

Cambridge National

NATIONAL IN HEALTH AND SOCIAL CARE

LEVEL 1/2 CAMBRIDGE NATIONAL IN HEALTH AND SOCIAL CARE

R021/01 Essential Values of Care for Use With Individuals In Care Settings

Mark Scheme for Jan 2020

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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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10. These are the annotations which are to be used when marking R021

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 Question 2(a)
	Level 1
	Level 2
	Level 3
	Benefit of doubt (do not 'tick' as well - BOD does count as a mark)
	Omission mark
	Too vague
	Repeat
	Noted but no credit given
No Response (NR)	Award NR if the question has not been attempted

For points questions: The number of ticks must match the number of marks awarded.



For Levels of Response questions: The number of ticks will not necessarily correspond to the marks awarded.

Question	Answer	Marks	Guidance								
1	<p>(a) One mark for each identification, two required Two marks for each description, two required.</p> <table border="1" data-bbox="235 320 1429 783"> <thead> <tr> <th data-bbox="235 320 898 357">Safety measures:</th> <th data-bbox="898 320 1429 357">How it protects:</th> </tr> </thead> <tbody> <tr> <td data-bbox="235 357 898 783"> <ul style="list-style-type: none"> • wet floor / hazard signs • hot food/drinks signs • implement risk assessment findings • no entry signs / locks on doors • floors kept clear/ no trailing cables etc • mop up spills straight away • restricted access to kitchen – staff only with swipe card access • staff to serve hot drinks to the older adults not self-service • hand rails on stairs /ramps • first aid box / first aider available </td> <td data-bbox="898 357 1429 783"> <ul style="list-style-type: none"> • signs raise awareness of dangers • helps prevent accidents • no trip hazards • floors safe to walk on / nothing to slip up on • restricts access to risky areas • older adults not at risk of spilling hot liquids if served by staff only • reduces risk of injuries / harm • prevents falls / trips / burns • immediate treatment of injuries </td> </tr> </tbody> </table> <table border="1" data-bbox="235 818 1429 1426"> <thead> <tr> <th data-bbox="235 818 898 855">Hygiene measures:</th> <th data-bbox="898 818 1429 855">How it protects:</th> </tr> </thead> <tbody> <tr> <td data-bbox="235 855 898 1426"> <ul style="list-style-type: none"> • DISPOSABLE aprons/gloves • hygiene hat /hairnet / hair tied back • handwashing routines • open wounds covered • no jewellery/nail polish when preparing food • store food at correct temperature • hygienic food preparation and cooking e.g. wash fruit & veg before cooking • food kept covered • coloured chopping boards • appropriate use & disposal of tissues/antiseptic wipes etc • keep surfaces/worktops, utensils, floors etc clean • use of anti-bacterial sprays • follow use by and eat by dates </td> <td data-bbox="898 855 1429 1426"> <ul style="list-style-type: none"> • prevents cross-infection • prevents cross contamination • prevents germs/bacteria spreading • prevents transfer of bacteria • ensures a high standard of hygiene • destroys bacteria • reduces risk of bacteria building up (e.g. if no jewellery) • keeps raw and cooked food separate (coloured hopping boards) • prevents food poisoning </td> </tr> </tbody> </table>	Safety measures:	How it protects:	<ul style="list-style-type: none"> • wet floor / hazard signs • hot food/drinks signs • implement risk assessment findings • no entry signs / locks on doors • floors kept clear/ no trailing cables etc • mop up spills straight away • restricted access to kitchen – staff only with swipe card access • staff to serve hot drinks to the older adults not self-service • hand rails on stairs /ramps • first aid box / first aider available 	<ul style="list-style-type: none"> • signs raise awareness of dangers • helps prevent accidents • no trip hazards • floors safe to walk on / nothing to slip up on • restricts access to risky areas • older adults not at risk of spilling hot liquids if served by staff only • reduces risk of injuries / harm • prevents falls / trips / burns • immediate treatment of injuries 	Hygiene measures:	How it protects:	<ul style="list-style-type: none"> • DISPOSABLE aprons/gloves • hygiene hat /hairnet / hair tied back • handwashing routines • open wounds covered • no jewellery/nail polish when preparing food • store food at correct temperature • hygienic food preparation and cooking e.g. wash fruit & veg before cooking • food kept covered • coloured chopping boards • appropriate use & disposal of tissues/antiseptic wipes etc • keep surfaces/worktops, utensils, floors etc clean • use of anti-bacterial sprays • follow use by and eat by dates 	<ul style="list-style-type: none"> • prevents cross-infection • prevents cross contamination • prevents germs/bacteria spreading • prevents transfer of bacteria • ensures a high standard of hygiene • destroys bacteria • reduces risk of bacteria building up (e.g. if no jewellery) • keeps raw and cooked food separate (coloured hopping boards) • prevents food poisoning 	<p>6 (1+2) + (1+2)</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>One mark for identification of a measure</p> <ul style="list-style-type: none"> • credit first one stated <p>Up to two marks for the description of how it improves the standard of care.</p> <ul style="list-style-type: none"> • read through and credit the best attempt if more than one described <p>Accept 'germs'</p> <p>Do not credit procedures such as:</p> <ul style="list-style-type: none"> • fire procedures • training staff • carrying out risk assessments <p>May credit 'how it improves' if measure not correct. But must be a valid 'stand alone' response.</p> <p>The list is not definitive, <u>credit other appropriate safety and hygiene measures</u> that are relevant to Progress House.</p>
Safety measures:	How it protects:										
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Question	Answer	Marks	Guidance
1	<p>(b) One mark for each piece of information. Two required.</p> <p>Information needed to make a complaint:</p> <ul style="list-style-type: none"> • Who to complain to i.e. Manager, supervisor, owner • Name of practitioner giving poor standard of care • Name and contact details of the manager • A copy of the day centre's complaints procedure • A complaints form to fill in • How to make a complaint, the best way to complain, e.g. e-mail, in person, by telephone • Steps involved in making a complaint • Tell them they could choose to take up the issue with external input – e.g. police, solicitor, local health authority, CQC, • Tell them to write down what happened / describe the incident • Collect evidence / witness statement / observer statement • Suggest they could take advice – e.g. friends/family/Citizens Advice Bureau / helpline • Where to go to make a complaint 	<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 repeats.</p>

Question	Answer	Marks	Guidance
1	<p>(c) One mark for each key aspect. Two required.</p> <p>Key aspects of the Equality Act:</p> <ul style="list-style-type: none"> • Age is a protected characteristic • Makes (direct/indirect) discrimination on the grounds of age illegal / (aims to) stop age discrimination / protects against discrimination • People should not be discriminated against due to their age • Covers age discrimination in employment, education, access to goods, services and housing illegal • Makes harassment on the grounds of age illegal • Makes victimisation on the grounds of age illegal / protects against victimisation • Everyone should be given the same opportunities, regardless of age • Provides protection for people discriminated because they are associated with someone who has a protected characteristic eg a carer of an older person • Reasonable adjustments should be made <p>Accept alternative wording and examples, but answers must link to the context of older adults.</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;"> A TV REP SEEN </div> <p>Answers must relate to the rights of <u>older adults</u></p> <p>Do not credit:</p> <ul style="list-style-type: none"> • breastfeeding in public • pregnancy and maternity • repeats

Question	Answer	Marks	Guidance
1	<p>(d) One mark for each example. Two required.</p> <p>Social care settings:</p> <ul style="list-style-type: none"> • Community centre • Independent living with support • Lunch / breakfast club • Residential care home / Residential home / Care home • Retirement home • Social services department • Support group 	<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; width: fit-content; margin: 10px auto;"> A TV REP SEEN </div> <p>Do not credit:</p> <ul style="list-style-type: none"> • day centre – it is in the question • nursing home or other health care settings • social club • leisure club • gym • pub / club • early years settings • day care <p>If more than one setting is given on one line – mark the first one.</p> <p>Please check with your Team Leader if you are unsure of whether an alternative answer is acceptable.</p>


Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
2 (a)	<p>Examples of ways to communicate effectively:</p> <ul style="list-style-type: none"> • listening to the child's needs / active listening • being patient / show empathy • being calm • use of facial expression / body language / eye contact • vocabulary that can be understood – no jargon • not being patronising • slowing the pace • appropriate tone • explain confidentiality issues – age dependent • making use of specialist methods, e.g. sign language, Braille, PECs etc. • use of aids, e.g. hearing loop system • interpreters • provide leaflets/information in other languages • using gestures / pictures / Makaton • provide an advocate • maintain confidentiality – private room etc. <p>Supporting children's rights:</p> <p>Choice / consultation</p> <ul style="list-style-type: none"> • aids child's understanding of the situation / procedures etc. • child will understand and so can make informed choices <p>Equal and fair treatment / protection from abuse & harm</p> <ul style="list-style-type: none"> • child feels valued and respected • instils confidence and trust • meets individual needs • provides equality of access to child protection services • empowers the child • raises self esteem • Safe environment <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-top: 5px;">  link to supporting rights </div> <p>Confidentiality</p> <ul style="list-style-type: none"> • right to confidentiality explained • develops trust / feels supported <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-top: 5px;">  ways </div>	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 ways clearly identified + explained • explicitly linked to supporting rights of children in the scenario • correct use of terminology – methods of communicating effectively + named rights • clear and logically structured <p>Level 2 checklist</p> <ul style="list-style-type: none"> • sound explanation, but not fully developed • 1 or 2 ways of communicating effectively • some relevance to supporting children's rights, may be implicit • some correct terminology • sub-max 4 if only communication done well <p>Level 1 checklist</p> <ul style="list-style-type: none"> • likely to identify ways with little or no explanation • basic information • may not relate to children in the scenario / communication • may be list like • limited use of 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 ways effective communication can be used to support children's rights. Answers relate to the specific needs of service users in the scenario. 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 ways effective communication can be used to support children's rights. 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 if only communication done well</p> <p>Level 1 (1–3 marks) Answers will identify ways of communicating effectively with minimal or no explanation. 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>

Question	Answer	Marks	Guidance
2 (b)	<p>One mark for each key aspect identified. Three required.</p> <p>Key aspects of the Children Act:</p> <ul style="list-style-type: none"> • Aims to identify and protect children at risk – safeguarding procedures • To keep children safe – care orders / emergency protection orders / protect from harm • Paramourncy principle – children’s needs / best interests must come first • 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 rights: <ul style="list-style-type: none"> – have to be consulted + wishes taken into consideration – have a right to an advocate – practitioners 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 • Created Children’s Commissioner / set up local Safeguarding Children’s Boards – Gives children a voice, represents their interests – so their views have to be taken into account. • Practitioners to work in multi-disciplinary teams – duty of care practitioners who work with children to follow safeguarding procedures / ensure information is shared. 	3 (3x1)	<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>Accept any three aspects.</p> <p>Accept alternative wording</p> <p>Can credit the 5 ECM outcomes individually.</p>

Question	Answer	Marks	Guidance
2	<p>(c) Two marks for a way described. One required.</p> <p>Ways to maintain confidentiality:</p> <ul style="list-style-type: none"> • Sharing information on a need-to-know basis / no gossiping– so information is only shared with those directly involved in the support and care of the child • hold meetings in a private room / doors closed – so no unauthorised individuals can access the information / overhear • Keep confidential information such as record files in a locked filing cabinet • keep electronic records on a password protected computer to prevent unauthorised access • 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, e.g. not gossiping about the family. • Securely dispose of any unwanted paperwork or notes / old information shredded – to avoid unauthorised access / comply with Data Protection Act / GDPR. 	<p>2 (1x2)</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;"> A TV REP SEEN </div> <p>Credit ONE WAY only.</p> <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>If more than one way stated – read the whole answer and credit the best way.</p>

Question	Answer	Marks	Guidance
3	<p>(a) One mark for each way identified. Three required.</p> <p>Protection from abuse and harm:</p> <ul style="list-style-type: none"> • All areas of the unit are very clean • Staff were seen to follow infection control policies and procedures • Midwives specially trained to support women with additional needs • Midwives were seen to give one-to-one care • Staff were seen to treat the women with dignity and respect • Interpreters are available <p>Consultation:</p> <ul style="list-style-type: none"> • Women were encouraged to discuss where they would like to deliver their babies / women included in decision making • Discussions took place between women and midwives on available methods of pain relief • Staff work to meet patient's individual needs • Interpreters / information in different formats <p>Choice:</p> <ul style="list-style-type: none"> • Women were encouraged to discuss where they would like to deliver their babies • Women included in decision making • Women offered various methods of pain relief <p>Accept alternative wording, but answers must link to the context.</p>	3 (3x1)	<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>Some answers are interchangeable, but do not credit repeats.</p>

Question	Answer/Indicative content	Marks	Guidance	
			Content	Levels of response
3 (b)	<p>Importance of promoting equality and diversity in the maternity unit:</p> <p>To ensure the standardisation of care</p> <ul style="list-style-type: none"> • all women and babies receiving appropriate and safe care, attention and treatment • given one-to-one care / meeting individual needs / same opportunities • fair and equal treatment • staff all working to the same high standards • meets requirements of legislation e.g. Equality Act • feel they can trust staff <p>To improve the quality of care</p> <ul style="list-style-type: none"> • women treated with dignity and respect – one-to-one care / involved in decision making • women’s individual needs are met – e.g. health, cultural, communication • women are consulted about care preferences and so are involved in their care and treatment • feel valued / respected / raises self-esteem / empowered / confident <p>To maintain or improve quality of life</p> <ul style="list-style-type: none"> • rights, beliefs and preferences are respected • providing access to those with communication barriers / disabilities • appropriate care and treatment provided • provision for those with additional needs – learning disabilities or drug and alcohol problems / meeting needs • choice – pain relief / where to give birth <p>Note: Answers should explain the importance of promoting equality and diversity in the maternity unit, not just identify or describe ways of promoting it.</p>	6	<p>Annotation: The number of ticks will not necessarily correspond to the marks awarded. 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 reasons why it is important to promote equality + diversity • fully relevant to the maternity unit • correct use of terminology • clear and logically structured <p>Level 2 checklist</p> <ul style="list-style-type: none"> • sound explanation, but may not be fully developed • 1 or more reasons why it is important to promote equality + diversity • some relevance to the maternity unit • some correct terminology • Sub-max of 3 for only one reason done well or several reasons not fully developed. <p>Level 1 checklist</p> <ul style="list-style-type: none"> • limited / basic explanation • likely to identify ways of applying the VoC rather than the importance of promoting equality and diversity • may not link to a maternity unit • may be just negatives • may be list like • limited use of terminology 	<p>Level 2 (5–6 marks) Answers provide a detailed explanation that clearly addresses at least two reasons why it is important to apply the VoC promoting equality and diversity in a maternity unit. Answers will be coherent, factually accurate and use appropriate terminology.</p> <p>Level 2 (3–4 marks) Answers provide a sound explanation of at least one reason why it is important to apply the VoC promoting equality and diversity in a maternity unit. Answers will be factually accurate but need developing. Some correct terminology will be used Sub-max of 3 for only one reason done well or several appropriate reasons not fully developed.</p> <p>Level 1 (1–2 marks) Answer provides a limited or basic explanation of reasons why it is important to apply the VoC promoting equality and diversity in a maternity unit. Answers may not link to the context. Limited use of terminology. List like or muddled answers should be placed in this band.</p> <p>0 marks = response not worthy of credit</p> <p>SEEN for a zero mark response</p>

Question	Answer	Marks	Guidance
4	<p>(a) Two mark for an explanation, two required.</p> <p>Monitoring keys: Limits the number of individuals who will have keys – so access is controlled</p> <p>Keeps track of who has had access – if keys handed in easier to know who is in the building / who has left the building</p> <p>Prevents intruders from entering the building – safer for all service users / staff / visitors</p> <p>Having a list of key holders – whereabouts of all sets of keys is known at all times</p> <p>Identifying staff: e.g. – lanyards / staff badge / uniform - makes it quick and easy to identify staff members</p> <p>Security – it is clear who is an authorised visitor /can challenge people without ID</p> <p>Recognition – visitors / residents / children will know who is a member of staff if they need one / know who is safe</p> <p>Recognition – easier to spot unauthorised people / intruders</p> <p>Accept other appropriate correct responses.</p>	4 (2x2)	<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="1406 467 1771 547" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>For two marks:</p> <ul style="list-style-type: none"> • An explanation of how the security measure protects individuals • Shows understanding with an example or two clearly identified points. <p>For one mark:</p> <ul style="list-style-type: none"> • A basic statement or identification of a way • May lack clarity or understanding

Question	Answer	Marks	Guidance
4	<p>(b) One mark for an impact. Three required.</p> <p>Impact of the Health and Safety at Work Act 1974 on <u>care practitioners</u>:</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. • Must attend training required for their job role / need to 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>3 (3x1)</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; margin: 10px 0;"> ^ TV REP SEEN </div> <p>Wording of answers does not have to exactly match that on the mark scheme.</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
4	(c)	<p>Training staff in moving and handling techniques</p> <p>Promotes good practice:</p> <ul style="list-style-type: none"> • Gives staff guidance on: correct posture / position / equipment for lifting or moving • Staff will know that the environment, equipment and load need to be risk assessed • Improved knowledge of moving and handling develops staff confidence when moving and handling service users • Protects staff from accusations of abuse because moving and handling is carried out using correct procedures • Improves comfort and dignity of service users and shows respect <p>Prevents accidents:</p> <ul style="list-style-type: none"> • Reduces risk of injury to care workers • Reduces risk of injury to service users • Lift risk assessment identifies if a second person is needed to carry out the lift safely • Helps staff do their job correctly, results in a safer environment • Instils confidence, trust, feeling safe – service user knows what to expect / co-operates <p>Explanations may refer to:</p> <ul style="list-style-type: none"> • Use of hoists – bathing / getting out of bed • Assisting an individual to get out of bed / chair / shower / bath • Transfer from bed to chair • Moving and handling e.g. equipment or other objects e.g. shopping bags 	6	<p>The number of ticks will not necessarily correspond to the marks awarded. 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 • balanced – covers both good practice and prevents accidents • correct use of terminology <p>Level 2 checklist</p> <ul style="list-style-type: none"> • sound explanation, but may not be fully developed • may be one sided – either informs good practice OR prevents accidents • some correct terminology • Sub-max of 3 if only good practice OR prevents accidents. <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • basic explanation • may identify moving and handling techniques rather than explaining how training informs good practice and prevents accidents • list like / muddled • limited use of terminology 	<p>Level 3 (5–6 marks) Answers provide a detailed explanation of how training staff in moving and handling techniques promotes both good practice and prevents accidents. Answers will be coherent, using correct terminology.</p> <p>Level 2 (3–4 marks) Answers provide a sound explanation of how training staff in moving and handling techniques promotes both good practice and prevents accidents. Some correct terminology will be used. Sub-max of 3 if only good practice OR prevents accidents.</p> <p>Level 1 (1–2 marks) Answer provides a basic explanation of how training staff in moving and handling techniques promotes good practice and prevents accidents. List like answers should be placed in this band.</p> <p>0 marks = response not worthy of credit SEEN for a zero mark response</p>

Question	Answer	Mark	Guidance												
5	<p data-bbox="232 245 277 277">(a) One mark each.</p> <table border="1" data-bbox="300 316 1413 815"> <thead> <tr> <th data-bbox="300 316 1149 405">Statements:</th> <th data-bbox="1155 316 1279 405">True</th> <th data-bbox="1285 316 1413 405">False</th> </tr> </thead> <tbody> <tr> <td data-bbox="300 410 1149 531">The Equality Act states that all individuals should be treated the same.</td> <td data-bbox="1155 410 1279 531"></td> <td data-bbox="1285 410 1413 531">✓</td> </tr> <tr> <td data-bbox="300 536 1149 657">The Mental Health Act allows individuals to be taken into hospital and given treatment against their will.</td> <td data-bbox="1155 536 1279 657">✓</td> <td data-bbox="1285 536 1413 657"></td> </tr> <tr> <td data-bbox="300 662 1149 815">The Data Protection Act does not allow an individual's private and confidential information to be shared in any circumstances.</td> <td data-bbox="1155 662 1279 815"></td> <td data-bbox="1285 662 1413 815">✓</td> </tr> </tbody> </table>	Statements:	True	False	The Equality Act states that all individuals should be treated the same.		✓	The Mental Health Act allows individuals to be taken into hospital and given treatment against their will.	✓		The Data Protection Act does not allow an individual's private and confidential information to be shared in any circumstances.		✓	3 (3x1)	<p data-bbox="1547 245 2018 309">The number of ticks must match the number of marks awarded.</p> <p data-bbox="1547 347 2033 411">For incorrect answers use the cross annotation.</p> <p data-bbox="1547 513 1989 545">No other answers are acceptable.</p>
Statements:	True	False													
The Equality Act states that all individuals should be treated the same.		✓													
The Mental Health Act allows individuals to be taken into hospital and given treatment against their will.	✓														
The Data Protection Act does not allow an individual's private and confidential information to be shared in any circumstances.		✓													

Question	Answer/Indicative content	Mark	Guidance	
			Content	Levels of response
5 (b)	<p>Aspects of reflective practice are in bold:</p> <p>Exploring training and development needs</p> <ul style="list-style-type: none"> care worker critically evaluates own performance identifies training needed to improve knowledge, skills etc. takes part in training on e.g. safeguarding, first aid, values of care, effective communication, equality and diversity etc. <p>Evaluating specific incidents or activities</p> <ul style="list-style-type: none"> investigate an incident e.g. breach of confidentiality, an accident or injury, intruders – when, why, how, did it happen? how can issues / problems incidents be avoided next time? evaluating the appropriateness of set tasks, activities, treatments against service user progress / recovery / enjoyment <p>Sharing reflections</p> <ul style="list-style-type: none"> discuss with other practitioners / mentor share experiences / learning at a staff meeting access reports / complaints / general feedback and use these to improve <p>Identifying what might be done better next time / improved If an individual is unable to fully take part in an activity or gets bored with it, does not respond or rejects it:</p> <ul style="list-style-type: none"> identify the specific needs of individuals ensure activities/tasks are accessible, engaging and beneficial adaption of premises for access (hearing loop, wheelchair access, information in different formats/languages) activities adapted to stretch and challenge alternative approaches considered <p>Identifying what went well</p> <ul style="list-style-type: none"> What were the individuals doing? What did they learn / gain? Was it worthwhile? 	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 description.</p> <p>Level 3 checklist</p> <ul style="list-style-type: none"> detailed description specific reference to named aspects of reflective practice (as shown in bold) clear understanding of what reflective practice involves correct use of terminology <p>Level 2 checklist</p> <ul style="list-style-type: none"> sound description some reference to aspects of reflective practice though may be implicit and not specifically named some understanding of what RP involves some correct terminology <p>Level 1 – checklist</p> <ul style="list-style-type: none"> basic description vague reference to aspects of reflective practice List like / muddled Limited terminology <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p>	<p>Level 3 (5–6 marks) Answers provide a detailed description of how a care worker could become a reflective practitioner. There will be explicit reference to aspects of reflective practice demonstrating understanding. Answers will be coherent, factually accurate and use appropriate terminology.</p> <p>Level 2 (3–4 marks) Answers provide a sound description of how a care worker could become a reflective practitioner. There will be some reference, though may be implicit, to aspects of reflective practice demonstrating some understanding. Answers will be coherent, using some correct terminology.</p> <p>Level 1 (1–2 marks) Answer provides a basic description of how a care worker could become a reflective practitioner. Answers may not be linked to aspects of reflective practice. List like or muddled answers should be placed in this band.</p> <p>0 marks = response not worthy of credit</p> <p>SEEN for a zero mark response</p>

Question	Answer	Mark	Guidance										
5	<p>(c) One mark for each correct identification, four required.</p> <table border="1" data-bbox="309 448 1404 1010"> <thead> <tr> <th data-bbox="309 448 1229 533">Statement:</th> <th data-bbox="1236 448 1404 533">Answer number</th> </tr> </thead> <tbody> <tr> <td data-bbox="309 537 1229 652">Providing 'girls' toys and 'boy's' toys.</td> <td data-bbox="1236 537 1404 652" style="text-align: center;">2</td> </tr> <tr> <td data-bbox="309 657 1229 772">Having all the children with disabilities sitting together so it easier for staff to check they are all OK.</td> <td data-bbox="1236 657 1404 772" style="text-align: center;">2</td> </tr> <tr> <td data-bbox="309 777 1229 892">Discussing a child's progress with her other teachers and a social worker.</td> <td data-bbox="1236 777 1404 892" style="text-align: center;">5</td> </tr> <tr> <td data-bbox="309 896 1229 1010">Providing different worksheets for children of different abilities.</td> <td data-bbox="1236 896 1404 1010" style="text-align: center;">3</td> </tr> </tbody> </table>	Statement:	Answer number	Providing 'girls' toys and 'boy's' toys.	2	Having all the children with disabilities sitting together so it easier for staff to check they are all OK.	2	Discussing a child's progress with her other teachers and a social worker.	5	Providing different worksheets for children of different abilities.	3	4 (4x1)	<p>The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross annotation.</p> <p>No other answers are acceptable.</p> <p>No mark should be awarded if:</p> <ul style="list-style-type: none"> • more than one answer number is given in the box • the number is not clear and could be interpreted as more than one number e.g. an unclear 5/6 – annotate TV
Statement:	Answer number												
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