



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 2018

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.













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

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

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

© OCR 2018

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) Two marks for each way described. Two required. Ways to ensure equality of opportunity:</p> <p>Ensuring all areas are accessible</p> <ul style="list-style-type: none"> meeting individual access needs eg. physical access, ramps, adjustable height tables for wheelchair users <p>Ensuring resources and activities are accessible to all</p> <ul style="list-style-type: none"> adapt tasks/resources for those with special educational needs or learning disabilities or English as second language simplified vocabulary / worksheets on coloured paper / providing extra support / help <p>Children treated according to their individual needs</p> <ul style="list-style-type: none"> for visually impaired - provision of magnifiers, information in Braille, enlarged print for hearing impaired - sign language, hearing loop food for special dietary needs <p>Non-discriminatory language / behaviour</p> <ul style="list-style-type: none"> staff to be good role models zero tolerance of sexist, racist comments, unfair/discriminatory treatment challenge staff/children who make discriminatory comments or behave in a discriminatory manner <p>Treat the children fairly</p> <ul style="list-style-type: none"> irrespective of race, gender, religion, disability, ethnicity, sexuality etc no 'favourites' or special treatment all given the same choices and opportunities as others, regardless of differences, eg visits arranged to places with wheelchair access / hearing loop etc <p>Refer to and follow Teenies Nursery policies, e.g.</p> <ul style="list-style-type: none"> Equal Opportunities Bullying 	<p>4 (2x2)</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 data-bbox="1473 379 1839 459" 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 <p>Do not accept:</p> <ul style="list-style-type: none"> description of what staff should not do treating all children the same letting girls play with boys toys and vice versa letting everyone have a go with a popular toy giving children choice <p>This answer list is not exhaustive accept other relevant ways and examples. May be interchangeable</p>



Question	Answer	Marks	Guidance
1	<p>(b) One mark for each identification. Two required.</p> <p>Intellectual effects:</p> <ul style="list-style-type: none"> • lack of skills development / miss out on basic skills • lack of communication / limited vocabulary • lack of knowledge • lack of progress / progression • lack of stimulation • loss of focus • loss of concentration / interest / not listen • will not achieve potential / their education and development is not encouraged <p>Accept other relevant intellectual effects.</p>	<p>2 (2x1)</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; display: inline-block; margin: 10px 0;"> ^ TV REP SEEN </div> <p>Do not credit:</p> <ul style="list-style-type: none"> • emotional effects • social effects • physical effects

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
1	(c)	5	<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>Level 3 – checklist</p> <ul style="list-style-type: none"> detailed analysis at least two ways of valuing diversity ways explicitly relevant to the nursery <p>Level 2 – checklist</p> <ul style="list-style-type: none"> sound analysis one or two ways of valuing diversity ways are mostly relevant to the nursery sub-max 3 if only one way analysed or several ways not developed <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 nursery List like/muddled <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>NOTE: Where ways of valuing</p>	<p>Level 3 (5 marks) Answers provide a detailed analysis of at least two ways of valuing diversity. Answers are explicitly relevant to a nursery. 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 valuing diversity. Some relevance to the nursery. Answers will be coherent, factually accurate and use appropriate terminology. Sub-max of 3 for one way analysed well or several ways not developed</p> <p>Level 1 (1–2 marks) Answer provides way(s) of valuing diversity. 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/Indicative Content	Marks	Guidance	
			Content	Levels of response
	<ul style="list-style-type: none"> have 'black and white dolls' or similar without reference to how it could promote inclusivity <p>This list is not exhaustive accept other relevant aspects of diversity and analysis.</p>		<p>diversity are given without analysis use the omission mark:</p> <p>Only use ticks for analysis.</p>	

Question	Answer	Marks	Guidance
2	<p>(a) One mark for each 'right'. Three required. One mark for each example. Three required.</p> <p>Choice:</p> <ul style="list-style-type: none"> • residents can choose from a range of activities to take part in • crafts, art, gardening, photography available • a programme of social events is available • music, singing and quizzes to choose from • provision of a quiet room for meditation or prayer <p>Consultation:</p> <ul style="list-style-type: none"> • residents are asked for their views and opinions regarding decisions about their care • provides person-centred care provided which meets individual needs <p>Protection from harm and abuse:</p> <ul style="list-style-type: none"> • high standards of general hygiene were seen throughout the care home • staff are well trained in manual handling • staff are well trained in first aid • there are regular fire drills <p>Equal and fair treatment:</p> <ul style="list-style-type: none"> • the gardens are easily accessible by all, with wide pathways and no steps • staff are well trained in British Sign Language • staff provide person-centred care / meet all their individual needs • all areas are accessible • cultural differences catered for – prayer rooms, variety of activities, music 	<p>6 (3x1 + 3x1)</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; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>Examples given must relate to High Park Care Home.</p> <p>Credit can be given for an appropriate example of maintaining rights if a right has not been named or is incorrect.</p> <p>Do not credit:</p> <ul style="list-style-type: none"> • confidentiality (not relevant to the case study) • 'equal treatment' must be 'equal and fair' • protection from 'abuse' or 'harm' must have both • 'residents feel safe' must give an example to show why • repeats of examples as some are interchangeable

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
2	(b)	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 • at least 2 safety procedures identified + explained • clearly addresses protecting the staff and residents • correct use of terminology <p>Level 2 checklist</p> <ul style="list-style-type: none"> • sound explanation • 1 or 2 safety procedures • may identify several procedures but explanation not fully developed • some relevance to protecting staff and/or residents • some correct terminology <p>Level 1 checklist</p> <ul style="list-style-type: none"> • likely to identify several procedures with little or no explanation • basic information • may not relate to protecting residents or staff • limited terminology <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p>	<p>Level 3 (7–8 marks) Answers provide a detailed explanation of at least two safety procedures and how they protect staff and residents. Answers will be coherent, factually accurate and use appropriate terminology.</p> <p>Level 2 (4–6 marks) Answers provide a sound explanation of one or two safety procedures and how they protect staff and residents. 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 4 for only one procedure done well or several procedures not fully developed</p> <p>Level 1 (1–3 marks) Answers will identify procedure(s) with minimal or no explanation. List like answers should be placed in this level. Limited use of terminology. 0 marks = response not worthy of credit</p>


Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
	<p>NOTE: Answers must refer to safety procedures – not safety measures such as wet floor signs. A procedure is a process, not a specific action. Do not credit security measures.</p>		<div style="border: 1px solid black; padding: 5px; display: inline-block;">  For just an identification of a safety procedure </div>	<p>OR</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;">  For an identification of a safety procedure with an explanation of how it protects </div>
				<div style="border: 1px solid black; padding: 5px; display: inline-block;"> SEEN for a zero mark response </div>

Question	Answer	Marks	Guidance
3 (a)	<p>Three marks for a definition and an example.</p> <p>Definition of ‘providing advocacy’: Must be speaking ‘on behalf’ of someone, not speaking ‘for’ them.</p> <ul style="list-style-type: none"> • Speaking on behalf of individuals who are unable to do so for themselves. • Ensures an individual’s rights and needs are recognised. • An advocate is independent and will represent the individual’s wishes without judging or giving their personal opinion. <p>Examples:</p> <ul style="list-style-type: none"> • A friend or relative represents an older person with dementia by speaking about their needs with social services when a care plan is being discussed. • Arranging for a responsible adult to represent an individual with learning difficulties or /someone under 17, to ensure the individual’s rights are maintained. • Using a third sector volunteer (eg. from Age UK, MIND or SEAP) to represent the person’s best interests when applying for disability benefits. • Representing someone in court. <p>Accept other appropriate examples.</p>	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>Wording of the answers does not have to exactly match that on the mark scheme.</p> <p>3 marks for a definition and example that shows understanding how an individual can be supported by an advocate.</p>



Question	Answer	Marks	Guidance
3	<p>(b) Two examples required. Two marks each.</p> <ul style="list-style-type: none"> • Sharing information on a need-to-know basis – so information is only shared with those directly involved in the support and care of the child • hold meetings in a private room – so no unauthorised individuals can access the information • Keep doors of the meeting room closed so no-one can overhear. • No discussions in public places, e.g. corridors– so that no-one can overhear the discussion. • Only discuss appropriate information that is relevant and required to deal with the situation, eg not gossiping about the family. • Securely dispose of any unwanted paperwork or notes – to avoid unauthorised access / comply with Data Protection Act • Not leave any files or notes behind in the meeting room – to prevent unauthorised access 	<p>4 (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>Credit one way described, not 2 ways identified.</p> <p>For two marks: A description of an appropriate way to maintain confidentiality when having a meeting.</p> <p>For one mark:</p> <ul style="list-style-type: none"> • identification of an appropriate way

Question	Answer	Mark	Guidance												
3	<p data-bbox="241 252 297 284">(c)</p> <p data-bbox="331 252 958 284">One mark for a correct statement. Two required.</p> <p data-bbox="331 355 1193 387">Two statements that are key aspects of the Mental Health Act 2007</p> <table border="1" data-bbox="331 467 1305 1090"> <thead> <tr> <th data-bbox="331 467 1137 539">Statements</th> <th data-bbox="1137 467 1305 539">Tick two only (✓)</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 539 1137 651">Provides the authority to take a person to a 'place of safety' for assessment.</td> <td data-bbox="1137 539 1305 651">✓</td> </tr> <tr> <td data-bbox="331 651 1137 762">Requires that the working environment should not put anyone at risk.</td> <td data-bbox="1137 651 1305 762"></td> </tr> <tr> <td data-bbox="331 762 1137 874">Information about individuals receiving care should always be accurate and up to date.</td> <td data-bbox="1137 762 1305 874"></td> </tr> <tr> <td data-bbox="331 874 1137 986">Gives a definition of different types of disorder.</td> <td data-bbox="1137 874 1305 986">✓</td> </tr> <tr> <td data-bbox="331 986 1137 1090">Makes discrimination in the workplace illegal.</td> <td data-bbox="1137 986 1305 1090"></td> </tr> </tbody> </table>	Statements	Tick two only (✓)	Provides the authority to take a person to a 'place of safety' for assessment.	✓	Requires that the working environment should not put anyone at risk.		Information about individuals receiving care should always be accurate and up to date.		Gives a definition of different types of disorder.	✓	Makes discrimination in the workplace illegal.		<p data-bbox="1350 252 1406 284">2</p> <p data-bbox="1350 284 1417 316">(2x1)</p>	<p data-bbox="1462 252 2067 316">The number of ticks must match the number of marks awarded.</p> <p data-bbox="1462 355 1955 387">For incorrect answers use the cross.</p> <p data-bbox="1462 523 1921 555">No other answers are acceptable.</p> <p data-bbox="1462 627 1933 691">If more than two boxes are ticked: Mark the first two only.</p> <p data-bbox="1462 794 2067 1066">Crossed Out Responses: Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.</p>
Statements	Tick two only (✓)														
Provides the authority to take a person to a 'place of safety' for assessment.	✓														
Requires that the working environment should not put anyone at risk.															
Information about individuals receiving care should always be accurate and up to date.															
Gives a definition of different types of disorder.	✓														
Makes discrimination in the workplace illegal.															

Question		Answer	Marks	Guidance
4(a)	(i)	<p>One mark for a way identified. Two required.</p> <p>Impact of the Health and Safety at Work Act 1974</p> <p>Service providers must:</p> <ul style="list-style-type: none"> • ensure working environment does not put anyone at risk • carry out / provide risk assessments • provide equipment that is safe & in good working order/ carry out equipment checks • provide adequate health and safety training for staff e.g. manual handling, Health & safety • provide a written health & safety policy • display the 'health and safety law' poster • provide protective equipment, if needed, free of charge to employees • have health and safety procedures in place, e.g. fire evacuation • have working fire alarms, extinguishers and accessible fire doors • provide adequate first aid • report serious accidents in the workplace to the HSE 	<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; display: inline-block;"> ^ TV REP SEEN </div> <p>Wording of answers does not have to exactly match that on the mark scheme.</p>

Question		Answer	Marks	Guidance
4(a)	(ii)	<p>One mark for a way identified. Two required.</p> <p>Impact of the Health and Safety at Work Act 1974</p> <p>Care practitioners:</p> <ul style="list-style-type: none"> • must co-operate with their employer by following health and safety regulations in the workplace • must report any hazards to the employer, e.g. damaged equipment • must not misuse or tamper with equipment provided that meets health and safety regulations e.g. fire extinguishers • must understand their responsibility to take care of themselves and others in the workplace • attend training required for their job role / will have been taught how to use equipment safely / manual handling etc. • can exercise their rights to have a safe environment / ensures they are in a safe working environment • will have to wear PPE provided by their employer • the Act ensures that the practitioners are in a safe working environment 	<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; text-align: center;">  </div> <p>Wording of answers does not have to exactly match that on the mark scheme.</p>

Question	Answer/Indicative content	Mark	Guidance			
			Content	Levels of response		
4	(b)	5	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is description.</p> <p>Level 2 – checklist</p> <ul style="list-style-type: none"> • detailed description • two examples of guidance • correct use of terminology <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • basic description • one or two examples • may identify several examples but not fully developed • list like/muddled <p>The five Every Child Matters outcomes count as one aspect of the Children Act, so credit individual outcomes once only.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p>	<p>Level 2 (4–5 marks) Answers will include a detailed description of two examples of guidance provided by the Act. Answers will be coherent, factually accurate and use appropriate terminology.</p> <p>Level 1 (1–3 marks) Answers will include a basic description of one or two examples of guidance provided by the Act. Description may be brief or not relevant. Answers may be muddled or list like and lack technical detail. Sub-max of 3 for one example done well or several examples not developed.</p> <p>0 marks = not worthy of credit</p>		
					Children Act 2004	Guidance for practitioners
					Protection of children at risk	Duty of practitioners who work with children to follow safeguarding procedures May involve practitioners having to take child away from family – care orders / emergency protection orders.
					Keep children safe	
					Paramourncy principle	Issues have to be determined as soon as possible and children’s needs must come first, ie. taking child away from family may adversely affects adults but may be in child’s best interests.
					Consultation	Children who are old enough / mature are to be consulted giving them the right to speak out/have a voice/to be heard.
					Gives children specific rights	Children have the right to be provided with an advocate. Children have to be consulted / wishes taken into consideration. Have to ensure children stay within the wider family circle where possible.
					ECM – 5 outcomes	Care provided should support ECM outcomes: staying safe, being healthy, enjoying and achieving, make a positive contribution, economic well-being.
					Practitioners to work in multi-disciplinary teams	Duty of care practitioners who work with children to follow safeguarding procedures / ensure information is shared.
Created Children’s Commissioner	Gives children a voice, represents their interests - so their views have to be taken into account.					
Set up local Safeguarding Children’s Boards						
Established Children And Young People’s Plan (CYPP)	Duty of Local Authorities to promote co-operation between agencies/practitioners to improve well-being of C and YP relating to the 5 outcomes.					

Question		Answer	Marks	Guidance
4	(c)	<p>One identification required. One mark.</p> <p>The Equality 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 style="border: 1px solid black; padding: 5px; display: inline-block;">   </div> <p>Must state 'Act'</p> <p>Date not required.</p> <p>If more than one piece of legislation is given: Mark the first response</p>

Question	Answer	Marks	Guidance
4	<p>(d) Two mark for each description. Two required.</p> <p>Challenge afterwards through procedures:</p> <ul style="list-style-type: none"> • report to a higher authority – senior staff / boss / manager / supervisor / parents • use the organisations complaints procedures – means that individuals know how to take action if they have a complaint about neglect, discrimination or poor practice • disciplinary action - makes them aware of the seriousness of the issue; provides a basis for changing individual practice / supervision • refer to organisations policies – Equal Opportunities, bullying etc • take legal advice and take the individual who has discriminated to court <p>Challenge with long-term proactive campaigning: (answers must refer to a long term solution)</p> <ul style="list-style-type: none"> • training could be provided, e.g. courses about equality and diversity, anger management, effective communication • awareness sessions on a regular basis for staff to understand correct ways of working • supervision – the practice of the person discriminating could be monitored over time <p>Accept other appropriate responses.</p>	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; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>One mark: A basic description that lacks clarity, or a list of actions</p> <p>Two marks: A full description that clearly shows understanding with an example or further detail.</p>

Question	Answer	Marks	Guidance	
			Content	Levels of response
5	(a)	6	<p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <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 • two security measures and how they protect • security measures fully relevant to a primary school • clear and logically structured <p>Level 2 checklist</p> <ul style="list-style-type: none"> • sound explanation • 1 or more security measures • explanation of how they protect not fully developed • some relevance to a primary school • some correct terminology <p>Level 1 checklist</p> <ul style="list-style-type: none"> • limited / basic explanation • likely to identify several security measures with little explanation • may not link to a primary school • limited structure and clarity <p>Do not credit:</p> <ul style="list-style-type: none"> • just identification of security measures • all doors locked 	<p>Level 2 (5–6 marks) Answer provides a detailed explanation of how two security measures protect children in a primary school. Answers will be coherent, and factually correct. Correct terminology will be used.</p> <p>Level 2 (3–4 marks) Answers provide a sound explanation of one or more security measures and how they protect children in a primary school. Response may focus on one measure 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 security measure done well or several appropriate measures not fully developed.</p> <p>Level 1 (1–2 marks) Answer provides a limited or basic explanation of security measures and how they protect children in a primary school. Answers may not link to the context. List like or muddled answers should be placed in this band. 0 marks = response not worthy of credit</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
				<ul style="list-style-type: none"> • references to fire safety • references to data protection • 'cameras' on its own • 'ID badges' on its own • DBS check – not security 	SEEN for a zero mark response

Question	Answer	Marks	Guidance																		
5	<p>(b)</p> <p>One mark for an example. One required. One mark for how rights are supported. One required.</p> <p>Providing up to date information:</p> <table border="1" data-bbox="331 368 1245 1369"> <thead> <tr> <th data-bbox="331 368 757 408">Example</th> <th data-bbox="757 368 1245 408">How it supports rights</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 408 757 504">Times services open</td> <td data-bbox="757 408 1245 504"><i>so that the individual knows when they can access services</i></td> </tr> <tr> <td data-bbox="331 504 757 616">Type of care provided</td> <td data-bbox="757 504 1245 616"><i>the individual can choose what is most appropriate for themselves to receive</i></td> </tr> <tr> <td data-bbox="331 616 757 727">Alternatives available</td> <td data-bbox="757 616 1245 727"><i>the individual can choose the most appropriate service/treatment/ type of care</i></td> </tr> <tr> <td data-bbox="331 727 757 871">Results of tests/treatments Medical data / medical records</td> <td data-bbox="757 727 1245 871"><i>so that individuals are able to choose/know the options/know why they are being treated new medication / allergies info</i></td> </tr> <tr> <td data-bbox="331 871 757 1038">Letters/e-mails/texts informing that service is moving / new services are available / change of address</td> <td data-bbox="757 871 1245 1038"><i>tells them where they can access a service important to them</i></td> </tr> <tr> <td data-bbox="331 1038 757 1126">Medication instructions</td> <td data-bbox="757 1038 1245 1126"><i>so the correct dose is taken so it is taken at the correct time</i></td> </tr> <tr> <td data-bbox="331 1126 757 1230">Reports on behaviour achievement and improvements</td> <td data-bbox="757 1126 1245 1230"><i>supports right to consultation / informed choice right to information about progress</i></td> </tr> <tr> <td data-bbox="331 1230 757 1369">Information about complaints procedures / other policies equal opps etc</td> <td data-bbox="757 1230 1245 1369"><i>know system of redress know how they should be treated know how to complain</i></td> </tr> </tbody> </table> <p>Accept other appropriate examples.</p>	Example	How it supports rights	Times services open	<i>so that the individual knows when they can access services</i>	Type of care provided	<i>the individual can choose what is most appropriate for themselves to receive</i>	Alternatives available	<i>the individual can choose the most appropriate service/treatment/ type of care</i>	Results of tests/treatments Medical data / medical records	<i>so that individuals are able to choose/know the options/know why they are being treated new medication / allergies info</i>	Letters/e-mails/texts informing that service is moving / new services are available / change of address	<i>tells them where they can access a service important to them</i>	Medication instructions	<i>so the correct dose is taken so it is taken at the correct time</i>	Reports on behaviour achievement and improvements	<i>supports right to consultation / informed choice right to information about progress</i>	Information about complaints procedures / other policies equal opps etc	<i>know system of redress know how they should be treated know how to complain</i>	2 (2x1)	<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 data-bbox="1541 384 1906 464" style="border: 1px solid black; padding: 5px; text-align: center;"> ^ TV REP SEEN </div> <p>One mark for: An example of up-to-date information.</p> <p>One mark for: How it supports rights.</p>
Example	How it supports rights																				
Times services open	<i>so that the individual knows when they can access services</i>																				
Type of care provided	<i>the individual can choose what is most appropriate for themselves to receive</i>																				
Alternatives available	<i>the individual can choose the most appropriate service/treatment/ type of care</i>																				
Results of tests/treatments Medical data / medical records	<i>so that individuals are able to choose/know the options/know why they are being treated new medication / allergies info</i>																				
Letters/e-mails/texts informing that service is moving / new services are available / change of address	<i>tells them where they can access a service important to them</i>																				
Medication instructions	<i>so the correct dose is taken so it is taken at the correct time</i>																				
Reports on behaviour achievement and improvements	<i>supports right to consultation / informed choice right to information about progress</i>																				
Information about complaints procedures / other policies equal opps etc	<i>know system of redress know how they should be treated know how to complain</i>																				

Question	Answer	Marks	Guidance		
5	(c)	4 (4x1)	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For an incorrect answer use the cross.</p> <p>No other answers are acceptable.</p> <p>If more than one answer letter is given in the box: No mark should be awarded.</p> <p>Crossed Out Responses: Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.</p>		
<table border="1"> <tr> <td data-bbox="349 288 1077 400">Ways of applying the values of care.</td> <td data-bbox="1077 288 1256 400">Answer: A, B, C,D or E</td> </tr> </table>		Ways of applying the values of care.	Answer: A, B, C,D or E		
Ways of applying the values of care.	Answer: A, B, C,D or E				
Leaflets are available about the care settings complaints procedure.		B			
Information about individuals receiving care should always be kept on password protected computers and only be shared on a need to know basis.		A			
All staff have DBS checks before they are employed by a care setting.		D			
A teacher discussing a child's progress with a social worker.		C			

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2018

