up-to-date**; inaccurate data should be destroyed or corrected
- **kept for no longer than is necessary**
- **processed in line with the rights of the individual** (this includes the individual's right to be informed about information held on him or her) [6]
- **secured** against accidental loss, damage or unlawful processing; so that no unwanted persons can access
- **not transferred to countries outside the European economic area** unless that country ensures an adequate level of protection for the rights and freedoms of data subjects.

Mark Scheme Guidance

<p>Level 3 checklist</p> <ul style="list-style-type: none"> • Detailed discussion of at least two points • Use of terminology • Linked to hospital patients <p>Level 2 checklist</p> <ul style="list-style-type: none"> • Sound discussion • Use of terminology • Some links to hospital patients <p>Level 1 checklist</p> <ul style="list-style-type: none"> • Basic discussion <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>Level 3 (5-6 marks)</p> <p>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>Level 2 (3-4 marks)</p> <p>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>Level 1 (1-2 marks)</p> <p>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>0 marks = no response worthy of credit</p>
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Examiner comments

This question was not well answered. The Data Protection Act is listed in learning objective 3 of the specification but many candidates did not demonstrate any knowledge of this piece of legislation. Weak answers were vague and referred incorrectly to ways of maintaining confidentiality, repeating the answers given for 2(a). Candidates need to have an awareness of the pieces of legislation listed in the specification. Few Level 3 responses were seen due to candidates not making reference to the key aspects of the Act and how they support rights to confidentiality which was a requirement of the question. Level 2 marks could have been achieved with examples of the main features of the Data Protection Act; Level 3 being achieved with explanation of how it supports rights to confidentiality.

Question 3 (a)

3 Greenacres is a day care centre for adults with physical disabilities. The service users are encouraged to participate in making lunch which involves using equipment. Recently a service user slipped on a spilt drink in the dining area and broke his arm.

(a) Explain how service providers such as Greenacres could prevent accidents and promote good practice for the adults who attend the day care centre.

Examples – this is not exhaustive.

How care providers can prevent accidents and promote good practice

- carry out risk assessments
- mop up spills immediately
- training of staff – updated regularly
- good staff to service user ratio
- monitoring staff practice
- limits number of service users taking part in the kitchen
- supervision of service users
- following policies and procedures.
- warning signs, eg wet floor

[8]

Mark Scheme Guidance

<p>Level 3 checklist</p> <ul style="list-style-type: none"> • Detailed explanation • Links made to service users and service providers <p>Level 2 checklist</p> <ul style="list-style-type: none"> • Sound explanation • Some links made to service users and service providers <p>Level 1 checklist</p> <ul style="list-style-type: none"> • Basic explanation • List like <p>Explanations may focus on accident prevention and/or promoting good practice.</p>	<p>Level 3 (6-8 marks)</p> <p>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>Level 2 (4-5 marks)</p> <p>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>Level 1 (1-3 marks)</p> <p>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>0 marks = no response worthy of credit</p>
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Examiner comments

Many candidates responded well to this question and there were some excellent answers giving a range of explained practical examples that demonstrated understanding of accident prevention and good practice. Weaker answers were vague just referring to 'helping' the service users, rather than describing practical examples of what the staff could do such as carry out risk assessments, good staff/service user ratio, supervision, use of wet floor signs, etc.

Question 3 (b)

(b) Identify **one** personal hygiene measure for service users when making lunch. Describe how this would prevent the spread of infection.

Open wounds must be covered (1 mark).

This prevents bacteria from the open wound (1 mark) from being transferred to any food that is being prepared (1 mark).

Other examples of personal hygiene measures – this list is not definitive:

- hair tied back/covered
- open wounds covered
- no jewellery
- no nail polish
- appropriate protective clothing/aprons/gloves/ overalls/hair nets
- appropriate hand washing routines
- regular showering and hair washing
- regular brushing of teeth
- appropriate use and disposal of tissues/antiseptic wipes.

[3]

Mark Scheme Guidance

One mark for an appropriate personal hygiene measure.

Two marks for a description of how this would prevent the spread of infection.

Examiner comments

Many candidates gained full marks for this question demonstrating familiarity with personal hygiene measures. A few weaker responses gave three personal hygiene measures rather than identifying one and describing how it would prevent the spread of infection, and so only gained one mark.

Question 3 (c)

(c) Describe the impact of the Health and Safety at Work Act on the staff at Greenacres.

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

Impact on staff:

- will have to be Health and Safety trained
- will have to carry out risk assessments
- must wear PPE provided
- staff have responsibility to maintain a safe workplace
- will have responsibility to implement correct procedures
- must ensure the environment does not put anyone at risk.

[3]

This list is not exhaustive.

Mark Scheme Guidance

Please read the quality of response given.

A full description that clearly shows an understanding of how the act impacts on the staff at Greenacres should be awarded three marks.

A simplified description which lacks clarity should only be awarded two marks.

Simple identification can only be awarded one mark.

Examiner comments

The question required specific information about the impact of the Act upon staff.

Candidates who were familiar with the Health and Safety at Work Act produced good answers reflecting their knowledge of the Act.

Weaker responses repeated answers from 3(b), or wrote vaguely about keeping people safe.

Question 4 (a)

4 (a) Identify **one** key feature for each piece of legislation below.

Children Act

Aim is to protect children (who are at risk)

Other example answers:

- the paramount principle - children's needs comes first
- children have the right to be heard
- children's wishes have to be taken into consideration
- support must be provided to keep families together

Equality Act

Prohibits discrimination in education, employment, access to goods and services, management of premises, housing

Other example answers:

- Covers direct and indirect discrimination
- Covers victimisation/harassment
- Changed the definition of gender re-assignment
- Covers discrimination on the basis of a protected characteristic.
- Perception/association/third party is now an offence
- Women have the right to breastfeed in public places
- Pay secrecy clauses have been made illegal

Mental Health Act

Compulsory admissions for people who are thought to be a danger to themselves or to others

[3]

Other example answers:

- sets out processes and safeguards for patients with a mental disorder (sectioning procedures)
- professional roles – broadens the group of practitioners
- nearest relative – patients right to have their nearest relative to represent them
- supervised community treatment (SCT)/aftercare
- electro convulsive therapy (ECT) – new safeguards for patients
- provides a duty to provide advocates
- age appropriate services.

Mark Scheme Guidance

One mark for each correct feature identified.

Three required.

Examiner comments

Many candidates did not have the knowledge or understanding of legislation to answer this question successfully.

Identifying a key fact about each piece of legislation was the requirement and those candidates who were familiar with the Acts stated were able to gain full marks.

Question 4 (b)

(b) Discuss the importance of applying the values of care. Use examples to support your answer.

Examples of the importance of applying the values of care:

To ensure the standardisation of care

eg all service users receiving appropriate care/attention/treatment; staff all working to the same high standards.

To improve the quality of care

eg all hospital patients feeling safe; service users individual needs are met.

To provide clear guidelines to inform and improve practice

eg so that staff know how to provide effective care; guides staff about legal requirements/good practice.

To maintain or improve quality of life

eg helping a child reach its full potential; providing access to those with mobility problems or communication barriers. [8]

Accept other appropriate examples

Mark Scheme Guidance

<p>Level 3 checklist</p> <ul style="list-style-type: none"> Detailed discussion of at least two examples <p>Level 2 checklist</p> <ul style="list-style-type: none"> Sound discussion Some relevant examples <p>Level 1 checklist</p> <ul style="list-style-type: none"> Basic discussion Basic examples Identify care values rather than their importance <p>Answers should discuss the importance of applying care values not just identify or describe them.</p> <p>If answers focus on the impact of values of care not being applied – Level 1.</p>	<p>Level 3 (6-8 marks)</p> <p>Answer provides a detailed discussion of the importance of applying the values of care, relevant examples given. Answers will be coherent, using correct terminology.</p> <p>Level 2 (4-5 marks)</p> <p>Answer provides a sound discussion of the importance of applying the values of care. Some relevant examples given. Answers will be factually correct but still need developing. Some correct terminology will be used.</p> <p>Sub-max of 4 for one example done well.</p> <p>Level 1 (1-3 marks)</p> <p>Answer provides a basic discussion of the importance of applying the values of care. Basic examples given. List like answers or just care values, should be placed in this band.</p> <p>0 marks = no response worthy of credit</p>
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Examiner comments

This question was not well answered overall. Many responses focussed on identifying values of care and describing how they can be applied, such as how to maintain confidentiality; others wrote about legislation or the negative impact of not applying the values of care. This was not required by the question and did not gain marks. Many of these answers demonstrated that candidates were not familiar with the importance of applying the values of care such as: ensuring the standardisation of care, improving the quality of care or providing guidelines for staff, as listed in learning objective 2 of the specification.

Question 4 (c)

(c) Describe what is meant by:

Equality Treating people fairly

Other example answers:

- People not being discriminated against due to differences eg race, gender, religion, age, disability, sexuality, etc.
- Given the same choices and opportunities regardless of differences
- Treating people according to their needs

Diversity Recognition of differences

Other example answers:

- Everyone is seen as being different
- Accepting and respecting individual differences eg faith, language, diet, customs, etc.
- Differences are valued.

[4]

Mark Scheme Guidance

Two marks for each correct description.

Please read the quality of response given.

A full description that clearly shows an understanding of equality/diversity should be awarded two marks.

A simplified description which lacks clarity should only be awarded one mark.

Simple identification can only be awarded one mark.

For 'equality' do not accept: 'treating people the same' or 'treating people equally/with equality'.

Examiner comments

Many candidates gained 3 or 4 marks for this question. This demonstrated familiarity with the terminology used.

However, other candidates referred incorrectly to equality as treating everyone 'the same' and diversity as not treating people 'differently'.

Others repeated the terms in their answers and so did not describe their meaning.

Question 5 (a)

5 (a) Give **three** different examples of choices individuals could make in care settings.

1 Joining in different activities

2 Food options

3 Selection of GP

Other example answers:

- Where/how they receive treatment
- Time they want to get up/go to bed
- Clothes they want to wear
- Choice of treatment
- What they want to watch on TV

This list is not exhaustive.

[3]

Mark Scheme Guidance

One mark for each correct description.

Three required.

Accept any appropriate answer which shows choices that can be made within any care setting.

Examiner comments

Most candidates gained full marks for this question giving appropriate examples of choices.

Question 5 (b)

(b) Describe how care workers could challenge discriminatory behaviour to support individuals to maintain their rights.

Ways of challenging discriminatory behaviour can include:

- **challenge at the time**
 - explain to the individual how they are discriminating
 - supervision - monitor staff/service users.
- **challenge afterwards through procedures**
 - refer to organisations' policies - eg equal opportunities; bullying
 - 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
 - report to senior staff/supervisor to address the issue
 - disciplinary action – against staff/service users, makes them aware of the seriousness of the issue; provides basis for changing individual practice
 - take legal action.
- **challenge through long-term proactive campaigning**
 - awareness sessions eg workshops/campaigns/displays/resources
 - staff training – to raise awareness of discrimination and correct ways of working.

[4]

Mark Scheme Guidance

<p>Level 2 checklist</p> <ul style="list-style-type: none"> • Sound description • Two or more ways or one done well <p>Level 1 checklist</p> <ul style="list-style-type: none"> • Basic description • List likes <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>Level 2 (3-4 marks)</p> <p>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>Level 1 (1-2 marks)</p> <p>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>0 marks = no response worthy of credit</p>
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Examiner comments

Many candidates did not give any methods of challenging discriminatory behaviour and so were unable to gain marks.

Others did gain marks by demonstrating they were familiar with the ways provided in the specification for learning objective 1 such as reporting procedures, referring to and using equal opportunities policies etc.

Question 5(c)

(c) Identify **four** security measures which could be used in care settings to protect individuals.

1. Checking of external entrances

2. Monitoring of keys

3. Security pads on doors

4. Window locks/window restraints

Other example answers:

- door locks
- reporting of concerns to line managers
- identifying staff, receiving and monitoring visitors
- external CCTV
- visitors book/signing in/out
- staff wearing ID/lanyards
- visitor badges
- security staff/guards
- alarms
- CRB checks on workers.

[4]

Mark Scheme Guidance

One mark for each security measure identified.

Four required.

Do not accept:

- 'all doors locked'
- references to fire safety
- references to data security

Examiner comments

Many candidates achieved full marks with a range of practical security measures.

Others gave incorrect answers relating to data protection or fire safety which were not credited.

Contact us

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

Telephone 02476 851509

Email cambridgenationals@ocr.org.uk

