

Cambridge NATIONALS LEVEL 1/2



HEALTH AND SOCIAL CARE

Combined feedback on the June 2015
Exam Paper

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

Version 1

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INTRODUCTION

This resource brings together the questions from the June 2015 examined unit (R021), the marking guidance, the examiners 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
Oxford Cambridge and RSA

Friday 12 June 2015 – Morning
LEVEL 1/2 CAMBRIDGE NATIONALS IN HEALTH AND SOCIAL CARE
R021/01 Essential Values of Care for Use with Individuals in Care Settings

Candidates answer on the Question Paper
OCR supplied materials
Name: _____
Other materials required: _____
Duration: 1 hour

Candidate
centre
Candidate
number

Centre number: _____ Candidate number: _____

INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters.
- Use Black ink. (EB 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

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

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OXFORD CAMBRIDGE AND RSA EXAMINATIONS

OCR
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Cambridge National
Health and Social Care

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

Mark Scheme for June 2015

Oxford Cambridge and RSA Examinations

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Cambridge Nationals
Health and Social Care

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

OCR Report to Centres June 2015

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GENERAL EXAMINER COMMENTS ON THE PAPER

For the externally assessed unit R021 the majority of candidates attempted to answer all of the questions, with a wide range of marks achieved. All candidates appeared to have used their time effectively. Long answer questions were fully attempted suggesting that candidates had enough time to produce their responses.

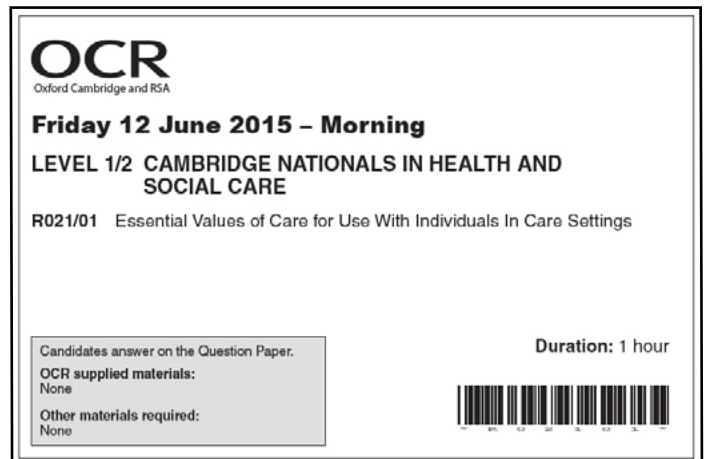
It was evident where candidates had been well prepared for the examination however; some candidate's knowledge and use of technical vocabulary from the specification was poor, which resulted in their marks being limited.

When questions were well answered they had good structure and correctly used terminology evident in the specification. The candidates demonstrated an understanding of the command verb, appropriate knowledge, and often underlined key words in the question to assist the planning of their answers.

It was clear in some cases that candidates did have knowledge but did not apply this knowledge to the question correctly, resulting in an inappropriate answer. Identifying rights when values of care are required (1a), or naming legislation when groups protected by legislation are required (4a), will not gain any marks. For levels of response questions, inaccurate interpretation of the question limited some candidates to achieving, at most, level 1 marks; for example in question three, the focus was ways of using effective communication, not an explanation of rights. Simply reading the question properly would enable many candidates to achieve higher marks. Candidates need to be guided to develop their exam technique so that appropriate knowledge is used for the question that is being attempted.

As in previous sessions, many candidates' knowledge of legislation is weak. In the specification, LO3 states that candidates must be taught 'the key aspects of legislation' relevant to specific groups of people. The legislation which candidates need to be familiar with is named in the specification. Whilst it was evident that some candidates were familiar with the Data Protection Act, and produced sound responses, using specialist terminology with confidence, the majority gave very vague responses demonstrating little or no knowledge of the legislation at all.

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. This unnecessary use of additional answer booklets should be discouraged by centres.



Question 1

SECTION A

Answer all questions.

- 1 Linda works for social services as a care assistant. She visits older people in their own homes, helping them with daily living tasks that they can no longer manage for themselves, such as bathing, getting dressed and preparing meals.

- (a) Identify the **three** values of care that Linda should apply when helping her service users with the daily living tasks that they can no longer manage for themselves.

- 1 Promoting equality and diversity (1 mark)
- 2 Promoting individual rights and beliefs (1 mark)
- 3 Maintaining confidentiality (1 mark)

[3]

- (b) Individuals have rights. For each right shown in the table below give an example of how it could be maintained by Linda. The first example has been done for you.

Right	How the right could be maintained
Equal and fair treatment	Linda should assess the needs of her service users.
Choice	Food options (1 mark) Alternative answers: <ul style="list-style-type: none"> • activities (1 mark) • what they want to wear (1 mark) • how they receive help (1 mark) • of GP (1 mark) <ul style="list-style-type: none"> • When they have a bath or shower (1 mark) • Accepting their refusal of medication (1 mark)
Confidentiality	Personal notes being stored securely (1 mark) Alternative answers: <ul style="list-style-type: none"> • Not speaking about the person where others can hear (1 mark) • Not gossiping about the person's circumstances (1 mark) • Information only shared on a 'need to know' basis (1 mark) • Keeps information private and safe (1 mark)
Consultation	What type of care the person would like (1 mark) Alternative answers: <ul style="list-style-type: none"> • The person's views and opinions being sought (1 mark) • Providing or being an advocate for them (1 mark) • Talk to doctor about their treatment (1 mark) • Ask how they are feeling today (1 mark) • Take suggestions from them (1 mark) • Discuss options / have a say (1 mark)

[3]

Mark scheme guidance

1(a)

Three required, **one** mark each.

For values of care can accept just:

- equality **or** diversity
- rights **or** beliefs

on their own, but only credit once.

Must state '**promoting**'

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

Do not accept early years values of care.

1(b)

Three examples required **one** mark each.

Some answers may be interchangeable.

Accept other appropriate examples.

Do not credit:

- repeat of the right, it must be qualified e.g. "offer choices" – too vague
- "not tell anyone anything" or similar – confidentiality does have to be broken sometimes.

1(c)

Level 3 (5–6 marks)

- Detailed explanation, at least 2 ways
- Balanced – protecting care workers and service users
- Correct use of terminology.

Answers provide a detailed explanation of at least two ways training on moving and handling techniques protects individuals. Answers include both care workers and service users and are linked to social care. Answers will be coherent, using correct terminology.

For Level 3 – must cover both service users and care workers.

Level 2 (3–4 marks)

- Sound explanation
- 2 ways of protecting or one done well / one sided explanation
- Some correct terminology.

Answers provide a sound explanation of one or two ways training on moving and handling techniques protects individuals. May only cover care workers or service users. Some links to social care and some correct terminology will be used.

Sub-max of 3 one way done well.

Level 1 (1–2 marks)

- Basic explanation / description of protecting care workers and / or service users
- Identifies moving and handling techniques rather than how individuals are protected
- List like / muddled.

Answer provides a basic explanation of how moving and handling techniques protect individuals. Answers may not be explicitly linked to care workers, service users or social care. List like answers should be placed in this band.

Examiner comments

1(a)

Candidates who read the question carefully gained full marks by stating the three values of care. A few missed out the 'promoting' or 'maintaining' prefix and so did not gain the mark. Responses that stated three 'rights' did not gain any marks.

1(b)

Well answered by many candidates. Good responses gave clear examples of providing choice, ways of maintaining confidentiality and when to consult. Marks were missed when candidates did not give examples of choices and just repeated the word 'choice'. In confidentiality, the most common incorrect answer was about not sharing information with anyone. Good responses linked to sharing information if service users are at risk on a need to know basis. Consultation was less well answered, often repeating choice or just 'telling Doris what is going to happen' which suggests some candidates are not familiar with the terminology. Good examples included discussing types of treatment or different options for care.

1(c)

Avoiding injury to the service user and care worker was the most common aspect explained by candidates. However, many answers lacked focus and just repeated all the injuries that could happen, rather than other benefits of training such as being able to maintain the dignity of service users and developing care workers' confidence.

Question 2

- 2 (a) Westwood Adventure Playground is an early years setting that provides play and educational activities for children with disabilities. Staff at the Adventure playground must make sure that the children are protected.

Explain how each of the measures and procedures below would protect children.

Security measures

Monitoring external entrances – CCTV, key pads / locks, monitoring keys, etc. Control access.

.. **Alternative answers:**

.. Identification - visitor badges, escorting visitors, signing in / out books, staff ID / lanyards etc. ..

.. Only authorised people have access. ..

.. Window locks / window restraints – to prevent children falling out of windows. Prevents unwanted visitors getting in. ..

Safety procedures

Following specific health and safety procedures – fire drills, First Aid, appropriate staff to pupil

.. **Alternative answers:**

... Complying with legislation – Health and Safety at Work Act. Staff alert to dangers. Provides framework to ensure safety. ..

... Equipment considerations – safety checks eg PAT testing of electrical equipment, fit for purpose, safety scissors. Protects children from avoidable injuries. ..

... CRB / Disclosure & Barring Service checks; child protection procedures – protecting children from abuse ..

Hygiene measures

.. Reduce the spread of infection – general cleanliness, wearing gloves / masks, deep cleaning, disinfecting toys, open wounds covered etc. Prevents germs spreading / cross infection. ..

.. **Alternative answers:**

.. Personal hygiene – use of hand gel, hand washing routines, appropriate use and disposal of tissues / antiseptic wipes etc. Protects from cross-infection. ..

[6]

(b) Children from a range of different cultures attend Westwood Adventure Playground.

Describe ways that staff at Westwood Adventure Playground could practise anti-discrimination in their day-to-day work with the children.

Provide for specialist methods of communication - Braille, sign language, PECs. Advocate. Translator.

.....

Alternative answers:

.....

Non-discriminatory language – Not patronising. No racist, sexist comments. Being a good role model.

.....

Meeting individual needs – cultural, religious, mobility, dietary, communication. Ensuring all areas / resources are accessible to all. Range of activities for all ages.

.....

Challenge discrimination – if a care worker witnesses any discriminatory behaviour it would be reported, and challenged with the individual concerned.

.....

Valuing diversity – accepting and respecting individual differences. Displays / toys / resources / food that reflect different cultures / beliefs. Celebrate range of festivals with all the children. Teaching children about diversity / discrimination.

.....

Equal and fair treatment- all children to be treated fairly irrespective of age, race, gender, religion, disability, ethnicity, sexuality etc. No-one excluded.

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[4]

(c) Explain two reasons why it is important for staff at Westwood Adventure Playground to apply the values of care.**Alternative answers:**

1 .. All children receiving the appropriate care and attention.

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[4]

Mark scheme guidance

2(a)

Three explanations required, **two** marks each.

The alternative answers are not exhaustive; accept other relevant explanations.

One mark:

A basic explanation that lacks clarity.

Two marks:

A full explanation that clearly shows understanding with an example or context or further detail OR two clearly identified measures / procedures.

Do not accept:

- 'cameras' on its own.

2(b)

The alternative answers are not exhaustive; accept other relevant ways. May be interchangeable.

Level 2 (3–4 marks)

- Description of at least two ways
- Correct use of terminology.

Answers will include a detailed description of at least two ways of practising anti-discrimination.

Answers will be factually correct.

Level 1 (1–2 marks)

- Basic description
- One way or several vague ways
- List like / muddled.

Basic description of applying practising anti-discrimination. Only one way or several ways lacking detail. List like answers should be placed in this band. Answers may be muddled and lack technical detail.

Sub-max of 2 for one way done well.

2(c)

Two reasons required, **two** marks each.

One mark:

A basic explanation that lacks clarity OR identification of one basic reason.

Two marks:

A full explanation that clearly shows understanding with an example or further detail, OR two clearly stated reasons eg students will feel valued ✓ and respected. ✓

Candidates may use different wording, accept appropriate alternatives.

Examiner comments**2(a)**

Candidates responded well to this question and a range of excellent, detailed explanations with examples were seen. Weaker answers confused security and safety or gave safety measures, e.g. wet floor signs, rather than procedures such as fire drills and risk assessments.

2(b)

The majority of candidates understood the demand of the question and gained level two marks. Most candidates used good examples of providing opportunities for children to experience festivals, clothes, food, different languages, welcome signs etc from different cultures. Others made good links to inclusive practice. Weaker answers often incorrectly referred to 'treating everyone the same' or 'put up posters' without stating what would be on the posters and their purpose.

2(c)

Well answered by candidates who read the question carefully. The requirement was an explanation of the importance of applying the values of care. Explaining the results of not applying the values of care did not gain marks.

Question 3

- 3 Priya, a midwife, meets many different people in her work. For example, some expectant mums are very young and anxious, some have disabilities or learning difficulties, some do not speak English as their first language, and others have mental health problems.

Explain how health care workers, such as Priya, can use effective communication to make sure service user's rights are maintained.

In your answer you must include:

- Ways to communicate effectively to meet specific individual needs
- How the ways support the individual's rights.

... Provide leaflets / information in other languages.

... The service user will understand and so can make informed choices.

... Provides equality of access to services.

.....

Alternative answers:

... **Ways of communicating effectively with service users:** ..

... • using vocabulary that can be understood – no jargon ..

... • not being patronising ..

... • listening to the individual's needs/active listening ..

... • being patient and calm ..

... • use of facial expression / body language ..

... • emphasising words ..

... • slowing the pace ..

... • appropriate tone ..

... • using gestures / pictures / Makaton ..

... • making use of specialist methods eg sign language, Braille, PECs etc. ..

... • use of aids, eg hearing loop system ..

... • interpreters ..

... Accept other appropriate ways ..

... **Supporting rights:** ..

... • service user feels valued and respected ..

... • instils confidence and trust ..

... • meets individual needs ..

... • provides equality of access to services ..

... • prevents discrimination ..

... • promotes equal and fair treatment ..

... • enables consultation ..

... • provides advocacy ..

... • supports confidentiality ..

... • empowers service users ..

... • raises self esteem ..

... • aids service user's understand of treatment ..

... • service user will understand and so can make informed choices. ..

.....

.....

[8]

Mark scheme guidance

Level 3 (7-8 marks)

- detailed explanation
- at least 2 ways
- linked to supporting rights
- may link to needs of SU in scenario
- correct use of terminology.

Answers provide a detailed explanation of at least two ways effective communication can be used to support service user's rights. Answers are linked to specific needs of service users in the scenario and will be coherent.

Must use terminology eg: empowerment, self-esteem, active listening.

Level 2 (4-6 marks)

- sound explanation
- 2 ways or one done well
- links to rights not fully developed
- some correct terminology.

Answers provide a sound explanation of one or two ways effective communication can be used to support service user's rights. May only cover ways of communicating or rights. Some links to specific service user needs.

Sub-max of 4 if ways OR rights done well.

Level 1 (1-3 marks)

- basic explanation
- identifies ways of communicating
- may not link to supporting rights
- limited use of terminology.

Answer provides a basic explanation of ways effective communication can be used. Answers may not be explicitly linked to supporting rights or SU needs. List like or muddled answers should be placed in this band.

Examiner comments

There were very mixed responses to this question. A number of candidates only gained level one marks as they repeated themselves and explanations were limited. They also focussed on explaining 'rights' rather than identifying ways of communicating and explaining how those ways support rights. Some candidates did not know the difference between an advocate and a translator, confusing the two in their answers. Candidates who achieved well gave detailed and comprehensive answers. They identified different ways of communicating, linked them to the service users in the scenario and clearly explained how those ways would support the service user's rights.

Question 4

SECTION B

Answer all questions.

- 4 (a) Legislation protects individuals and it is relevant to different groups of people in society.

An example of one of these groups is: **people with disabilities.**

Name four other groups of people that are protected by legislation.

- | | | | |
|---|-----------------------------|---|-------|
| 1 | Children (and young people) | Alternative answers: | |
| | | ▪ adults | |
| 2 | Vulnerable adults/people | ▪ older adults / O.A.P.s | |
| | | ▪ gay / lesbian / bi-sexual / transgender | |
| 3 | Ethnic minority groups | ▪ religious groups / cultures | |
| | | ▪ married couples / civil partnerships | |
| 4 | Men and women | ▪ pregnant women / mothers | |
| | | ▪ people with mental health issues / conditions | |
| | | ▪ people who work / workers. | |

[4]

- (b) Choose **either** The Data Protection Act 1998 **or** the Health and Safety at Work Act 1974.

Describe key aspects of your chosen piece of legislation.

Name of chosen legislation Data Protection Act

Personal data should be:

- **secured** against accidental loss, damage or unlawful processing; so that no unwanted persons can access
- **used only for the purposes for which it was intended.**

Alternative key aspects of the Data Protection Act:

- **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** – destroyed after use
- **processed fairly and lawfully**
- **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)
- **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.

Key aspects of the Health and Safety at Work Act:

Employers must ensure the following:

- The working environment must not put anyone at risk
- The equipment provided must be safe & in good working order
- They must provide adequate health and safety training for staff
- A written health and safety policy should be provided
- Protective equipment, if needed, must be available free of charge to employees

Employees must ensure the following:

- Must cooperate with their employer by following health and safety regulations in the workplace
- Must report any hazards to the employers
- Not to misuse or tamper with equipment provided that meets health and safety regulations eg fire extinguishers
- Take care of themselves and others in the workplace.

.. [6]

Mark scheme guidance

4(a)

Accept any group of people that is protected by legislation.

Do not credit:

- “people with disabilities” – it is in the question
- “people with mental problems” – too vague .

4(b)

Level 2 (4–6 marks)

- description of at least two key aspects
- correct use of terminology.

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

Answers will be factually correct.

Data Protection Act:

Do not accept references to confidentiality.

Level 1 (1–3 marks)

- basic description
- only one aspect or several vague aspects
- list like / muddled
- limited use of terminology.

There may be evidence of one or two aspects of the legislation; only one aspect or a second mentioned briefly. List like answers should be placed in this band. Answers may be muddled and lack technical detail.

Sub-max of 3 for one aspect

Candidates may use different wording. Accept appropriate alternatives.

4(c)

Two descriptions, **two** marks each.

Challenge at the time

- explain to the individuals concerned how they are discriminating – to raise their awareness
- report to senior staff/supervisor straight away – so that they can address the issue
- supervision – monitors staff / service users
- take a statement from the victim of discrimination.

Challenge afterwards through procedures

- report to a higher authority – senior staff / boss / manager / supervisor / parents
- initiate training
- 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
- instigate disciplinary action against staff – makes them aware of the seriousness of the issue; provides a basis for changing individual practice
- refer to organisations policies – Equal Opportunities, Bullying etc.

One mark:

A basic description that lacks clarity.

Two marks:

A full description that clearly shows understanding with an example or further detail.

Examiner comments

4(a)

Where candidates had been clearly taught the correct terminology to use when defining groups of people, listed in LO3 of the specification, they usually gained full marks. In other answers the responses were too vague, not 'groups' of people or gave disabilities which was the example given in the question and so could not gain a mark. Some candidates listed examples of legislation.

4(b)

Many candidates who chose the Health and Safety at Work Act were not familiar with any aspects of the act and many frequently gained level one only. There were vague comments about being safe at work which did not demonstrate any knowledge or understanding. Good answers focussed on the work environment not putting anyone at risk, equipment being in working order, provision of PPE and reporting accidents.

Candidates are becoming increasingly familiar with Data Protection Act and some were able to produce answers confidently using terminology such as keeping information secure, adequate and relevant, processed fairly and lawfully, not transferred out of the EU. Weaker responses, however, focussed on methods of maintaining confidentiality rather than aspects of the Data Protection Act; these answers did not gain any marks.

4(c)

Most candidates achieved some marks on this question. Common correct answers were 'tell them it is wrong and to stop' and 'report to the boss'. Some candidates had knowledge of complaints procedures and benefits of training which allowed them to gain full marks. There were, however a number of 'no response' answers, suggesting some candidates are unfamiliar with LO1 of the specification - 'methods of challenging discriminatory behaviour'.

Question 5(a)

5 (a) 'Working in partnership with parents/guardians and families' is an early years value of care.

State **two** ways an early years practitioner could apply this value of care in their daily work.

1

2

**** **Alternative answers:** **[2]**

Working in partnership with parents/guardians and families:

- parents invited in to discuss progress / behaviour etc.
- progress reports
- letters home / phone calls home
- award certificates sent home
- daily diary in a nursery
- informal chat / talking to parents regularly
- suggesting activities parents can do with their child
- keeping parents updated
- comments on a child's work
- inform parents of accident / incident
- obtain parents' permission for trips / visits
- provide information sessions / training for parents on relevant topics eg potty training, dealing with tantrums etc.

This list is not exhaustive; accept other relevant ways.

Mark scheme guidance

Two ways, one mark each.

Examiner comments

5(a)

Well answered, with many candidates gaining full marks. Candidates gave wide range of appropriate ways. Marks were lost by answers that included repetition or that did not relate to the value of care in the question.

Question 5(b)

- (b)** 'Encouraging children's learning and development' is an early years value of care. Describe possible intellectual and emotional effects on children if this value of care is not applied.

A possible intellectual effect would be lack of skills development – writing etc.. The possible
 ... emotional effect would be low self-esteem.

.....

.... **Alternative answers:**

.... **Possible intellectual effects:**

- ▪ not be able to communicate well / limited vocabulary
- ▪ lack of knowledge
- ▪ lack of progress / in later life
- ▪ lack of stimulation
- ▪ loss of concentration / interest
- ▪ will not achieve potential / not get a good job in the future.

.... **Possible emotional effects:**

- ▪ low self confidence
- ▪ feeling inadequate / giving up
- ▪ loss of trust
- ▪ frustrated
- ▪ lack of enjoyment / interest
- ▪ withdrawn / isolated
- ▪ excluded / marginalised / bullied / neglected
- ▪ feel discriminated against

.... This list is not exhaustive; accept other appropriate effects.

.....

 **[6]**

Mark scheme guidance**5(b)****Level 2 (4–6 marks)**

- detailed description of the effects
- intellectual and emotional effects – balanced
- links between the effects for 6 marks
- correct use of terminology.

Answers will provide a detailed explanation of the effects on children if the value of care is not applied. Intellectual and emotional effects will be described and, for full marks links will be made between the effects. Answers will be coherent, using appropriate terminology.

Links between intellectual and emotional effects required for 6 marks.

Level 1 (1–3 marks)

- Basic description
- Intellectual OR emotional effects or both mentioned briefly
- Likely to identify effects with little or no description
- List like / muddled
- Limited use of terminology.

Learners will give a basic description of the effects on children if the value of care is not applied. Only one category of effects or with a second mentioned briefly. List like answers should be placed in this level.

Answers may only cover intellectual or emotional effects.

Sub-max of 3 for intellectual or emotional effects done well.

Examiner comments**5(b)**

Generally well answered. Where higher marks were achieved there was good use of terminology to describe the effects, and some excellent full mark responses that linked together the emotional and intellectual effects.

Responses that only covered emotional effects restricted the mark to level one.

It is important that candidates produce a 'balanced' answer covering emotional and intellectual effects in order to achieve the higher mark band. Weaker responses covered physical or social effects or described the positive effects of applying the values of care, neither of which were asked for by the question.

Question 5(c)

(c) Some of the terms used in health, social care and early years settings are:

empower advocacy diversity legislation vulnerable

Complete the table to match **four** of the terms with the examples given.
Use each term once only.

Example	Term
Someone who is less able to protect themselves from harm due to, for example, mental health problems or a physical or learning disability.	Vulnerable
A patient is given a choice of treatment.	Empower
A volunteer from a charity organisation represents an older person by speaking about their needs with social services.	Advocacy
Provides a framework for an individual to obtain their rights.	Legislation

[4]

Mark scheme guidance

5(c)

Four terms required; one mark each.

No other answers are acceptable.

Examiner comments

5(c)

Well answered by many; those candidates who are familiar with this specification's terminology gained full marks. Most candidates were able to gain some marks.

Marks were lost when 'diversity' was chosen for 'a patient is given a choice of treatment' and weaker answers used words more than once or used their own words.

Where candidates provided more than one answer in a box, only their first answer was credited.



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