

Cambridge National

Health & Social Care

R021/01: Essential values of care for use with individuals in care settings

Level 1/2 Cambridge National Certificate/Award

Mark Scheme for June 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 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 questions where stated in the mark scheme)
	Level 1
	Level 2
	Level 3
	Benefit of doubt (This does count as a mark – so <u>do not</u> ‘tick’ as well)
	Omission mark
	Too vague
	Repeat
	Noted but no credit given
	Award NR (no response) 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/Indicative Content	Marks	Guidance	
			Content	Levels of response
1	<p>(a) General:</p> <ul style="list-style-type: none"> Prevents transfer of bacteria Destroys bacteria Care worker carries less bacteria/germs Ensues high level of cleanliness Reduces opportunity for spreading bacteria/germs Stops others coming into contact with bacteria/germs Role modelling good practice to children Duty of care Reduce chance of illness Children more susceptible to infection Children have a weaker immune system <p>No jewellery:</p> <ul style="list-style-type: none"> Bacteria / germs may be on jewellery – not wearing it removes places for bacteria to grow / be trapped Bacteria could transfer to food – so not wearing jewellery helps prevent cross contamination Jewellery could contaminate the food <p>Answers must relate to hygiene – do not credit references to jewellery scratching the children.</p> <p>Correct hand washing routines:</p> <ul style="list-style-type: none"> Germs accumulate on the hands - from touching surfaces, objects, people through the day Frequent hand washing limits the transfer of viruses, bacteria – so reduces the spread of infection Hand gel a quick way of sterilising skin – to help avoid the spread of infection <p>Answers may be interchangeable but do not credit repeats.</p> <p>This list is not exhaustive accept other relevant explanations.</p>	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 explanation.</p> <p>Level 3 – checklist</p> <ul style="list-style-type: none"> Detailed explanation Jewellery and correct hand washing Explicitly relevant to the nursery <p>Level 2 – checklist</p> <ul style="list-style-type: none"> Sound explanation Both jewellery and correct hand washing – but may be unbalanced Mostly relevant to the nursery Sub-max 3 if only one of jewellery or hand washing explained well or several points not developed <p>Level 1 – checklist</p> <ul style="list-style-type: none"> Likely to identify points with little or no explanation May only cover jewellery or handwashing 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>Level 3 (5 marks) Answers provide a detailed explanation of why ‘no jewellery’ and ‘correct hand washing’ have to be followed. Answers are explicitly relevant to a nursery. Answers will be coherent, factually accurate and correctly use appropriate terminology.</p> <p>Level 2 (3–4 marks) Answers provide a sound explanation of why ‘no jewellery’ and ‘correct hand washing’ have to be followed. Some relevance to a nursery. Answers will be coherent, factually accurate and use appropriate terminology. Sub-max of 3 for one of jewellery or hand washing explained well or several points not developed</p> <p>Level 1 (1–2 marks) Answer identifies points with little or no explanation. 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> <p>SEEN for a zero mark response</p>

Question	Answer	Marks	Guidance
1 (b)	<p>One key aspect required, one mark. One example, two marks.</p> <p>Bold = Key aspects of Data Protection Act – look for this terminology Example in practice underneath – accept any appropriate practical way.</p> <p>Processed fairly and lawfully</p> <ul style="list-style-type: none"> don't collect and use SU personal information without SU parents' permission and only use it on a 'need to know' basis <p>Used only for the purposes for which it was intended</p> <ul style="list-style-type: none"> hold information for a clear purpose and only use it for that purpose <p>Adequate and relevant but not excessive</p> <ul style="list-style-type: none"> only collect and use information that is needed; do not collect unnecessary information <p>Accurate and kept up-to-date</p> <ul style="list-style-type: none"> inaccurate data should be destroyed or corrected; staff have responsibility to ensure information is correct <p>Kept for no longer than is necessary</p> <ul style="list-style-type: none"> delete or destroy information when it is no longer needed – securely deleting or shredding sensitive or personal data <p>Processed in line with the rights of the individual</p> <ul style="list-style-type: none"> people have a right to know what information is being held about them, how their information is being used, to have any errors corrected, and to prevent any data being used for advertising or marketing <p>Secured</p> <ul style="list-style-type: none"> non-authorized staff/people should not be allowed to access the information; it should be kept in secure conditions; stored safely; locked filing cabinet; password protected electronic records <p>Not transferred to other countries</p> <ul style="list-style-type: none"> information should not be transferred outside the EU unless the service user has given consent 	<p>3 (1x1) + (1x2)</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 data-bbox="1570 416 1935 496" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>One mark for a key aspect of the DPA. plus Two marks for the example/s of how it would be applied.</p> <p>Answers must relate to the DPA not general ways of maintaining confidentiality, e.g. 'keep safe' or 'keep doors closed'</p> <p>Aspects of the DPA do not have to use the exact wording shown on mark scheme.</p> <p>Also accept: GDPR (General Data Protection Regulations 2018) See notes on next page.</p>

Question	Answer	Marks	Guidance

1(b) Ctd	<p style="text-align: center;">Data Protection Act 2018 - General Data Protection Regulation (GDPR)</p> <p>The General Data Protection Regulation (GDPR) is a set of data protection rules that have been brought into UK law as the Data Protection Act 2018. This law applies to the processing of data by care organisations and settings. Processing data is the act of obtaining, recording or using individual's personal information.</p> <p>The GDPR sets out seven key principles:</p> <p>Lawfulness, fairness and transparency. This means that people have a right to know and view any information that is being held about them, to know how their information is being used, to have any errors corrected, and to prevent any data being used for advertising or marketing.</p> <p>Purpose limitation. Information should only be collected for a specific purpose. Organisations such as the NHS and health and social care settings can hold information about staff and clients for a clear purpose and must only use it for that purpose.</p> <p>Data minimisation. Data collection should be limited to that which is necessary and relevant to the purpose. Which means that organisations and care settings must not collect unnecessary information that is not relevant.</p> <p>Accuracy. Data found to be inaccurate should be destroyed or corrected. Staff have a responsibility to ensure information they collect and use is correct and up-to-date.</p> <p>Storage limitation. This means that information should be kept for no longer than necessary. Data should be deleted or destroyed when it is no longer needed – for example staff should securely delete or shred sensitive or personal data.</p> <p>Integrity and confidentiality (security) Information must be held and processed securely. So, in care settings access should be restricted. For example non-authorised staff/people should not be allowed to access the information; it should be kept in secure conditions and stored safely, for example in a locked filing cabinet and electronic records should be password protected to limit access.</p> <p>Accountability.</p>
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	Care organisations must have appropriate systems and records in place to demonstrate they are complying with the data protection regulations. They have to be able to demonstrate how they gained an individual's consent for processing their information. If there is a serious breach of an individual's data there is a duty to inform the individual straight away
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Question		Answer	Marks	Guidance
1	(c)	<p>Three marks for each explanation Two required.</p> <p>How security measures protect individuals in a nursery.</p> <p>Identifying staff:</p> <ul style="list-style-type: none"> • Children know who is staff even if they don't know the person • Easier to spot unauthorised people in the nursery • Easy for parents / visitors to recognise who is a member of staff • Use of lanyards / named staff ID badges / uniform for quick and easy identification 	<p>6 (2x3)</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;"> ^ TV REP SEEN </div> <p>3 marks for an explanation: Credit any three valid explained points from the lists.</p>

Question	Answer	Marks	Guidance
	<p>Receiving and monitoring visitors:</p> <ul style="list-style-type: none"> • Buzzer entry / staffed reception / signing in and out controls access to the nursery / children • CCTV monitoring entrances • Know who has entered the building, who they are visiting • Knowing who is in the building • Only authorised people can enter • Protects from strangers who cannot just walk in • Visitor badges / visitor lanyards – quick recognition <p>Accept other appropriate and valid explanations with relevance to a nursery / staff / visitors</p> <p>.</p> <p>Some points may be interchangeable, but do not credit repeats.</p>		<p>Do not credit:</p> <ul style="list-style-type: none"> • Cameras • CCTV on its own • DBS checks • Key pad entry - not relevant for <u>visitors</u> • Locked doors • Monitoring of keys

Question	Answer	Marks	Guidance
2	<p>(a) One mark for each way. Three required.</p> <p>How Thorpe GP Surgery is not maintaining the rights of its patients</p> <p>Protection from harm and abuse:</p> <ul style="list-style-type: none"> • Medical records left lying around • Vaccines not kept at the correct temperature • Medicines past expiry date • Steps – trip hazard • Poor hygiene / cleanliness • Patients records not kept up-to-date • No complaints procedures <p>Consultation:</p> <ul style="list-style-type: none"> • No procedures for patients to give feedback or complain • Patients records not kept up-to-date • Information not available in different formats <p>Equal and fair treatment:</p> <ul style="list-style-type: none"> • Limited access • Information not available in different formats • Patient views not encouraged as there is no set way for patients to give feedback or complain • Care may not meet needs as records not kept up-to-date <p>Some points may be interchangeable, but do not credit repeats.</p>	<p>3 (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 Thorpe GP Surgery.</p>

Question	Answer	Marks	Guidance
2 (b)	<p>One mark for a way identified. Two required.</p> <p>Ways Thorpe GP Surgery could maintain confidentiality:</p> <ul style="list-style-type: none"> • Medical records being stored securely • Information/files stored in a locked filing cabinet / locked cupboard • Electronic records password protected • Meetings/consultations held in a private room / with door closed / so no-one can overhear • Information shared on a 'need-to-know' basis • Staff not gossiping about patients • Old notes / records about patients shredded <p>Must be two <u>different</u> ways.</p>	2 (2x1)	<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 credit:</p> <ul style="list-style-type: none"> • information locked up • do not leave documents lying around

Question	Answer/Indicative Content	Marks	Guidance					
			Content	Levels of response				
2	<p>(c) Examples of values of care not being applied:</p> <p>Maintaining confidentiality:</p> <ul style="list-style-type: none"> Confidentiality not maintained Medical records left lying around <p>Equality and diversity / Rights and beliefs:</p> <ul style="list-style-type: none"> Discrimination - no provision for disabilities, steps/mobility etc Information not available in different formats No complaints policy or procedures Health and safety not up to standard Lack of equal opportunities – access, format of information <table border="1" data-bbox="248 671 1048 1396"> <thead> <tr> <th>EMOTIONAL effects:</th> <th>PHYSICAL effects:</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> angry / annoyed anxiety devalued disempowered as opinions not asked for frustrated loss of trust – medical records not kept secure low self confidence low self-esteem/worthless not feel safe not feel safe due to poor standards of hygiene and infection control stress unhappy unimportant/feel neglected upset </td> <td> <ul style="list-style-type: none"> ill-health illness gets worse infection – due to poor standards injury, bruises, broken bones, sprains – due to fall on steps neglect treatment ineffective – out of date medication and vaccines not stored correctly <p>Do not credit:</p> <ul style="list-style-type: none"> fatigue intellectual effects physically drained social effects weight loss </td> </tr> </tbody> </table> <p>Lists are not exhaustive – accept other appropriate effects.</p> <p>No credit for ways to improve the surgery.</p>	EMOTIONAL effects:	PHYSICAL effects:	<ul style="list-style-type: none"> angry / annoyed anxiety devalued disempowered as opinions not asked for frustrated loss of trust – medical records not kept secure low self confidence low self-esteem/worthless not feel safe not feel safe due to poor standards of hygiene and infection control stress unhappy unimportant/feel neglected upset 	<ul style="list-style-type: none"> ill-health illness gets worse infection – due to poor standards injury, bruises, broken bones, sprains – due to fall on steps neglect treatment ineffective – out of date medication and vaccines not stored correctly <p>Do not credit:</p> <ul style="list-style-type: none"> fatigue intellectual effects physically drained social effects weight loss 	5	<p>Level 3 checklist</p> <ul style="list-style-type: none"> Detailed description 2 or more effects Physical and emotional Links between cause and effect I.e. Reference to values of care not being applied + effects Accurate use of terminology <p>Level 2 checklist</p> <ul style="list-style-type: none"> Sound description Both emotional and physical effects, though may be unbalanced Reference to vc not applied – but may be brief Effects not fully developed Some use of appropriate terminology <p>Must include both emotional and physical effects for Level 2.</p> <p>Level 1 checklist</p> <ul style="list-style-type: none"> Likely to identify several effects with limited description Little or no reference to VC not being applied List-like Limited terminology <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p>	<p>Level 3 (5 marks) Answer provides a detailed description of emotional and physical effects with specific reference to values of care not being applied. Answers will be coherent with accurate use of terminology.</p> <p>Level 2 (3–4 marks) Answers provide a sound description of emotional and physical effects with some reference to values of care not being applied. Response may focus on one effect with only minimal mention of a second. Answers will be factually correct but still need developing. Some use of appropriate terminology but answers will not be fully developed.</p> <p>Level 1 (1–2 marks) Answers provide basic effects of values of care not being applied. List like answers should be placed in this level. Answers may only briefly cover effects with limited use of terminology.</p> <p>0 marks = response not worthy of credit</p> <p>SEEN for a zero mark response</p>
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Question		Answer	Marks	Guidance
3	(a)	<p>One mark for a way identified. Three required.</p> <p>Ways that Triangle House promotes equality:</p> <ul style="list-style-type: none"> • Access to interpreters • Adapted toilets available • Dietary needs catered for (e.g. Vegan / vegetarian / Halal /gluten free) • Free food / free lunch • They consider individual needs when providing support • Wheelchair access provided <p>Answers must relate to Triangle House.</p>	<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; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>Do not credit:</p> <ul style="list-style-type: none"> • Repeats - e.g. gluten free food AND vegetarian food • opening hours

Question		Answer	Marks	Guidance
3	(b)	<p>One mark for an example. Two required.</p> <p>Up-to-date information:</p> <ul style="list-style-type: none"> • Opening hours • Nurse available • Free lunch - dietary needs catered for • Support services for rough sleepers • Help with finding accommodation • Benefits advice • Job seeking advice • Facilities eg adapted toilets available • Services 	<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 credit vague answers eg:</p> <ul style="list-style-type: none"> • guide • advice

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
3	(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 explanation.</p> <p>Level 3 – checklist</p> <ul style="list-style-type: none"> Detailed explanation Explicit link of up-to-date information to supporting rights Relevant to the context Accurate use of appropriate terminology i.e. Specific naming of rights <p>Level 2 – checklist</p> <ul style="list-style-type: none"> Sound explanation Mostly relevant to context Some use of appropriate terminology Sub-max 3 for some links to rights but not explicit <p>Level 1 – checklist</p> <ul style="list-style-type: none"> Likely to identify points with little or no explanation May not explicitly link to rights Basic information Limited relevance to the context List like/muddled <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p>	<p>Level 3 (5 marks) Answers provide a detailed explanation of how providing up-to-date information supports an individual's rights. Answers are explicitly relevant to the context. Answers will be coherent and correctly use appropriate terminology.</p> <p>Level 2 (3–4 marks) Answers provide a sound explanation of how providing up-to-date information supports an individual's rights. Some use of appropriate terminology but answers will not be fully developed. Sub-max 3: for some links to rights but not explicit</p> <p>Level 1 (1–2 marks) Answers provide a basic explanation of how up-to-date information supports rights. Answers may be list like or muddled demonstrating little knowledge or understanding. Answers may be brief with limited use of terminology.</p> <p>0 marks = response not worthy of credit</p> <p>SEEN for a zero mark response</p>
	<p>Rights:</p> <ul style="list-style-type: none"> Choice (not of food) Confidentiality Protection from abuse and harm Equal and fair treatment Consultation <p>The Up-to-date information provided is:</p> <ul style="list-style-type: none"> Time services open Type of care provided Alternatives available <p>How it supports rights:</p> <ul style="list-style-type: none"> Individuals know when they can access services Can choose convenient time to attend Will not waste money getting transport only to find it is closed Can choose what type of care they want Can discuss care available Health care / food protects from harm Individual needs met Health advice and medical treatment Opportunity for consultation Informed choice / make own decisions Support services for rough sleepers or help finding accommodation Job seeking advice / benefits advice Nurse available for health concerns <p>General:</p> <ul style="list-style-type: none"> Empowered Valued Treated fairly 			

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
	Accept other relevant explanations.			

Question	Answer	Marks	Guidance
4 (a)	<p>One mark for an example. Two required.</p> <p>Nursing home:</p> <ul style="list-style-type: none"> • Fire evacuation procedures • Manual handling - eg bathing, toileting • Medication procedures / giving medication • Residents art class, dance class etc • Taking residents on a trip / visit / outing • Use of electrical equipment such as hoists / stair lifts • Using a hoist / transfer board <p>Primary school:</p> <ul style="list-style-type: none"> • Apparatus used for climbing • Craft / art activity • Fire / evacuation procedures / drills • PE lessons • School trip / outing / visit • Science experiments • Use of new equipment • Using lock down procedures • Using scissors etc <p>Lists are not exhaustive – accept other appropriate examples that must relate to an activity.</p>	<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 credit:</p> <ul style="list-style-type: none"> • repeats • 'equipment' • Supervision or staff/child ratios

Question	Answer/Indicative content	Marks	Guidance
4 (b) i	<p>Two required. One mark each.</p> <p>Early years settings:</p> <ul style="list-style-type: none"> • Breakfast club /afterschool club/wraparound care • Child minder • Children’s centre • Crèche • Day care centre for under 7’s/children • Kids Club • Kindergarten • Parent and toddler group • Playgroup • Playschool • Pre-school • Surestart centre 	<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;"> ^ TV REP </div> <p>Do not credit:</p> <ul style="list-style-type: none"> • Primary school (it is in the question) • Nursery or nursery school (it is in the question) • ‘school’ on its own • Babysitter • Baby centre • Children’s care home • Children’s hospital • Day care • Day care centre • Day centre • Social club • Youth club <p>Note: Where candidates have given more than one answer on the line, mark the first response on each line only.</p>

Question			Answer/Indicative content	Marks	Guidance
4	(b)	ii	<p>Two required. One mark each.</p> <p>Health care settings:</p> <ul style="list-style-type: none"> • Birthing and maternity centre / maternity ward • Chiropodist • Clinic • Dentist / dental surgery • Drop in centre / walk-in centre • Health centre • Hospice • Hospital • Medical centre • Mental health hospital / clinic • Mobile health screening unit • Nursing home / residential nursing home • Optician • Pharmacy • Podiatrist <p>Accept other correct health care <u>settings</u></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;"> ^ TV REP </div> <p>Do not credit:</p> <ul style="list-style-type: none"> • GP surgery (it is in the question) • Residential care home <p>Note: Where candidates have given more than one answer on the line, mark the first response on each line only.</p>

Question	Answer	Marks	Guidance												
4 (c)	<p>Five required. One mark each.</p> <table border="1" data-bbox="277 252 1301 1377"> <thead> <tr> <th data-bbox="277 252 667 368">Example of applying early years values of care</th> <th data-bbox="667 252 1301 368">Early years value of care</th> </tr> </thead> <tbody> <tr> <td data-bbox="277 368 667 555">A nursery teacher challenging a child who makes a sexist comment.</td> <td data-bbox="667 368 1301 555"> <p>Practising anti-discrimination.</p> <p><i>Must state key term 'discrimination' 'practising' not essential and may credit similar such as 'challenge discrimination'</i></p> </td> </tr> <tr> <td data-bbox="277 555 667 783">A primary class teacher providing a range of activities that are stimulating and interesting.</td> <td data-bbox="667 555 1301 783"> <p>Encouraging children's learning and development.</p> <p><i>Looking for 3 key words: 'encouraging' - or similar 'learning' and 'development'- must have these</i></p> </td> </tr> <tr> <td data-bbox="277 783 667 970">Nursery staff using a child centred approach to meet individual needs.</td> <td data-bbox="667 783 1301 970"> <p>Ensuring the welfare of the child is paramount.</p> <p><i>'welfare' and/or 'paramount'/paramountcy principle</i></p> </td> </tr> <tr> <td data-bbox="277 970 667 1145">A teacher sharing information about a child with a social worker.</td> <td data-bbox="667 970 1301 1145"> <p>Working with others.</p> <p><i>May state 'other professionals' or similar NOT working with parents.</i></p> </td> </tr> <tr> <td data-bbox="277 1145 667 1377">All electrical equipment in a nursery is PAT tested regularly. Cleaners ensure a high standard of general cleanliness.</td> <td data-bbox="667 1145 1301 1377"> <p>Keeping children safe and maintaining a healthy environment.</p> <p><i>'keeping children safe' and/or 'maintaining a healthy environment'</i></p> </td> </tr> </tbody> </table>	Example of applying early years values of care	Early years value of care	A nursery teacher challenging a child who makes a sexist comment.	<p>Practising anti-discrimination.</p> <p><i>Must state key term 'discrimination' 'practising' not essential and may credit similar such as 'challenge discrimination'</i></p>	A primary class teacher providing a range of activities that are stimulating and interesting.	<p>Encouraging children's learning and development.</p> <p><i>Looking for 3 key words: 'encouraging' - or similar 'learning' and 'development'- must have these</i></p>	Nursery staff using a child centred approach to meet individual needs.	<p>Ensuring the welfare of the child is paramount.</p> <p><i>'welfare' and/or 'paramount'/paramountcy principle</i></p>	A teacher sharing information about a child with a social worker.	<p>Working with others.</p> <p><i>May state 'other professionals' or similar NOT working with parents.</i></p>	All electrical equipment in a nursery is PAT tested regularly. Cleaners ensure a high standard of general cleanliness.	<p>Keeping children safe and maintaining a healthy environment.</p> <p><i>'keeping children safe' and/or 'maintaining a healthy environment'</i></p>	<p>5 (5x1)</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 data-bbox="1525 363 1888 443" style="border: 1px solid black; padding: 5px; text-align: center;"> ^ TV REP SEEN </div> <p>See marking guidance in italics for each value of care.</p> <p>No other answers are acceptable.</p> <p>If more than one value of care is given in the box: mark the first one stated.</p>
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Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
5 (a)	<p>Advocates - ways they help:</p> <ul style="list-style-type: none"> • Speak <u>on behalf</u> of (not <i>speaking for</i>) individuals who are unable to do so for themselves – a young child, individuals with learning or physical disabilities or conditions such as dementia, or someone who has had a stroke or who has mental health problems. • Ensure an individual's rights and needs are recognised. • Are independent and will represent the individual's wishes without judging or giving their own personal opinion. • Can attend meetings to represent someone, or go with them, write letters on behalf of an individual, speak on behalf of an individual at a case conference. <p>Advocacy supports and enables individuals to:</p> <ul style="list-style-type: none"> • Access the information and services they need • Explore options for treatment and care • Express their views and concerns • Have an input on decisions about their care • Have their voice heard / listened to • Take control / feel empowered • Have needs met <p>Examples:</p> <ul style="list-style-type: none"> • A social worker represents an individual with dementia by speaking about their needs 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. • A volunteer (eg. from Age UK, MIND) to represents a person's best interests when applying for disability benefits. • Representing someone in court by reading out a statement. <p>Rights:</p> <ul style="list-style-type: none"> • Choice • Confidentiality • Protection from abuse and harm • Equal and fair treatment • Consultation 	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 two ways advocacy can support individuals • explicit link of information to supporting rights • accurate use of appropriate terminology e.g. specific naming of rights, role of an advocate <p>Level 2 – checklist</p> <ul style="list-style-type: none"> • sound explanation • two or more ways – but may be unbalanced • some links to rights but points not fully developed • some use of appropriate terminology • Sub-max 4 for one way done well or several not developed <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • Likely to identify points with little or no explanation • may not explicitly link to rights • basic information • List like/muddled <p>Note: Must be speaking 'on behalf' of someone, not speaking 'for' them for level 3.</p>	<p>Level 3 (7–8 marks) Answers provide a detailed explanation of how care workers providing advocacy supports an individual's rights. Answers will be coherent and correctly use appropriate terminology.</p> <p>Level 2 (4–6 marks) Answers provide a sound explanation of how care workers providing advocacy supports an individual's rights. Two or more ways explained demonstrating knowledge and understanding but may not be fully developed. Some use of appropriate terminology. Sub-max 4 for one way done well or several not developed.</p> <p>Level 1 (1–3 marks) Answers provide a basic explanation of how care workers providing advocacy supports rights. Answers may be list like or muddled demonstrating little knowledge or understanding. Answers may be brief with limited use of terminology.</p> <p>0 marks = response not worthy of credit 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	(b)	Key aspects of current legislation		Answer number	7 (7x1) Annotation: The number of ticks must match the number of marks awarded. For an incorrect answer use the cross . No other answers are acceptable. If more than one answer number is given in the box: No mark should be awarded. 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.
		Provides the authority to take the person to a place of safety for assessment.	4		
		Encourages partnership working and sharing of information between agencies.	1		
		Protects vulnerable people who are unable to make their own decisions.	4		
		Protects individuals from discrimination on the basis of nine protected characteristics.	2		
		People must take care of themselves and others in the workplace.	3		
		Aims to protect those at risk to themselves or others.	4		
		Prohibits both direct and indirect discrimination, harassment and victimisation.	2		

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