

Cambridge NATIONALS LEVEL 1/2

Cambridge
NATIONALS

HEALTH AND SOCIAL CARE

Combined feedback on the June 2014
Exam Paper

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

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INTRODUCTION

This resource brings together the questions from the June 2014 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/>

OCR <small>Oxford Cambridge and RSA</small>	
Tuesday 17 June 2014 – 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	
Candidate surname: <input type="text"/>	Candidate surname: <input type="text"/>
Centre number: <input type="text"/>	Candidate number: <input type="text"/>
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 16 pages. Any blank pages are indicated. 	
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GENERAL EXAMINER COMMENTS ON THE PAPER

The externally assessed unit R021 had questions that differentiated well, some candidates gave accurate responses and confidently used appropriate terminology. However for other candidates there were some notable gaps of knowledge. 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.

This was the fourth series of this examination unit with a large increase in the number of entries. The majority of candidates answered all of the questions and a spread of marks was achieved with an increase in the numbers gaining over 40 marks. There was greater evidence than in the past those candidates were familiar with the command verbs such as explain, describe, identify etc. This enabled candidates to gain level two and level three marks for responses that clearly addressed the demand of the questions.

Some candidates were unable to relate the answer to the specific question. For example, 'rights' was a familiar topic for many candidates and they used their knowledge of the topic throughout the paper in several questions. This was often not appropriate and repeating the same irrelevant information in several questions did not gain marks. Answers should always link back to the question.

If candidates need to continue their answer to a response, having filled the answer space provided, there are extra lined pages included at the end of the examination paper for this purpose. However, some candidates were unnecessarily provided with additional answer booklets to continue their answers, when the included extra pages had not been used at all.

It is essential when using continuation pages that the number of the question continued is clearly shown. This should include the part question as well as the question number itself e.g. '3b'. A significant number of candidates did not do this. Answers were not labelled at all or just labelled with 'C' giving no indication of which question it belonged to. Some had completely wrong numbers such as '9c', when the paper consists of 5 questions. This made it difficult for examiners to establish which of the questions was being continued.

Question 1(a) and (b)

SECTION A

Answer ALL questions

- 1 Jennie is about to start work as a nursery assistant at Tiny Bears, a nursery for children aged 0–3 years. She is preparing for this by finding out about key terms that will apply to her work in an early years setting such as Tiny Bears.

- (a) The following key terms will apply to Jennie's work. State what each term means.

Rights

.....What individuals are entitled to (1 mark).....

Other example answers:

- Rights are given by law (1 mark)

Diversity

.....Recognition of differences (1 mark).....

Other example answers:

- Everyone is seen as being different/unique (1 mark)
- Differences are valued (1 mark)
- Accepting and respecting individual differences (1 mark)
- Different races, cultures, genders, ages (1 mark)

Discriminatory behaviour

.....Treating someone differently/badly/unfairly/negatively (1 mark).....

Other example answers:

- Racism / sexism / homophobia / ageism (1 mark)

[3]

- (b) Give an example of how Jennie could apply each of the following values of care in her day to day work with children in an early years setting.

Ensuring the welfare of the child is paramount

.....The child's needs come first (1 mark).....

Other example answers:

- Using a child-centred approach (1 mark)
- A child must never be humiliated (1 mark)
- A child must never be abused/smacked (1 mark)
- Example of a safeguarding procedure eg CRB/DBS checks (1 mark)
- Keeping children safe (1 mark)

Ensuring equality of opportunity

.....Ensuring all areas/resources are accessible to all (1 mark).....

Other example answers:

- Ensuring activities are available to all / not leaving anyone out (1 mark)
- Meeting individual needs – cultural, religious, mobility, dietary, communication etc. (1 mark)
- Non-discriminatory language (1 mark)
- All children treated fairly / no favourites (1 mark)
- This list is not exhaustive, accept other appropriate examples.

[2]

Mark scheme guidance

1 (a) **One** mark for the meaning of each term.

Three required.

The number of ticks must match the number of marks awarded.

Please read the quality of response given. Beware of answers that just repeat the term that is being described.

Rights

No credit for **examples** of rights. E.g.: choice, confidentiality etc.

Diversity

No credit for 'treating fairly' on its own. Must state 'treating fairly regardless of differences/race/gender etc.'

Discriminatory behaviour

Accept:

Discriminating someone because they are black/female/disabled etc.

For reference the Equality Act protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation

1(b) **One** mark for each correct example identified.

Two required.

The number of ticks must match the number of marks awarded.

Do not credit repeats.

For 'Ensuring equality of opportunity' do not accept 'treating all children the same'

Accept examples of activities if they clearly exemplify the value of care.

Examiner comments

1(a)

Most candidates gained at least one mark for defining 'rights'. Some candidates gave examples of non-discriminatory behaviour; this is the opposite of what was asked for. Examples were not required and did not gain marks.

1(b)

A specific example of something a care worker would do was required and candidates familiar with the values of care answered well, gaining full marks. Others gave vague statements, often just repeating the wording of the value of care. Many candidates incorrectly referred to providing choice as a way of ensuring equality of opportunity.

Question 1(c)

(c) As a nursery assistant Jennie will be taking part in activities with the children and helping to serve food at lunchtime. She wants to make a good impression and chooses to wear a smart fitted skirt, white blouse, high heeled shoes, nail polish and her favourite dangly earrings with matching ring and bracelet.

Explain why Jennie's choice of outfit is unsuitable for working in an early years setting such as Tiny Bears.

In your answer you must include hygiene and safety reasons.

Hygiene

- Bacteria/germs on jewellery transfer to food
- Nail polish could contaminate food

Safety

- Jewellery could scratch child
- High heels – risk of tripping up/injury to child or self

Other example answers:

Hygiene

- Spread of infection/cross infection

Safety

- Earrings/bracelet – may be grabbed by child causing injury to Jennie
- Earring/charm from bracelet could be swallowed by child
- Fitted skirt – restricts movement when playing with children
- Jewellery could catch on child or equipment/toys

[8]

Mark scheme guidance

Answers should refer to reasons why the outfit is **unsuitable**.

Do not credit suggestions of more appropriate footwear etc.

Tick the reasons [safety, hygiene points] **NOT the identification** [high heels, jewellery etc.]

The number of ticks will not necessarily correspond to the marks awarded.

Level 3 (7–8 marks)

Answer provides a detailed explanation of hygiene **and** safety reasons why the outfit is unsuitable for working in an early years setting. Answers will be coherent, using correct terminology.

Level 3 checklist

- Detailed explanation
- Balanced coverage of safety **and** hygiene
- Use of correct terminology.

Level 2 (4–6 marks)

Answer provides a sound explanation of hygiene and/or safety reasons why the outfit is unsuitable for working in an early years setting. Answers will be factually correct but still need developing. Some correct terminology will be used.

Level 2 checklist

- Sound explanation
- Safety and hygiene – both covered but unbalanced/one sided
- Some use of terminology.

Sub-max of 4 if only hygiene or safety.

Level 1 (1–3 marks)

Answer provides a basic explanation of hygiene and safety reasons why the outfit is unsuitable for working in an early years setting. List like answers should be placed in this band. Limited use of terminology.

Level 1 – checklist

- Basic explanation
- List like
- Only safety **or** hygiene
- Limited terminology.

Must use terminology e.g.: risk, hazard, injury, bacteria, personal hygiene, contaminate etc. to achieve Level 3.

0 marks = no response worthy of credit

Examiner comments

Candidates responded well to this question and a range of excellent answers were seen, with some gaining full marks and many achieving the top of Level 2. Strengths of good answers were clearly identifying a hazard, explaining what could happen and then giving the effect on the children and/or Jennie. Both hygiene and safety aspects were covered in a balanced way. Weaker answers that did not gain marks included developing the information in the question, saying the skirt was short/tighter etc. or stating, for the high heels, she could slip on water on the floor, but she could do this anyway in flat shoes. Examples of more appropriate clothing were not required and did not gain marks.

Question 2(a)

4

2 George is a nurse. He works on a ward at Freemantle Hospital for patients recovering from operations. A number of the patients are elderly. George has seen two of the staff on the ward ignoring the older patients and focusing only on the younger patients. George wants to do something about this situation.

(a) Describe **three** ways George could challenge the discrimination and poor practice that he has seen.

1 **Challenge at the time**.....

Explain to the individuals concerned how they are discriminating

.....

.....

2 **Challenge afterwards through procedures**.....

Implement complaints procedures – means that service users are aware of how to take action if they have a complaint about neglect, discrimination or poor practice

.....

.....

3 **Challenge through long-term proactive campaigning**.....

- Deliver awareness sessions eg workshops/campaigns/displays/resources

.....

.....

Other example answers for Question 1:

- Report to senior staff/supervisor to address the issue
- Ask the members of staff if they are aware that they are discriminating
- Ask the older patients for details of how they feel ignored and use this as evidence for further investigation
- Survey all service users to see how they feel about their treatment at the hospital
- Ensure the service users are aware of how to complain and advise them to do so.

[6]

Other example answers for Question 2:

- Instigate disciplinary action against staff – makes them aware of the seriousness of the issue; provides a basis for changing individual practice
- Refer to organisation's policies – eg equal opportunities.

Other example answer for Question 3:

- Arrange staff training – to raise awareness of discrimination and correct ways of working.

Mark scheme guidance

Two marks for each 'way' described.

Three required.

The number of ticks must match the number of marks awarded.

A full description that clearly shows an understanding of a way that George could challenge discriminatory behaviour and poor practice should be awarded two marks.

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

Focus should be on 'ways' i.e.: what George could do.

Example responses:

Point out to staff when he sees it happening (1 mark) that older patients cannot be ignored just because of their age (1 mark).

Report it to the supervisor later (1 mark) to alert them about the staff behaviour (1 mark).

Deliver a training session (1 mark) to make everyone aware of what they should be doing (1 mark).

Examiner comments

There were some very clear and well described examples of ways George could address the discriminatory behaviour, with candidates highlighting that it was important to confront the two staff members and provide them with extra training; and that management should be involved. Many responses gained full marks. Common incorrect answers involved George looking after the elderly patients himself or videoing the ward

Question 2(b)

5

(b) Several of the older patients have dementia. Patients with dementia have memory problems and difficulties communicating their needs.

Explain how care workers could use effective communication to maintain rights of patients in health settings, such as those in Freemantle Hospital.

Use examples to support your answer.

Ways to communicate effectively:

• Using vocabulary that can be understood

• Not being patronising

Maintaining rights:

• Right to refuse treatment

• Dignity

Other example answers:

Ways to communicate effectively:

- Being patient – eg accepting repetition
- Adapting communication to suit the needs of the patients – emphasising words, slowing the pace/increasing tone, using gestures
- Listening to the individual’s needs/active listening
- Changing the speed of what is spoken
- No background noise/quiet environment
- Making use of any aids, eg loop system, sign language, etc. if needed
- Provide information in a different format eg written/pictures
- Reminiscence therapy
- Provide an advocate.

Accept other appropriate ways.

Maintaining rights:

- Confidentiality
- Protection from harm and abuse
- Consultation
- Choice
- Equal and fair treatment

Tick the **ways** and the **rights**

[6]

Mark scheme guidance

The number of ticks will not necessarily correspond to the marks awarded.

Explanations must be contextualised to health care setting for Level 3.

Must use terminology eg pace, tone, vocabulary, specialist methods, active listening, etc. to achieve Level 3.

Level 3 (5–6 marks)

Answer provides a detailed explanation of how effective communication can be used to support hospital patient's rights. They will give at least two examples to illustrate their response. Answers will be coherent, using correct terminology.

Level 3 checklist

- Detailed explanation
- Examples relate to hospital patients
- Both communication **and** rights
- Use of correct terminology.

Level 2 (3–4 marks)

Answer provides a sound explanation of how effective communication can be used to support hospital patient's rights. One relevant example used well or two examples not wholly relevant. Answers will be factually correct but still need developing. Some correct terminology will be used.

Level 2 checklist

- Sound explanation
- One relevant example or two not wholly relevant
- May link to hospital patients
- Some use of terminology
- Communication and rights – **both** covered but unbalanced/one sided.

Sub-max of 3 if only one example done well.

Level 1 (1–2 marks)

Answer provides a basic explanation of how effective communication can be used to support hospital patient's rights. No examples or examples that do not link to health care setting. List like or muddled answers should be placed in this band. Limited use of terminology.

Level 1 – checklist

- Basic explanation
- List like
- Limited examples
- Limited terminology

0 marks = no response worthy of credit

Examiner comments

Candidates who developed their responses to cover adapting communication to the needs of the patients with dementia, and linked this to supporting their rights by providing detailed examples, were able to achieve good marks. Those who focussed entirely on methods of communication or just on rights limited the marks they could achieve. It was evident in weaker responses that some candidates wrote about sign language when in fact they meant using gestures and body language; others suggested using interpreters and translators which are not relevant. Vague statements such as 'use the right tone'/'use the right pace' without explaining what this would be, did not gain high marks.

3 Daisy's Hospice is a health care setting that provides specialist residential care for young people who are terminally ill.

(a) Identify the three values of care that should be applied in health care settings, such as Daisy's Hospice.

- 1 Promoting equality and diversity
- 2 Promoting individuals rights and beliefs
- 3 Maintaining confidentiality

[3]

(b) Explain the possible effects on individuals, such as the terminally ill residents at Daisy's Hospice, if the values of care are not applied.

Physical – Pain if medication or treatment is not given.

Emotional – humiliation

Other example answers:

Physical:

- Physical abuse – broken bones, injury, bruising
- Medical condition may deteriorate

Emotional:

- Angry
- Stress
- Low self esteem
- Low self confidence
- Feeling inadequate
- Loss of trust
- Frustrated
- Upset

Intellectual:

- Loss of focus
- Loss of concentration
- Lack of stimulation
- Lack of progress

Social:

- Exclusion
- Marginalised
- Withdrawn
- Poor social skills
- Anti-social behaviour

[6]

This list is not exhaustive, accept other appropriate effects.

Mark scheme guidance

3 (a) Three values of care required. **One** mark each.

The number of ticks must match the number of marks awarded.

Accept just:

- equality or diversity
- rights or beliefs

But must state 'promoting' or 'supporting'

Must state 'maintaining' confidentiality. Do not credit 'confidentiality' on its' own.

Do not accept early years values of care.

3 (b) The number of ticks will not necessarily correspond to the marks awarded.

Level 3 (5–6 marks)

Two effects on individuals if care values are not applied are explained in detail. Answers will be coherent, using correct terminology. At least two categories of PIES.

Level 3 checklist

- Detailed explanation of effects
- At least 2 or more effects
- 2 categories of effects
- Related to hospice for 6 marks.

Level 2 (3–4 marks)

Answer provides a sound explanation of one or two effects on individuals if care values are not applied. Response may focus on one category with only a token mention of a second. Answers will be factually correct but still need developing. Some correct terminology will be used.

Level 2 checklist

- Sound explanation
- 2 effects or one done well
- 1 or 2 categories of effects
- One sided explanation
- May link to hospice
- Some correct terminology.

Sub-max of 3 for one effect done well or only one category of effects

Level 1 (1–2 marks)

Answer provides a basic explanation of effects on individuals if care values are not applied. May only address 1 effect or one category of PIES. List like or muddled answers should be placed in this band. Limited use of terminology.

Level 1 – checklist

- Likely to identify effects with little or no description
- 1 category or effect
- List like/muddled
- Limited terminology.

Explanations must be contextualised to hospice residents for Levels 3. Must use terminology eg. Low self-esteem not generic words such as 'sad'.

0 marks = no response worthy of credit

Examiner comments

3(a)

Many candidates correctly identified all three values of care. Some missed out the 'promoting' or 'maintaining' prefix. A number of candidates stated three 'rights' or three early years values of care, rather than the three values of care that apply to health care settings. A few candidates provided examples of the values of care in practice, rather than naming them; examples were not required and did not gain marks.

3(b)

This question was well answered by those candidates who gave explanations of the effects and covered two or more categories from: physical, intellectual, emotional or social. The answers that focussed exclusively on emotional effects were limited to the sub-max of 3 marks. Marks were also limited where responses focussed on the values of care or on rights, or just listed effects.

Question 4(A)

SECTION B

Answer ALL questions

4 (a) Choose either the Equality Act 2010 or Mental Health Act 2007.

Describe key aspects of the legislation you have chosen.

Name of chosen legislation Equality Act

Description of key aspects.....

Covers discrimination on the basis of a protected characteristic (age, disability, gender

reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief,

sex, sexual orientation).....

Other example answers:

Equality Act:

- Prohibits discrimination in education, employment, access to goods and services, housing
- Covers direct and indirect discrimination
- Covers victimisation/harassment
- Changed the definition of gender re-assignment
- Discrimination due to perception / association / third party is now an offence. ie. provides protection for people discriminated against because they have or are associated with someone who has a protected characteristic (this means there is now also protection for carers)
- Women have the right to breastfeed in public places
- Pay secrecy clauses have been made illegal.

Mental Health Act:

- Circumstances in which a person who has a mental disorder can be treated without their consent are set out in sections of the act – ‘sectioning’
- Provides the authority to take the person to a ‘place of safety’ for assessment
- Gives relatives and Approved Mental Health Professionals the right to have a person detained under the act for their own safety or to ensure the safety of others
- The Mental Health Act gives a definition of different types of mental disorder
- It sets out the safeguards to which the person with the disorder is entitled including right to representation / an advocate
- Established Managers’ headings, Mental Health Review Tribunals and the Mental Health Act Commission
- Initially detention is for the purpose of assessment and can be for a period of up to 28 days
- A longer period of detention can follow, during which patients are required to receive medication
- Introduced supervised community treatment.

[6]

Mark scheme guidance

The number of ticks will not necessarily correspond to the marks awarded.

Do not credit naming of the legislation.

Do not annotate the legislation.

Level 2 (4–6 marks)

Answers will include a detailed description of at least two aspects of the legislation. Answers will be factually correct.

Level 1 (1–2 marks)

There may be evidence of one or two aspects of the legislation. Only one aspect or second aspect mentioned briefly.

List like answers should be placed in this band.

Answers may be muddled and lack technical detail.

Level 2 checklist

- Description of two key aspects - balanced
- Correct terminology.

Level 1 checklist

- Basic description
- Only one aspect or second aspect mentioned briefly
- List like/muddled.

Only credit description of **one** piece of legislation.

For Equality Act – the nine ‘protected characteristics’ count as one aspect, so credit individual characteristics once only.

Answers should relate to the content of the Act, what it covers, not the impact on individuals or society.

0 marks = no response worthy of credit.

Examiner comments

This question required specific information about the Equality Act 2010 or the Mental Health Act 2007. Candidates who were familiar with legislation produced good answers reflecting their knowledge of their chosen Act. Weaker responses demonstrated limited knowledge of the Act and just repeated information about ‘rights’ or wrote vaguely about ‘equality’ without giving any specific key aspects. For this question good answers should relate to the content of the chosen Act, what it covers, not the impact on individuals or society.

Candidates need to have an awareness of aspects of the pieces of legislation covered by LO3 of the specification and be able to use the specialist terminology with confidence in order to achieve higher marks on this type of question.

Question 4(b)

(b) Legislation impacts on different groups of people.

Complete the table below.

For each of the groups of people give an example of how legislation might impact on them. The first example has been completed for you.

Group	Example of Impact
People who use services	People can exercise their rights
Care Practitioner	Practitioners will need to undergo training
Service Provider	SP have to produce organisational policies and procedures

[2]

Care Practitioner other example answers:

- Legislation provides guidance
- Legislation sets standards of practice and conduct
- Legislation requires provision of safe working conditions
- Examples resulting from legislation eg have to treat everyone fairly (Equality Act)

Service Provider other example answers:

- Service Provider have to know what is required to operate within the law / need to monitor staff
- Legislation provides Service Provider with a framework to maintain and improve the quality of service
- Legislation provides Service Provider with guidance about what should be done to meet people's needs

Mark Scheme Guidance

Example of how legislation impacts – two required.

One mark for each example.

May be interchangeable, but do not credit repeats.

The number of ticks must match the number of marks awarded.

Examiner comments

Marks were awarded for answers that linked to training, safe working conditions and providing policies and procedures. Many candidates gained no marks due to a lack of understanding of how legislation impacts on services and practitioners. A common incorrect answer was to provide a definition of a care practitioner and a service provider, suggesting candidates had not read the question accurately.

Question 4(c)

(c) Individuals have a right to confidentiality. Give **three** other rights an individual has. For each right give one example of how this could be supported by a care worker.

Right 1 Choice

Example 1 Joining in activities

Other example answers:

- Offering food choices
- Selection of GP
- Where/how to receive treatment
- Opinions and views being sought
- Clothes they want to wear

Right 2 Protection from abuse or harm

Example 2 CRB/Disclosure and Barring Service checks

Other example answers:

- Trained staff
- Accompanying people for intimate examinations
- Provision of CCTV

Right 3 Equal and fair treatment

Example 3 Treated for individual needs

Other example answers:

- Not being treated unfairly
- Not being discriminated against

Other example answer:

Right: Consultation

- Type of care
 - Type of care the individual would like if it were possible
 - Opinions and views being sought
- Accept other appropriate examples

[6]

Mark Scheme Guidance

Three rights required. One example for each **three** required.

The number of ticks must match the number of marks awarded.

The only acceptable wording of rights is shown above, no other wording acceptable.

Example must relate to the right identified and to the support provided by a care worker.

Example can be credited if the stated right is incorrect, but the example must relate to one of the rights.

Do not credit repetition of rights or examples.

Be especially aware of repetition of 'choice' examples.

Examiner comments

Many candidates correctly named three rights and were able to provide clear examples of how they could be put into practice. Others incorrectly stated values of care. Some responses did not provide a clear and specific example of how the rights could be supported by a care worker. Vague statements such as 'everyone can choose what they want to do' or 'everyone should be treated equally' did not gain marks. Confidentiality was sometimes given even though this was in the question and could not gain any marks.

Question 4(d)

(d) Explain why it is not always possible to maintain confidentiality in care settings.

- Protection of an individual from abuse and harm (eg child sex abuse)
- When there is a risk of the person harming themselves (eg suicidal)
- Where there is a risk of the person harming others (eg mental health)

Other example answers:

- When there is a risk of the person committing a **serious** crime (eg drug dealing)
- Information has to be shared on a need to know basis

..... [3]

Mark Scheme Guidance

The number of ticks must match the number of marks awarded.

Do not accept 'committing a crime'. Must state 'serious crime'

Examiner comments

Candidates, who understood that this question was about the specific circumstances when confidentiality has to be broken, did well. Others misinterpreted it to be about normal everyday information sharing between practitioners in care settings or on breaches of data security and so did not gain any marks.

Question 5(a)

5 (a) Explain methods for reducing the spread of infection in care settings. Use examples to support your answer.

General cleanliness

- Cleaning of surfaces / floors / bins / toys / equipment

Personal protective equipment

- Appropriate protective clothing – eg aprons / overalls

Other example answers:

General cleanliness:

- Use of appropriate cleaning materials eg sanitizer, antibacterial liquids
- Deep cleaning
- Cleaning of materials / bedclothes
- Appropriate use and disposal of tissues / wipes
- Control of potential infection sources eg not allowing flowers / food into hospital
- Rules on allowing ill children into school / early years setting

Personal protective equipment:

- Use of disposable gloves
- Work clothes / cover own clothes

Contribution of personal hygiene:

- Personal hygiene – eg clean hair / teeth / clothes
- Appropriate hand washing routines
- Use of hand gel
- Open wounds covered
- No jewellery / nail polish
- Piercings covered / removed
- Tying hair back

This list is not exhaustive, accept other appropriate examples.

[6]

Mark scheme guidance

The number of ticks will not necessarily correspond to the marks awarded.

Be aware of repetition for example personal hygiene is one method.

Do not accept – posters/leaflets for awareness – this is not a method for reducing the spread of infection.

Level 3 (5–6 marks)

Answers provide a detailed explanation of at least two methods for reducing the spread of infection in care settings. Relevant examples related to care settings. Answers will be coherent, using correct terminology.

Level 3 checklist

- Detailed explanation
- At least two methods – balanced explanation
- Examples related to care setting for 6 marks
- Use of correct terminology.

Level 2 (3–4 marks)

Answer provides a sound explanation of one or two methods for reducing the spread of infection in care settings. Answers will be factually correct but still need developing. Some examples may be related to care settings. Some correct terminology will be used.

Level 2 checklist

- Sound explanation
- Two methods or one done well
- May link to care settings.

Sub-max of 3 if only one method done well.

Level 1 (1–2 marks)

There may be evidence of one or two aspects of the legislation. Only one aspect or second aspect mentioned briefly.

List like answers should be placed in this band. Answers may be muddled and lack technical detail.

Level 1 checklist

- Basic explanation
- List like

0 marks = no response worthy of credit.

Examiner comments

Responses which focused on two or three methods, explained in detail and clearly related to care settings gained level 3 marks. There were a number of lengthy responses with a lot of repetition and lack of detailed explanation. Many candidates wrote briefly about lots of different methods rather than providing two in detail which would have enabled them to gain higher marks. Weaker answers also included inaccuracies such as stating 'gloves' should be worn when in fact they meant 'disposable gloves' or 'rubber gloves'.

Question 5(b)

(b) Care settings need to make sure that individuals are protected.

(i) Give one example of an emergency procedure that protects individuals in a care setting.

Having procedures for fire

(i) Other example answers:

- Evacuation
- Bomb threat
- Gas leak
- Lockdown

(ii) Give one example of a security measure that protects individuals in a care setting.

Checking external entrances

(ii) Other example answers:

- Visitor badges
- CCTV (not cameras)
- Signing in / out books
- Key pad locks
- Staff ID / lanyards
- Monitoring of visitors
- Monitoring keys

(iii) Give one example of a moving and handling procedure that protects individuals in a care setting.

Training to use a hoist

(i) Other example answers:

- Training on how to lift patients
- Training to use specialist equipment

[3]

Mark Scheme Guidance

For emergency procedure do not accept: 'fire bell' or 'fire alarm' on its own. It has to be given as part of a procedure to gain the mark.

For security measure do not accept: 'all doors locked' or references to data security/protection.

For moving and handling do not accept just 'using a hoist'; this is not a procedure.

Examiner comments

Most candidates were able to name a security measure. Many candidates did not give a 'procedure' for emergency situations or moving and handling and so did not gain the marks. Often the answers for a moving and handling procedure did not relate to the question, for example naming rights. This suggests that candidates need to read questions more carefully in order to provide a relevant and accurate answer.



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