



Cambridge National

Health and Social Care

Cambridge National Level 1/2 Award/Certificate

Unit **R021/01**: Essential Values of Care for Use with Individuals in Care Settings

Mark Scheme for January 2019

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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These are the annotations which are to be used when marking


Annotation	Meaning of annotation
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Tick – correct answer
	Cross – incorrect answer
	Development of point (use only on questions where stated in the mark scheme)
	Level 1
	Level 2
	Level 3
	Benefit of doubt (This does count as a mark – so do not ‘tick’ as well)
	Omission mark
	Too vague
	Repeat
	Noted but no credit given
No Response (NR)	Award NR if the question has not been attempted

ADDITIONAL OBJECTS: ('additional objects' are continuation sheets)


You must annotate responses on any additional objects, as above.

If no credit is to be awarded for the answer on the additional object, please use the annotation 'seen'.

If the page is blank use 'BP'.



Question	Answer	Marks	Guidance								
1	<p>(a) One mark for each way identified. Three required. One mark for how it prevents the spread of infection. Three required.</p> <table border="1" data-bbox="320 264 1373 1469"> <thead> <tr> <th data-bbox="320 264 920 331">Ways</th> <th data-bbox="920 264 1373 331">Explanations of how the ways prevent spread of infection:</th> </tr> </thead> <tbody> <tr> <td data-bbox="320 331 920 584"> Appropriate protective clothing <ul style="list-style-type: none"> • disposable gloves • disposable aprons • hair-net / hygiene hat • surgical garments • face masks • protective goggles </td> <td data-bbox="920 331 1373 584"> <ul style="list-style-type: none"> • prevents transfer of bacteria • destroys / kills / gets rid of bacteria • reduces levels of bacteria </td> </tr> <tr> <td data-bbox="320 584 920 975"> Personal hygiene <ul style="list-style-type: none"> • hair tied back / covered • open wounds covered • no jewellery • no nail polish • wearing clean clothes • appropriate hand washing routines • regular showering and hair washing • regular brushing of teeth • appropriate use and disposal of tissues / antiseptic wipes </td> <td data-bbox="920 584 1373 975"> <ul style="list-style-type: none"> • ensures high level of cleanliness • reduces opportunities for spreading bacteria / germs • stops others coming into contact with bacteria / germs • barrier method reduces/prevents transfer of bacteria </td> </tr> <tr> <td data-bbox="320 975 920 1469"> General cleanliness <ul style="list-style-type: none"> • use of anti-bacterial sprays on work surfaces • sterilising dental equipment / instruments • cleaning surfaces / worktops / keyboards etc • floors mopped • bins emptied • spillages cleared straight away • hazardous waste disposed of following correct procedures • clean surfaces / worktops frequently </td> <td data-bbox="920 975 1373 1469"> <ul style="list-style-type: none"> • removes places for bacteria to be trapped • prevents cross contamination • ensures equipment is sterile • barrier to infection (e.g. latex gloves) </td> </tr> </tbody> </table>	Ways	Explanations of how the ways prevent spread of infection:	Appropriate protective clothing <ul style="list-style-type: none"> • disposable gloves • disposable aprons • hair-net / hygiene hat • surgical garments • face masks • protective goggles 	<ul style="list-style-type: none"> • prevents transfer of bacteria • destroys / kills / gets rid of bacteria • reduces levels of bacteria 	Personal hygiene <ul style="list-style-type: none"> • hair tied back / covered • open wounds covered • no jewellery • no nail polish • wearing clean clothes • appropriate hand washing routines • regular showering and hair washing • regular brushing of teeth • appropriate use and disposal of tissues / antiseptic wipes 	<ul style="list-style-type: none"> • ensures high level of cleanliness • reduces opportunities for spreading bacteria / germs • stops others coming into contact with bacteria / germs • barrier method reduces/prevents transfer of bacteria 	General cleanliness <ul style="list-style-type: none"> • use of anti-bacterial sprays on work surfaces • sterilising dental equipment / instruments • cleaning surfaces / worktops / keyboards etc • floors mopped • bins emptied • spillages cleared straight away • hazardous waste disposed of following correct procedures • clean surfaces / worktops frequently 	<ul style="list-style-type: none"> • removes places for bacteria to be trapped • prevents cross contamination • ensures equipment is sterile • barrier to infection (e.g. latex gloves) 	<p>6 (3x1 + 3x1)</p>	<p>The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>One mark for identification of a 'way'. One mark for how it helps to prevent the spread of infection.</p> <p>Do not credit:</p> <ul style="list-style-type: none"> • 'prevents the spread of 'infection' needs to say how' • 'gloves' 'apron' - must state disposable, plastic, latex or rubber uniform <p>Can credit the reason if way is incorrect. If more than one way is given, mark the first one.</p> <p>Do not credit repetition of ways or how they prevent the spread of infection</p>
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Question	Answer	Marks	Guidance
1 (b)	<p>One mark for each identification. Two required.</p> <p>Having personal notes stored securely:</p> <ul style="list-style-type: none"> • store paper records in a locked filing cabinet • do not leave electronic records displayed on screen – log out • password protected electronic records to limit access • locked away and password protected • shred any unwanted paperwork or notes <p>Patients not being spoken about so others can hear:</p> <ul style="list-style-type: none"> • close treatment room doors / close doors • no discussions in public places e.g. corridor, reception • private office for telephone calls • meetings / consultations in a private room / private place • no gossiping about patients outside the care setting <p>Accept other relevant ways.</p>	2 (2x1)	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> A TV REP SEEN </div> <p>Note:</p> <ul style="list-style-type: none"> • If more than one way is given – mark the first one stated. • answers must relate to the heading provided – no credit for general ways of maintaining confidentiality <p>Do not accept for stored securely:</p> <ul style="list-style-type: none"> • locked up • locked away <p>Do not accept for not being overheard:</p> <ul style="list-style-type: none"> • do not talk about it with anyone but the patient • don't share the information with anyone • need to know basis – is nothing to do with avoiding being overheard

Question	Answer	Marks	Guidance
1	<p>(c) Two marks for each way described. Two required.</p> <p>How effective communication reassures and supports rights:</p> <p>Using appropriate vocabulary / no jargon</p> <ul style="list-style-type: none"> • helps patient's understanding of treatment / procedures • patient not confused by jargon or specialist terminology • so patient can make informed choices / supports consultation • so patients are not disempowered <p>Not being patronising</p> <ul style="list-style-type: none"> • helps patient feel respected and valued • instils confidence and trust • equal and fair treatment • shows respect <p>Adapting their communication - emphasising words / slowing the pace / varying tone / using gestures / repeating if necessary</p> <ul style="list-style-type: none"> • calms / relaxes nervous patient / manages emotions • helps patient understand the treatment process • so people can make informed choices <p>Listening to individual's needs / active listening / positive body language e.g open posture, eye contact etc</p> <ul style="list-style-type: none"> • empowers • raises self-esteem • calms them down • makes them feel welcome / valued • shows you are being listened to <p>Specialist / adapted methods</p> <ul style="list-style-type: none"> • loop system, leaflets in other languages / braille / easy read version • enables equality of access for patients • individual needs met • equal and fair treatment 	4 (2x2)	<p>The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>For two marks:</p> <ul style="list-style-type: none"> • a full description of an appropriate way that clearly shows understanding • Do not give 2 separate marks for two identifications <p>For one mark:</p> <ul style="list-style-type: none"> • a basic description that lacks clarity • just identification of a 'way' or ways • effects without a way <p>Give credit for references to supporting rights and/or providing reassurance.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • description of what Nazaneen should not do (other than 'not patronising' and 'no jargon') • 'reassures' it is in the question <p>This answer list is not exhaustive accept other relevant ways and examples. May be interchangeable</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
2	(a)	<p>Equipment considerations:</p> <ul style="list-style-type: none"> • appropriate training for staff • used under supervision • fit for purpose • age appropriate • equipment / toys tidied away after use • checked regularly for damage / risk assessed • reporting system for damage or faults • replacement programme for older or worn out equipment • regular (PAT) testing of electrical equipment • materials used e.g. paints containing toxins <p>How children's safety is improved:</p> <ul style="list-style-type: none"> • risk of injury is reduced • staff will know how to use / assemble it safely • correct equipment used for the task • no worn out or damaged equipment in use • good standard of equipment is maintained • no loose parts / small parts – choking hazards reduced • no sharp edges - risk of injury reduced • no toxins consumed <p>Answers may refer to:</p> <ul style="list-style-type: none"> • toys • climbing frame • swings • slide • furniture • equipment 	4	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is explanation.</p> <p>Level 2 – checklist</p> <ul style="list-style-type: none"> • detailed explanation • two examples of equipment considerations • explicit link to improving safety at the early years setting • correct use of terminology <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • basic explanation • one example of equipment considerations • may identify several examples but not fully developed • link to safety may be implicit • no link to early years setting or may be implicit • list like/muddled <p>Do not accept:</p> <ul style="list-style-type: none"> • childproof – is too vague <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p>	<p>Level 2 (3–4 marks) Answers will include a detailed explanation of two equipment considerations and how they help to improve safety in an early years setting. Answers will be coherent, factually accurate and use appropriate terminology</p> <p>Sub-max 3 for one equipment consideration but must be done well</p> <p>Level 1 (1–2 marks) Answers will include a basic description of at least one example of equipment considerations and how they help to improve safety. Explanation may be brief or not fully relevant. Answers may be muddled or list like and lack technical detail.</p> <p>0 marks = not worthy of credit</p>


Question	Answer	Marks	Guidance
2	<p>(b) One mark for an identification, one required. One mark for stating how it protects, one required.</p> <p>Security measures:</p> <ul style="list-style-type: none"> • member of staff/receptionist responsible for checking/monitoring external entrances • supervision of children at all times • monitoring of keys • security pads on doors / key cards / swipe cards / key (pin) code entry • staffed reception / buzzer at front door • signing in/out book for visitors • visitor badges issued • staff wearing ID / lanyards • CCTV monitoring of exit/entrance / security cameras • locks on doors / windows / gates • high fencing around outdoor play area <p>How it protects:</p> <ul style="list-style-type: none"> • controls access • only authorised people can enter • to control who is allowed in / out • to prevent children wandering out unaccompanied • easy to identify staff / authorised visitors • easy to spot unauthorised people • know who is in the building <p>This list is not exhaustive, accept other appropriate responses.</p>	2 (2x1)	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> ^ TV REP SEEN </div> <p>Do not credit:</p> <ul style="list-style-type: none"> • all doors locked • locked windows • locked gates • references to fire safety • references to data protection • ‘cameras’ on its own • ‘ID badges’ on its own • DBS check – is not security • CCTV cameras – on its own – must state external / by reception or entrance etc - use omission mark • ‘fence’ on its own – must say where • how it protects if ‘way’ is not given/incorrect

Question	Answer/Indicative Content	Marks	Guidance
2 (c)	<p>One identification required. One mark.</p> <p>The Health and Safety at Work Act</p>	<p>1 (1x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1756 408 2011 488" style="border: 1px solid black; padding: 5px; display: inline-block;">   </div> <p>Must state 'Act'</p> <p>'The' and date not required.</p> <p>No other answers are acceptable.</p> <p>If more than one piece of legislation is given: Mark the first response</p>


Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
2	(d) Working in partnership with parents/guardians and families: <ul style="list-style-type: none"> open mornings / inviting parents in to see children taking part in activities parents invited in to discuss progress/behaviour etc. parents evenings progress reports letters home / phone calls home reward certificates sent home daily diary kept for parents to have informal chat / talking to parents regularly suggesting activities parents can do with their child inform parents of accident / incident obtain parents' permission for trips / visits newsletter provide information sessions/training for parents on relevant topics e.g. potty training, dealing with tantrums etc. Analysis: <ul style="list-style-type: none"> enables parents/carers to see their children playing with others / enjoying themselves to see what activities their children are doing parents/carers feel welcome / reassured parents/carers feel involved parents/carers feel respected keeps parents/carers updated raises awareness issues dealt with early on before it becomes a problem helps understanding of child's progress develops trust / builds strong relationships will know / is reassured their child is safe These lists are not exhaustive accept other relevant ways and analysis.	6	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is analysis.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 – checklist</p> <ul style="list-style-type: none"> detailed analysis at least two ways of working in partnership with parents/guardians and families ways explicitly relevant to the playgroup <p>Level 2 – checklist</p> <ul style="list-style-type: none"> sound analysis one or two ways of working in partnership with parents/guardians and families ways are mostly relevant to the playgroup sub-max 3 if only one way analysed <p>Level 1 – checklist</p> <ul style="list-style-type: none"> Likely to identify several ways with little or no analysis basic information limited relevance to a playgroup List like/muddled 	<p>Level 3 (5-6 marks) Answers provide a detailed analysis of at least two ways of working in partnership with parents/guardians and families. Answers are explicitly relevant to a playgroup. Answers will be coherent, factually accurate and use appropriate terminology.</p> <p>Level 2 (3-4 marks) Answers provide a sound analysis of one or two ways of working in partnership with parents/guardians and families. Some relevance to the playgroup. Answers will be coherent, factually accurate and use appropriate terminology. Sub-max of 3 for only one way, but must be analysed well</p> <p>Level 1 (1-2 marks) Answer provides way(s) of working in partnership with parents/guardians and families with little, if any, analysis. May not be explicitly linked to the setting. Answers may be list like, muddled, demonstrating little knowledge or understanding.</p> <p>0 marks = response not worthy of credit</p>


Question	Answer	Marks	Guidance
3 (a)	<p>Three ways required. One mark each.</p> <p>Ways the surgery complies with Equality Act for people with disabilities:</p> <ul style="list-style-type: none"> • disabled access / ramps / accessible for wheelchair users • disabled toilet facilities (must state disabled) • disabled parking spaces (must state disabled) • hearing loop • staff trained in British Sign language / BSL used by staff • don't have to attend the surgery for an appointment – alternatives available 	3 (3x1)	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>The ways given must be from the scenario.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • generic requirements of the Act not in the scenario • parking spaces / toilet facilities without reference to disability.


Question	Answer	Marks	Guidance
3	<p>(b) Two points required. One mark each.</p> <p>Any two points from:</p> <ul style="list-style-type: none"> • tell them who to complain to • where to go to complain • methods they could use - e-mail, telephone, face to face, letter etc. • explain how it will be dealt with / what will be done • provide the patient with a copy of the surgery's complaints procedure • provide a complaints form to fill in • tell them to write down what happened / describe the incident • inform them they could choose to take up the issue with external input – e.g. police, solicitor, local health authority, CQC, Equality and Human Rights Commission • suggest they take advice – e.g. friends/family/Citizens Advice Bureau 	<p>2 (2x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>Do not accept:</p> <ul style="list-style-type: none"> • 'report to manager' this is in the question stem <p>or vague answers:</p> <ul style="list-style-type: none"> • how to make a complaint • explain how to do it <p>as two specific pieces of information are required</p>

Question	Answer	Mark	Guidance
3	<p>(c) Two marks for a description, two required.</p> <p>Choice:</p> <ul style="list-style-type: none"> • appointments with their choice of doctor • can see the doctor they feel most comfortable with • alternative types of appointment available – visit surgery or telephone appointment with a doctor • patients with impaired hearing can attend as staff trained in BSL are available • can choose their preferred method of communication <p>Consultation:</p> <ul style="list-style-type: none"> • asked for access improvement suggestions • patients asked for feedback • asking for opinions • procedures to deal with concerns • practice manager can be consulted regarding complaints or concerns • can have phone consultation with a doctor 	<p>4 (2x2)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>The ways described must be from the scenario about Peakes Surgery.</p> <p>One mark for a brief description</p> <p>Two marks for a more detailed description possibly including example(s) from the scenario</p> <p>'Choice' and 'consultation' are different. Answers are <u>not</u> interchangeable.</p>

Question	Answer/Indicative content	Mark	Guidance	
			Content	Levels of response
4	<p>Examples of the importance of applying the values of care:</p> <p>To ensure the standardisation of care</p> <ul style="list-style-type: none"> all service users receiving appropriate care, attention and treatment staff all working to the same high standards <p>To improve the quality of care</p> <ul style="list-style-type: none"> SU feeling safe / trusts staff / feels valued SU individual needs are met – e.g. health, nutrition, cultural SU consulted about care preferences <p>To provide clear guidelines to inform and improve practice</p> <ul style="list-style-type: none"> so that staff know how to provide effective care guides staff about legal requirements guides staff about good practice <p>To maintain or improve quality of life</p> <ul style="list-style-type: none"> rights, beliefs and preferences are respected raises self-esteem / confidence helping all SU reach their full potential – e.g. for a child providing literacy support providing access to those with mobility problems or communication barriers occupational therapy assessment to enable continued independence / empowers SU <p>Note: Answers should explain the <u>importance</u> of applying values of care NOT identify or describe the values</p> <p>Level 1 for answers that:</p> <ul style="list-style-type: none"> focus on the impact of values of care <u>not</u> being applied answer just identifies/describes/explains values of care 	8	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is explanation.</p> <p>Level 3 checklist</p> <ul style="list-style-type: none"> detailed explanation clearly addresses at least 2 explanations of the importance of applying the values correct use of terminology <p>Level 2 checklist</p> <ul style="list-style-type: none"> sound explanation explanation of importance of applying VoC may not be fully developed some correct terminology <p>Level 1 checklist</p> <ul style="list-style-type: none"> limited explanation of the importance of applying the values of care may only identify values of care rather than explain the importance of applying them basic information limited terminology <p>Candidates are not required to identify any values of care. Credit is for the importance of applying them (bold headings) these are straight from the specification.</p>	<p>Level 3 (7–8 marks) Answers provide a detailed explanation that clearly addresses at least two explanations of the importance of applying the values of care. Answers will be coherent, factually accurate and use appropriate terminology.</p> <p>Level 2 (4–6 marks) Answers provide a sound explanation of the importance of applying the values of care. Response may focus on one example or several lacking detail. Answers will be factually correct but need developing. Some correct terminology will be used</p> <p>Level 1 (1–3 marks) Answers may just identify values of care with minimal or no explanation of their importance. List like answers should be placed in this level. Limited use of terminology.</p> <p>0 marks = response not worthy of credit</p> <p>SEEN for a zero mark response</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p>

Question	Answer	Marks	Guidance
5(a)	<p data-bbox="244 296 277 328">(i)</p> <p data-bbox="315 296 891 328">Two identification required. One mark each.</p> <p data-bbox="315 400 943 432">Vulnerable adults – The Mental Health Act</p> <p data-bbox="315 552 943 584">Ethnic minority groups – The Equality Act</p>	<p data-bbox="1350 296 1406 360">2 (2x1)</p>	<p data-bbox="1440 296 1608 328">Annotation:</p> <p data-bbox="1440 328 2051 392">The number of ticks must match the number of marks awarded.</p> <p data-bbox="1440 432 1984 496">For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1675 520 1928 600" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p data-bbox="1440 663 1659 695">Must state 'Act'</p> <p data-bbox="1440 735 1805 767">'The' and date not required.</p> <p data-bbox="1440 807 2029 871">No other answers are acceptable. Must be exact wording.</p> <p data-bbox="1440 943 2074 1007">If more than one piece of legislation is given: Mark the first response</p>

Question		Answer	Marks	Guidance
5(a)	(ii)	<p>Two descriptions required. Two marks each.</p> <p>Vulnerable adults</p> <p>A person who:</p> <ul style="list-style-type: none"> • is 18yrs or over • is unable to take care of themselves • is unable to protect themselves against significant harm or exploitation / individuals at risk of harm / easily targeted • needs community care services/support because of mental or other disability, or illness <p>Ethnic minority groups</p> <ul style="list-style-type: none"> • people living in a country where another cultural or ethnic group is in the majority • people who differ in race or cultural origin from the majority group in the population • people from different cultures / races • are not the majority population where they live 	<p>2 (2x2)</p>	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Wording of answers does not have to exactly match that on the mark scheme.</p> <p>Two marks: A full description that clearly shows understanding with an example (e.g. VA someone with dementia) or with two clearly identified points from the list</p> <p>One mark: A basic description that lacks clarity</p>

Question	Answer	Marks	Guidance
5 (b)	<p>Two marks for an example, three required.</p> <p>Challenging discriminatory behaviour:</p> <ul style="list-style-type: none"> • challenge at the time - explain to the person involved how they are discriminating, to raise their awareness • ask them to reflect on their actions/what they have done • encourage them to speak with the discriminated person and apologise • report what has happened to senior staff / management / police • challenge afterwards through procedures – e.g. suggest training for the person to raise awareness of their discriminatory behaviour <p>Promoting equality:</p> <ul style="list-style-type: none"> • treat people fairly – no favourites, no discrimination • ensuring all areas are accessible e.g. physical access, ramps, adjustable height tables for wheelchair users • ensuring resources and activities are accessible to all - adapt tasks/resources for those with special educational needs or learning disabilities or e.g. simplified vocabulary / worksheets on coloured paper / providing extra support • treat people according to their individual needs • for visually impaired - provision of magnifiers, information in braille, enlarged print • for hearing impaired - sign language, hearing loop • food for special dietary needs – vegetarian, gluten free, diabetic <p>Valuing diversity:</p> <ul style="list-style-type: none"> • provide resources, toys, books etc. reflecting different cultures • celebrate a range of different cultures festivals – Christmas, Diwali, Eid, Chinese New Year etc. • Welcome signs in different languages • provide entertainment from different cultures e.g. music, theatre performances etc. • food to meet a variety of needs – cultural and dietary 	6 (3x2)	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>For two marks: One example described. (Do not give 2 separate marks for two identifications)</p> <p>For one mark:</p> <ul style="list-style-type: none"> • just identification of a 'way' <p>If more than one example is given, mark the first one only.</p> <p>For challenging discriminatory behaviour do not credit:</p> <ul style="list-style-type: none"> • long-term proactive campaigning as this is not part of day-to-day work <p>Some examples are interchangeable – but do not credit repeats.</p>

Question	Answer/Indicative content	Mark	Guidance	
			Content	Levels of response
5	(c)	6	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is explanation.</p> <p>Level 3 checklist</p> <ul style="list-style-type: none"> • detailed explanation • at least 2 safety procedures which clearly address protecting individual in care settings • correct use of terminology <p>Level 2 checklist</p> <ul style="list-style-type: none"> • sound explanation • 1 or 2 safety procedures with some reference to protecting individuals in care settings • may identify several procedures but explanation not fully developed • some correct terminology <p>Level 1 checklist</p> <ul style="list-style-type: none"> • likely to identify several procedures with little or no explanation of how they protect • basic information • limited terminology <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Do not credit: security or data handling procedures</p>	<p>Level 3 (5–6 marks) Answers provide a detailed explanation of at least two safety procedures and how they protect individuals in care settings. Answers will be coherent, factually accurate and use appropriate terminology.</p> <p>Level 2 (3–4 marks) Answers provide a sound explanation of one or two safety procedures and how they protect individuals in care settings. Response may focus on one procedure with only minimal mention of a second. Answers will be factually accurate but need developing. Some correct terminology will be used. Sub-max of 3 for only one procedure and how it protects done well or several procedures lacking detail of ‘how it protects’</p> <p>Level 1 (1–2 marks) Answers will identify procedure(s) with minimal or no explanation of how they protect. List like answers should be placed in this level. Limited use of terminology.</p> <p>0 marks = response not worthy of credit</p> <p>SEEN for a zero mark response</p>
	<p>Answers must refer to safety procedures – not safety measures such as wet floor signs. A procedure is a process, not a specific action.</p> <p>The focus of answers should be on how <u>safety procedures protect individuals</u>.</p> <p>How safety procedures protect individuals in care settings:</p> <ul style="list-style-type: none"> • prevents / reduces the risk of accidents • prevents / reduces the risks of injuries to staff / residents • reduces risk – results in a safer environment • staff know how to react in an emergency – fire etc. • residents / children / staff know where to go in the event of an emergency • enables staff to take quick, efficient action to remove service users from danger / give first aid • provides guidance for staff so they know what to do to keep service users safe at all times • staff know what is required of them <p>Examples of procedures that candidates may refer to in their responses:</p> <p>Fire evacuation:</p> <ul style="list-style-type: none"> • emergency fire procedures/fire drills/assembly points • emergency evacuation procedures / plans (bomb threats, terrorism, gas leaks, flood) <p>Risk assessments:</p> <ul style="list-style-type: none"> • risk assessments – for activities / outings / equipment etc. • level of supervision related to individual needs i.e. staff to resident / child ratio <p>Accept reference to other safety procedures e.g.</p> <ul style="list-style-type: none"> • DBS checks for staff • first aid procedures • lock down procedures 			

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 **Cambridge
Assessment**

