

HEALTH AND SOCIAL CARE

Practice paper and mark scheme

INCLUDED ON THE
KS4 PERFORMANCE TABLES

OCR Level 1/Level 2

Cambridge National in
Health and Social Care

J835

For first teaching in 2022 | Version 1

Unit R032: Principles of care in health and social care settings

ocr.org.uk/cambridgenationals



About this resource

This Cambridge National practice paper has been created for you to use as a mock paper to help inform you of your students' understanding of the external assessment for this course. We have drawn on a range of legacy materials and tailored questions to the redeveloped specification, adding new content and removing content as required, to give your students an authentic formative experience of the assessment.

Please note, this resource is intended to be used only for formative assessment and as a guide on student performance. It does not provide any assurance that the outcome will be similar in a live assessment series.

Continuous improvement

This is practice assessment material for our specification. It is to help show how the live assessment materials will look. During the lifetime of the qualification, you might see small adjustments to the assessment materials. This is part of continuous improvement, designed to help you and your students. On occasion sources might be redacted due to changes in copyright permissions. We recommend you look at the most recent set of past papers where available.

Practice paper

Level 1/Level 2 Cambridge National in Health and Social Care

R032 Principles of care in health and social care settings

Time allowed: 1 hour

No extra materials are needed.



Please write clearly in black ink. **Do not write in the barcodes.**

Centre number

--	--	--	--	--

 Candidate number

--	--	--	--

First name(s) _____

Last name _____

INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the space provided. You can use extra paper if you need to, but you must clearly show your candidate number, the centre number and the question numbers.
- Answer **all** the questions.

INFORMATION

- The total mark for this paper is **70**.
- The marks for each question are shown in brackets [].
- This document has **10** pages.

ADVICE

- Read each question carefully before you start your answer.

Answer **all** the questions.

- 1 (a) State a **different** example of appropriate protective clothing that would be worn by each of the following care workers.

For each example give a **different** explanation of how it can reduce the spread of infection.

A care assistant serving food

Example of protective clothing

How it reduces the spread of infection

.....

.....

..... [3]

A surgeon carrying out an operation

Example of protective clothing

How it reduces the spread of infection

.....

.....

..... [3]

- (b) Complete the table below to identify which of the examples is a **safety** measure and which is a **security** measure.

Tick (✓) the box to show your answer.

Example	Safety measure (✓)	Security measure (✓)
Using an electronic swipe card entry system		
Monitoring of keys		
Putting up notices in every room explaining what to do in the event of a fire		
Staff wearing ID lanyards and uniforms		
Using warning signs e.g. a wet floor sign		

[5]

(c) Explain why providing safeguarding training is a good way of protecting individuals in care settings from harm.

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[6]

2 Doris is 87. She has started to become confused and now takes a long time to choose what she would like to wear each morning. Some of the staff at Doris' care home are very impatient. To save time, they have stopped asking her what she wants to wear.

(a) Doris' rights are not being maintained by the care home staff. Identify **two** of Doris' rights that are not being maintained.

1

2

[2]

(b) Explain why it is important that Doris’ rights are maintained.

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..... [6]

3 (a) Identify **three** different personal hygiene rules that should be followed by care workers.

1
2
3 [3]

(b) State **one** reason why good personal hygiene is important when working in a care setting.

.....
.....
..... [1]

4

The following points were made in an inspection report for Thorpe GP surgery:

1. Access to consultation room 1 was only by a staircase
2. Information leaflets were only produced in English
3. No system was in place for patient feedback or complaints
4. Medicines were out of date
5. Patient records were stored in a box on a table and were not updated
6. Vaccines were stored at an incorrect temperature

(a) Describe how Thorpe GP Surgery is **not** maintaining the rights of its patients.

Give **one** example for each of the following headings:

Protection from harm and abuse

.....

.....

.....

Consultation

.....

.....

.....

Equal and fair treatment

.....

.....

.....

[3]

(b) State two different ways staff could maintain confidentiality at Thorpe GP Surgery.

1

.....

.....

2

.....

.....

[2]

(c) Identify **two** different benefits to service users when their right to confidentiality is maintained.

1

2

[2]

5 (a) Give **three** reasons why effective communication is important in health and social care settings.

1

2

3

[3]

(b) Describe **two** impacts of poor communication on individuals in health care settings.

1

.....

2

.....

[2]

6 (a) State **two** reasons why it is important for care workers to apply the person-centred values.

1

2

3

[2]

(b) Complete the following table by stating the correct person-centred value for each example.

Choose the person-centred values from the list.

Each person-centred value can be used once only or not at all.

Person-centred values:

- Choice
- Dignity
- Partnership
- Independence
- Privacy
- Respect

Example of applying the person-centred values	Person-centred value
A nurse sharing information about a resident with a social worker	
Care home staff provide a wide range of stimulating and interesting activities for residents to take part in.	
Meals that meet different cultural needs and requirements, e.g. Kosher, Halal, vegetarian etc, are always available.	
Having a case conference in an office away from others who could overhear.	

[4]

(c) Identify **two** different security measures that could be used in a care setting.

State the purpose for each security measure.

Security measure

Purpose

.....

..... [2]

Security measure

Purpose

.....

..... [2]

8 (a) Examples of care settings are listed in the table below.

Complete the table by identifying whether the setting is a health care (HC) or social care (SC) setting.

Write **one** type of care setting only for each example.

Each type of care setting may be used for one or more of the examples

Example of care setting	Type of care setting HC or SC
Day Centre	
Hospital	
Nursing home	
Pharmacy	
Residential home	

[5]

(b) Parkes Walk-in Health Centre provides treatment for minor injuries and illnesses as well as providing health checks and advice on health and wellbeing topics. The patients using the Medical Centre are culturally diverse and some do not speak English.

Describe **three** ways that staff at Parkes Health Centre could communicate effectively to provide health advice and information for the patients who do not speak English.

- 1
-
-
- 2
-
-
- 3
-
-

[6]

END OF QUESTION PAPER

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Oxford Cambridge and RSA

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Practice paper

Level 1/Level 2 Cambridge National in Health and Social Care

R032 Principles of care in health and social care settings

Mark scheme

Duration: 1 hour

Maximum mark 70

Version: 1
Last updated: July2023

(FOR OFFICE USE ONLY)

This document has 19 pages

Information and instructions when using this Mark Scheme

This Mark Scheme provides you with examples of some of the answers that may be attributed to each question. It is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide suggestions about how the question will work out and is normally subject to revision after the question paper has been sat and students have attempted questions and a wide range of scripts have been looked at. As this is a practice paper this approach has not been taken.

The indicative content for each question will help you to understand the range and scope of answers that students may give. They are neither prescriptive nor exhaustive. Students should be rewarded for any relevant response which appropriately addresses the question. Example responses are given to aid this process.

For answers marked by levels of response (this is shown in the Mark Scheme), you need to:

Determine the level – start at the highest level and work down until you reach the level that you think matches the answer given by the student. And then:

Determine the mark within the level. You can do this by considering the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level


Students' answers must be relevant to the question. Be aware of answers that have not been adapted to the thrust of the question or where students attempt to reproduce interpretations and concepts that they have been taught but have only been partially understood.

Guidance is given in the Mark Scheme to support your understanding of what is required in the answer. This should help you determine a fair and appropriate mark for the student responses that reflect the relevant knowledge and skills demonstrated.

Question			Answer	Marks	Guidance
1	(a)	(i)	<p>One mark for each example, two marks for each explanation.</p> <p>Appropriate protective clothing (credit first answer given if more than one given on the line)</p> <ul style="list-style-type: none"> • disposable gloves / rubber gloves / vinyl gloves / surgical gloves • disposable aprons / aprons • hair-net / hygiene hat • surgical garments / scrubs / gown • face masks / disposable mask / mask / visor / face covering • protective goggles • overall and overshoes <p>Explanation of how the ways prevent spread of infection:</p> <ul style="list-style-type: none"> • prevents transfer of bacteria • destroys / kills bacteria • ensures high level of cleanliness • reduces opportunity for spreading bacteria/germs • stops others coming into contact with bacteria/germs • barrier method reduces/prevents transfer of bacteria • removes places for bacteria to be trapped • prevent cross contamination • prevents aerosol transfer of particles <p>Accept alternative wording.</p>	<p>6 (3x1 + 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;"> ^ TV REP SEEN </div> <p>One mark – for identification of an appropriate example of protective clothing.</p> <p>Explanations: Two marks For an explanation of how it helps to prevent the spread of infection that demonstrates knowledge and understanding.</p> <p>1 mark for a vague or basic / brief statement that does not show full understanding of how it protects</p> <p>Marks are separate - can be credited for explanation if the example is named incorrectly.</p> <p>Do not credit:</p> <ul style="list-style-type: none"> • ‘reduces the spread of infection’ it is in the question – answer must state ‘how’ • ‘gloves’ on its own • hairband • ‘hat’ on its own • ‘apron’ on its own <u>for a surgeon operating</u> however a “disposable apron” is ok to accept

Question		Answer			Marks	Guidance	
1	(b)		Example	Safety measure (✓)	Security measure (✓)	5 [5x1]	
			Using an electronic swipe card entry system		✓		
			Monitoring of keys		✓		
			Putting up notices in every room explaining what to do in the event of a fire	✓			
			Staff wearing ID lanyards and uniforms		✓		
			Using warning signs e.g. a wet floor sign	✓			
1	(c)	<p>Safeguarding training for all staff so that they:</p> <ul style="list-style-type: none"> are aware of their duty to report a serious concern know the care settings procedures for reporting a disclosure of abuse or serious concern can recognise possible signs of abuse or harm know who to report to <p>Examples:</p> <ul style="list-style-type: none"> provides guidance for staff so that they know what to do if a safeguarding concern arises staff know what is required of them, they are aware of specific staff roles/responsibilities, e.g. only recording what is actually said/not giving an opinion aware of security measures to keep people safe e.g. only allowing authorised people onto the premises/by appointment only (e.g. the biological parents if a child is fostered) 			6	<p>Level 3 (high) 5-6 marks</p> <p>A thorough explanation showing detailed understanding of how providing training for staff will protect individuals in care settings from harm.</p> <p>Makes relevant points, many of which are developed.</p> <p>At least two examples of how providing training for staff will protect individuals in care settings from harm.</p> <p>Consistently uses appropriate terminology.</p>	

Question		Answer	Marks	Guidance
		<ul style="list-style-type: none"> • knowledge of safeguarding policies e.g. what signs to look out for • it helps staff feel empowered to take appropriate action. <p>Credit protecting staff and/or service users</p> <p>This list is not exhaustive; accept other valid explanations.</p>		<p>Level 2 (mid) 3-4 marks An adequate explanation showing sound understanding of how providing training for staff will protect individuals in care settings from harm.</p> <p>Makes relevant points, some of which are developed.</p> <p>One or two examples are given of how providing training for staff will protect individuals in care settings from harm.</p> <p>Uses some appropriate terminology.</p> <p>Maximum 3 marks if response only includes one example.</p> <p>Level 1 (low) 1-2 marks A brief explanation showing limited understanding of how providing training for staff will protect individuals in care settings from harm.</p> <p>Examples may not be relevant and are not developed.</p> <p>Little or no use of appropriate terminology.</p> <p>0 marks Response is not worthy of credit</p>

Question		Answer	Marks	Guidance
2	(a)	<p>One mark for each right. Two required.</p> <p>Rights:</p> <ul style="list-style-type: none"> • Consultation • Choice / right to choose / give choice • Equal and fair treatment • Protection from harm and abuse 	<p>2 [2x1]</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; display: inline-block;">  </div> <p>No other answers are acceptable.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • 'equality' or 'fair treatment' on their own • protection from 'harm' or 'abuse' on their own • 'protection' on its own • confidentiality - not relevant to this scenario • right to dignity • right to life
2	(b)	<p>Explanation of reasons why it is important that rights are maintained:</p> <ul style="list-style-type: none"> • to make Doris feel valued • to raise her self esteem • to empower her • to instil confidence • to instil trust • for her to feel safe • so that she has equality of access to services / treatments / activities etc • so that her individual needs are met. <p>Responses should be contextualised to Doris / older care home residents, for example:</p>	<p>6</p>	<p>Level 3 (high) 5-6 marks</p> <p>A thorough explanation showing detailed understanding of the importance of Doris's rights being maintained.</p> <p>Makes relevant points, many of which are developed.</p> <p>At least two examples of how maintaining rights will benefit Doris's health and well-being</p> <p>Consistently uses appropriate terminology.</p>

Question		Answer	Marks	Guidance
		<ul style="list-style-type: none"> Doris has every right to take her time, this is an individual need <p>Accept negative impacts on Doris if rights are not maintained. For example emotional and social effects.</p> <p>This list is not exhaustive, accept other valid reasons and explanations.</p>		<p>Level 2 (mid) 3-4 marks An adequate explanation showing sound understanding of the importance of Doris's rights being maintained.</p> <p>Makes relevant points, some of which are developed.</p> <p>One or two examples are given of how maintaining rights will benefit Doris's health and well-being</p> <p>Uses some appropriate terminology.</p> <p>Maximum 3 marks if response only includes one example.</p> <p>Level 1 (low) 1-2 marks A brief explanation showing limited understanding of the importance of Doris's rights being maintained.</p> <p>Examples may not be relevant to Doris and are not developed.</p> <p>Little or no use of appropriate terminology.</p> <p>0 marks Response is not worthy of credit</p>

Question		Answer	Marks	Guidance
3	(a)	<p>One mark for each rule. Three required.</p> <p>Personal hygiene rules:</p> <ul style="list-style-type: none"> • appropriate hand washing routines / wash hands • appropriate personal protective clothing, e.g. apron, disposable gloves, face masks • appropriate use and disposal of tissues / antiseptic wipes • clean clothes • hair covered / hair tied back • no jewellery • no nail polish • open wounds covered • regular brushing of teeth • regular showering / wash body • regular hair washing • use a tissue to catch coughs or sneezes then bin the tissue • use of hand gel / sanitiser <p>This list is not exhaustive, appropriate alternative hygiene rules may be credited.</p>	3 [3x1]	<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; display: inline-block;"> ^ TV REP SEEN </div> <p>Do not accept:</p> <ul style="list-style-type: none"> • food hygiene rules • general cleanliness rules • repeats, e.g. showering and washing credit one only • Must be 'personal hygiene' • Must be 3 different rules
3	(b)	<p>One mark for a reason. One required.</p> <p>Example reasons that personal hygiene is important in care settings:</p> <ul style="list-style-type: none"> • Ensures a high level of personal cleanliness and helps stop the spread of infection between care workers and service users. • Thorough handwashing removes bacteria and so stops the spread of infection. 	1 (1x1)	<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; display: inline-block;"> ^ TV REP SEEN </div> <p>Credit ONE REASON only.</p>

Question		Answer	Marks	Guidance
		<ul style="list-style-type: none"> Individuals who have showers everyday morning and evening carry fewer bacteria, so reducing the spread of infection. Barrier methods (protective clothing and covering wounds) help to reduce and prevent the transfer of bacteria, so preventing cross-contamination. Not wearing nail polish prevents contamination as it could chip or flake off into food or a patient's wound. Jewellery can trap bacteria so not wearing it removes the risk of bacteria being transferred from jewellery on the hands, for example via rings and bracelets. Tying hair back or covering it prevents it from dropping into food and contaminating it with any bacteria that are present. Use of antiseptic wipes or hand gel prevents the spread of infection as they are a handy way of sterilising the skin to avoid the spread of infection. <p>This list is not exhaustive, appropriate alternative reasons may be credited. Answers do not have to use the exact wording of the mark scheme, alternative, appropriate wording may be credited.</p>		<p>One mark: A basic statement or identification.</p> <p>Do not give credit for stating a <u>method</u> of personal hygiene, e.g. no jewellery. Marks are for 'why'.</p> <p>Do not credit: 'So no-one gets ill' is TV</p>

Question		Answer	Marks	Guidance
4	(a)	<p>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 abuse and harm:</p> <ul style="list-style-type: none"> • Vaccines not kept at the correct temperature • Medicines past expiry date • No complaints procedures • Patient records stored in box on table and not updated. <p>CORRECT</p> <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; display: inline-block;"> A TV REP SEEN </div> <p>Examples given must relate to Thorpe GP Surgery.</p>

Question		Answer	Marks	Guidance
4	(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;"> A TV REP SEEN </div> <p>Do not credit:</p> <ul style="list-style-type: none"> • information locked up • do not leave documents lying around
4	(c)	<p>One mark for each benefit. Two required.</p> <p>Examples of benefits to services users when their right to confidentiality is maintained:</p> <ul style="list-style-type: none"> • Increased trust in service providers • Feeling respected • Feeling important • Feeling empowered • Confident that service providers have service users best interests at heart <p>Accept other valid answers.</p>	2 [2x1]	<p>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;"> A TV REP SEEN </div> <p>Do not accept:</p> <ul style="list-style-type: none"> • social effects e.g. withdrawn, left out, isolated • intellectual effects • physical effects • uncomfortable (too vague) • feel in danger • disrespected – is in scenario • patronised – is in scenario

Question		Answer	Marks	Guidance
5	(a)	<p>Answer from:</p> <ul style="list-style-type: none"> • Supports person centred values – empowerment, reassurance, feeling valued or respected, trust. • Helps meet service users’ needs • Protects the rights of service users 	<p>3 [3x1]</p>	
5	(b)	<p>Describe two impacts of poor communication skills on individuals in health care settings.</p> <p>Answer</p> <p>The impact of poor communication skills:</p> <ul style="list-style-type: none"> • Misunderstanding - if information not clearly explained • Errors or danger to health - due to inaccurate record keeping • Distress/upset - if service user feels patronised • If speech is too fast - the listener will not have time to take it all in 	<p>2 [2x1]</p>	
6	(a)	<p>One mark for each reason. Two required.</p> <p>Reasons for the importance of applying the values of care:</p> <p>To ensure the standardisation of care</p> <ul style="list-style-type: none"> • all service users receiving appropriate care, attention and treatment • SU treated fairly • staff all working to the same high standards • SU feels valued / respected <p>To improve the quality of care</p> <ul style="list-style-type: none"> • SU feeling safe / keeps people 	<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;"> A TV REP SEEN </div> <p>The reason in bold is sufficient for the mark, but accept appropriate reasons as shown.</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • SU individual needs are met – e.g. health, nutrition, cultural • SU consulted about care preferences • SU can trust staff • SU feel more confident • SU empowered <p>To provide clear guidelines to inform and improve practice</p> <ul style="list-style-type: none"> • so that staff know how to provide effective care • guides staff about legal requirements • guides staff about good practice • prevents discrimination <p>To maintain or improve quality of life</p> <ul style="list-style-type: none"> • rights, beliefs and preferences are respected • helping all SU reach their full potential – e.g. for a child providing literacy support • providing access to those with mobility problems or communication barriers • occupational therapy assessment to enable continued independence • maintains SU dignity / self-worth / self esteem 		<p>Wording does not have to exactly match that on the mark scheme.</p> <p>Reasons ‘why’ are required.</p> <p>Do not credit:</p> <ul style="list-style-type: none"> • naming values of care • everyone treated equally • everyone has equal opportunities <p>Note: Answers should explain the importance of applying care values not identify or describe them.</p> <p>Accept alternative wording.</p>

Question		Answer	Marks	Guidance	
6	(b)	Four required. One mark each.	4 [4x1]	<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>	
		Example of applying the person-centred values			Person-centred value
		A nurse sharing information about a resident with a social worker			Partnership
		Care home staff provide a wide range of stimulating and interesting activities for residents to take part in.			Choice
		Meals that meet different cultural needs and requirements, e.g. Kosher, Halal, vegetarian etc, are always available.			Respect
Having a case conference in an office away from others who could overhear.	Privacy				

Question		Answer	Marks	Guidance																				
6	(c)	<p>One mark for identification of a security measure, one mark for its purpose. Three required.</p> <p>Security measures in a care setting</p> <table border="1"> <thead> <tr> <th>Security measure</th> <th>Purpose</th> </tr> </thead> <tbody> <tr> <td>Swipe card, buzzer entry or security pad system</td> <td>Restricts and controls access – only authorised people allowed in.</td> </tr> <tr> <td>Staff on duty</td> <td>Controls access to the care setting</td> </tr> <tr> <td>Signing in / out book for visitors</td> <td>Staff know who is in the care setting, and who they are visiting, and where they are, at all times.</td> </tr> <tr> <td>Staff wear ID badges / coloured lanyards</td> <td>Staff are easily identified.</td> </tr> <tr> <td>Visitor badges</td> <td>It is clear that they are an authorised visitor. Valid / temporary reason for access / knowledge of who is in the building</td> </tr> <tr> <td>Alarms on doors not in regular use</td> <td>Identifies if anyone unauthorised is getting into the building; notifies if a child is attempting to wander out of the school.</td> </tr> <tr> <td>Window locks and restraints</td> <td>Prevents unwanted individuals getting into the school.</td> </tr> <tr> <td>Locks on external doors</td> <td>Restricts access</td> </tr> <tr> <td>Monitoring of keys</td> <td>Having a list of key holders means the whereabouts of all sets of keys is known at all times.</td> </tr> </tbody> </table>	Security measure	Purpose	Swipe card, buzzer entry or security pad system	Restricts and controls access – only authorised people allowed in.	Staff on duty	Controls access to the care setting	Signing in / out book for visitors	Staff know who is in the care setting, and who they are visiting, and where they are, at all times.	Staff wear ID badges / coloured lanyards	Staff are easily identified.	Visitor badges	It is clear that they are an authorised visitor. Valid / temporary reason for access / knowledge of who is in the building	Alarms on doors not in regular use	Identifies if anyone unauthorised is getting into the building; notifies if a child is attempting to wander out of the school.	Window locks and restraints	Prevents unwanted individuals getting into the school.	Locks on external doors	Restricts access	Monitoring of keys	Having a list of key holders means the whereabouts of all sets of keys is known at all times.	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; display: inline-block;"> A TV REP SEEN </div> <p>The purpose must match the identification.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> lock all doors locks on doors 'CCTV' on its own cameras on its own
Security measure	Purpose																							
Swipe card, buzzer entry or security pad system	Restricts and controls access – only authorised people allowed in.																							
Staff on duty	Controls access to the care setting																							
Signing in / out book for visitors	Staff know who is in the care setting, and who they are visiting, and where they are, at all times.																							
Staff wear ID badges / coloured lanyards	Staff are easily identified.																							
Visitor badges	It is clear that they are an authorised visitor. Valid / temporary reason for access / knowledge of who is in the building																							
Alarms on doors not in regular use	Identifies if anyone unauthorised is getting into the building; notifies if a child is attempting to wander out of the school.																							
Window locks and restraints	Prevents unwanted individuals getting into the school.																							
Locks on external doors	Restricts access																							
Monitoring of keys	Having a list of key holders means the whereabouts of all sets of keys is known at all times.																							

Question	Answer	Marks	Guidance
7	<p>Advocates - ways they help:</p> <ul style="list-style-type: none"> • Speak on behalf of (not speak for) 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. 	8	<p>Level 3 (high) 6-8 marks A thorough analysis showing detailed understanding of advocacy and how it can support an individual’s rights.</p> <p>Makes relevant points, many of which are developed.</p> <p>At least two, or more, examples of how providing advocacy can support an individual’s rights.</p> <p>Consistently uses appropriate terminology.</p> <p>Level 2 (mid) 3-5 marks An adequate analysis showing sound understanding of how providing advocacy can support an individual’s rights.</p> <p>Makes relevant points, some of which are developed.</p> <p>At least two examples are given of how providing advocacy.</p> <p>Uses some appropriate terminology. Maximum 3 marks if response only includes one example.</p> <p>Level 1 (low) 1-2 marks A brief explanation which shows limited understanding of how providing advocacy can support an individual’s rights.</p>

Question		Answer	Marks	Guidance												
		<p>Rights:</p> <ul style="list-style-type: none"> • Choice • Confidentiality • Protection from abuse and harm • Equal and fair treatment • Consultation <p>Consideration of when advocacy may not be helpful:</p> <ul style="list-style-type: none"> • A client becoming too reliant/dependent on the advocate • The advocate doesn't interpret the clients' needs accurately • The advocate could provide limited information to the client due to not having sufficient time to look into the varying sources of information 		<p>Examples may not be relevant to Doris and are not developed.</p> <p>Little or no use of appropriate terminology. 0 marks Response is not worthy of credit</p>												
8	(a)	<p>One mark for each correct identification, five required.</p> <table border="1"> <thead> <tr> <th>Example of care setting</th> <th>Type of care setting HC or SC</th> </tr> </thead> <tbody> <tr> <td>Day Centre</td> <td>SC</td> </tr> <tr> <td>Hospital</td> <td>HC</td> </tr> <tr> <td>Nursing home</td> <td>HC</td> </tr> <tr> <td>Pharmacy</td> <td>HC</td> </tr> <tr> <td>Residential home</td> <td>SC</td> </tr> </tbody> </table>	Example of care setting	Type of care setting HC or SC	Day Centre	SC	Hospital	HC	Nursing home	HC	Pharmacy	HC	Residential home	SC	5 [5x1]	<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 is given in the box the answer is not clear and could be interpreted as more than one number e.g. an unclear HC/SC – annotate TV
Example of care setting	Type of care setting HC or SC															
Day Centre	SC															
Hospital	HC															
Nursing home	HC															
Pharmacy	HC															
Residential home	SC															

Question		Answer	Marks	Guidance
8	(b)	<p>One mark for each way identified. Three required.</p> <p>Ways:</p> <ul style="list-style-type: none"> • use simple vocabulary / no [medical] jargon • use of facial expression • use of body language / gestures • using appropriate tone of voice • slowing the pace / talking slowly • clarity / speak clearly • being patient and calm / repeat as necessary • active listening • using pictures • provide leaflets / posters / printed information in other languages • provide an interpreter / translator • find another member of staff or relative / friend who can speak the language • use 'Language Line' service • use translating app on 'phone • employing staff who speak other languages <p>This list is not exhaustive accept other relevant ways.</p>	<p>6 [3x2]</p>	<p>One mark for a 'way' identified One mark for elaboration of how the way supports effective communication.</p> <p>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;"> A TV REP SEEN </div> <p>Do not accept:</p> <ul style="list-style-type: none"> • description of what the staff should not do • Sign language • Braille • PECs • use of aids, e.g. hearing loop system • speaking louder • providing an advocate • don't be patronising • ask them to write it out

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