

INCLUDED ON THE
KS4 PERFORMANCE TABLES

Candidate Style Answers

OCR Level 1/Level 2

Cambridge National in
Health and Social Care

J835

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Unit R032 Principles of care in health and social care settings

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About this resource

We have produced this resource using the [sample question paper and mark scheme](#) Cambridge National in Health and Social Care J835.

The aim of the resource is to show you how marks or levels could be given and why. Our senior assessors have provided possible candidate responses and then applied the sample mark scheme, adding commentary.

Please note this resource does not constitute an indication of grade boundaries or endorsed answers. In a live series the mark a response gets depends on the process of standardisation, which considers the big picture of the year's scripts. The levels or marks we show in our resource is an estimation of what could be awarded. How levels and marks correspond to grade boundaries is then determined during the Awarding process. This process happens after the marking of scripts and depends on a number of factors including candidate performance across the board.

You can read more about this process in our [guide](#).

Question 1(a)

1 Beth, aged 89, is found walking in the park across the road from her care home. She is wearing her dressing gown and pyjamas.

(a) Identify **one** security measure the care home should put in place and explain how it would prevent Beth leaving the care home unsupervised again.

Security measure.....

How it would protect Beth.....

.....

.....

[2]

Exemplar 1

2 marks

Security measure..... *A member of staff on duty at reception.*

How it would protect Beth..... *A member of staff on duty at reception would monitor access to the care home. The person on duty would be aware of who is going in and out so it would be noticed straight away that Beth was trying to leave and so she could be stopped.*

This response gains 2 marks.

1 mark for correct identification of an appropriate security measure.

1 mark for a good explanation of how that security measure would protect Beth. Detail of specific actions of the person on reception are provided.

Exemplar 2

1 mark

Security measure..... *Member of staff on duty at reception.*

How it would protect Beth..... *They will see what is going on all the time.*

.....

.....

This response gains 1 mark.

The mark is gained for identification of the security measure - staff on duty at reception.

How a 'member of staff at reception' would protect Beth lacks any detail and is far too vague for an 'explanation'. Details are needed such as the receptionist would control who goes in and out of the care home and would be in a position to prevent Beth leaving unaccompanied.

Question 1(b)

(b) Describe **two** possible physical effects on Beth of walking out of the care home.

1.....

 2.....

[4]

Exemplar 1

4 marks

1 *Beth could fall or trip over, bruising herself or breaking her ankle, as she may only be wearing slippers as she is in her nightclothes.*

2 *As Beth is wandering outside in her pyjamas, if it is cold weather, she would be at risk of developing hypothermia.*

Exemplar 2

2 marks

1 *Beth could get too cold due to only wearing pyjamas and she could get hypothermia.*

2 *Beth could become very frightened and upset as she may have got lost and now does not know where she is.*

This response gains 4 marks.

Two well described and detailed physical effects that relate clearly to the scenario context. 2 marks for each description; fall / trip and injury / bruise; cold weather and hypothermia.

This response gains 2 marks.

The first answer gains the 2 marks, it relates to the context and gives a detailed description of correct 'physical effects' (getting cold and only wearing pyjamas could cause hypothermia).

The second answer does not gain any marks. This is because the effects stated are emotional, not physical.

Students should always check that they are absolutely clear what they have to do. Use of a highlighter or underlining the key points required will help them to give correct answers. On this question the word 'physical' should be underlined to remind candidates what is required by the question.

Question 1(c)

(c) Identify which of Beth's rights has **not** been supported.

..... [1]

Exemplar 1

1 mark

Protection from harm and abuse. [1]

Exemplar 2

0 marks

Equal and fair treatment. [1]

This response gains 1 mark.
Beth has been put into danger due to lack of security and so has not been protected from harm.

This response gains 0 marks.
'Protection from abuse and harm' is the correct answer. Beth has been put into danger due to lack of security.

Question 1(d)(i)

(d) Beth’s daughter is angry and upset about what happened to her mum. She wants to meet with the Care Home Manager to complain.

(i) State **three** active listening skills the Care Home Manager could use when meeting with Beth’s daughter.

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

[3]

Exemplar 1

3 marks

- 1 *Eye contact.*.....
- 2 *Nodding agreement.*.....
- 3 *Summarising.*.....

This response gains 3 marks.

Three different, clear and accurate active listening skills, that are appropriate to the situation, are stated (specification, reference 3.3).

Exemplar 2

1 mark

- 1 *Listening.*.....
- 2 *Eye contact.*.....
- 3 *Communication.*.....

This response gains 1 mark.

‘Eye contact’ is the only active listening skill given and this gains a mark.

‘Listening’ and ‘Communication’ are too generic to gain marks.

Answers that would have gained marks include: ‘Nodding agreement’, ‘Open, relaxed posture’ or ‘Summarising’ for example. (specification, reference 3.3).

Question 1(d)(ii)

(ii) State **two** benefits for Beth's daughter of the Care Home Manager using active listening skills.

1.....
.....

2.....
.....

[2]

Exemplar 1

2 marks

1 *It shows Beth's daughter that the care home manager is taking her concerns seriously.*

2 *It will make her feel reassured that it will not happen again.*

Exemplar 2

1 mark

1 *She will feel listened to.*

2 *The care home manager is showing her they are listening to her.*

This response gains 2 marks.
Two clear and different benefits, that relate to the situation, are stated.

This response gains 1 mark.
Either one of the answers could gain 1 mark.
Two marks cannot be gained as the answers repeat each other – they are two ways of saying the same thing.

Question 2(a)

2 Leo is the manager of a day centre that provides activities and meals for groups of young adults with learning disabilities.

(a) Describe how staff at the day centre can support choice, independence and respect for the young adults. Use a different example for each.

Choice.....

.....

Independence.....

.....

Respect.....

.....

[3]

Exemplar 1

3 marks

Choice..... *Give them menus with different meals to choose from.*

.....

Independence..... *Encourage them to do things for themselves.*

.....

Respect..... *Listening to the young adults' opinions.*

.....

This response gains 3 marks.

Three examples that are clear, accurate and appropriate to the situation are described, gaining 1 mark each.

Exemplar 2

1 mark

Choice... *Allow them to choose things.*

Independence... *Give them the chance to be independent and do things on their own.*

Respect... *Be respectful to them.*

This response gains 1 mark.

The first answer is very vague and does not gain a mark. The student needs to perhaps change 'allow' to 'encourage' and give an example of what could be chosen – meals, activities, for example.

Independence is better, 'Give them the chance' clearly relates to having opportunities to do things and with 'on their own' is a good example, linking to independence.

No marks for 'Respect'. Students should be advised that just repeating a word from the question for an answer such as this, will not gain any marks. A specific example of demonstrating respect is required.

Question 2(b)

(b) Explain **one** way that staff at the day centre can show they value the young adults' individuality.

.....
.....
..... [2]

Exemplar 1

2 marks

*The day centre could give each of the young adults their own key person.
This would recognise that they will all have different learning needs and
would give them individual learning support.* [2]

Exemplar 2

1 mark

*Celebrating everyone's different festivals such as Diwali, Chinese New
Year and Christmas.* [2]

This response gains 2 marks.

This response identifies a 'way' i.e., allocating a key person, and then provides an explanation of how that will meet their individual needs.

This response gains 1 mark.

One mark for identifying a 'way'. However, there is no explanation of how this would show individuality is valued. Additional detail such as how this recognises different cultures and beliefs, or how it promotes inclusivity, is required to gain the second mark.

Question 2(c)

- (c) State **one** way that Leo could ensure confidentiality when meeting with the parents/carers of one of the young adults.

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

Exemplar 1

1 mark

Leo could hold the meeting in a private meeting room or office.

..... [1]

Exemplar 2

0 marks

Speak quietly at the meeting.

..... [1]

This response gains 1 mark.

A correct identification of an appropriate place to have a private meeting.

This response gains 0 marks.

The suggestion would not ensure confidentiality and does not gain a mark. To gain the mark the answer needs to give a specific way of ensuring confidentiality, such as keeping doors to a meeting room closed or use a 'do not disturb' sign or make sure the meeting place is in an area where other people cannot overhear.

Exemplar 1

Level 3

Leo has arranged training and update sessions for staff, this will give the staff current and up to date knowledge of safeguarding procedures. This will improve their awareness and can also provide the opportunity to share best practice. The problem with training sessions is that while staff are being trained someone else has to fill in and do their job for them, so it can cause staffing issues. If training is provided after work attendance might not be good as staff just want to go home after a day's work or they may be too tired to benefit fully from the training. Absence can also be a problem if someone is ill and misses the training session.

Providing a personal copy of the safeguarding policy is a good idea as staff can refer to it whenever they need to and check correct procedures, it can guide them to do the right thing. However, it is possible that they might lose their copy or even not bother to read it.

Having a named member of staff responsible for safeguarding means that they are the expert and may be contacted by staff for advice if needed. They can provide advice and give support to ensure staff are doing the right thing. They will ensure the day centre is following correct procedures and so works within the law. However, this person may not [8] be available when needed or other staff may not know who they are and find it uncomfortable talking about some issues with someone they don't really know.

This is a Level 3 (high level) answer.

The command verb is 'evaluate'. This response provides a detailed evaluation. It examines the strengths and weaknesses of each of the three actions Leo has arranged, making reasoned judgements that demonstrate understanding.

The information provided by the student consistently and accurately uses appropriate terminology and is presented clearly. It makes many relevant evaluation points. It is a well written response worthy of a Level 3.

Teaching point for Level of response questions:

For Level of response questions students should provide a well organised structure that ensures the question is answered thoroughly and nothing is missed out.

Exemplar 2

Level 2

The three actions that Leo has organised will be an effective approach. If staff attend training they will know the proper procedures to follow in safeguarding situations. They will also know who to ask if they need advice. Their awareness will be raised about safeguarding.

Providing a personal copy of the safeguarding policy is a good idea, but people might not read it. But it does give them somewhere to look for information about safeguarding if they need it. It will tell them about procedures they have to follow if they need to report a safeguarding issue.

Exemplar 3

Level 1

Evaluating Leo's actions:

Training is good. Staff will learn what they need to know about safeguarding. Giving them a copy of the safeguarding policy means the staff will be able to read this when they need to.

Naming a member of staff – so everyone will know who is in charge of safeguarding and they can go to them if they need advice.

This is a Level 2 (mid level) answer.

This response considers only two of Leo's actions – training and providing a copy of the policy. This places the response in Level 2.

The response is also in Level 2 because it makes relevant points, but they are not fully developed.

There is an attempt at general evaluation, but it is not thorough or balanced.

To achieve a higher Level the student should:

- ensure that aspects of all three actions are considered in more detail
- ensure that strengths and weaknesses are given for each action.

This would ensure better coverage that would enable a higher level to be achieved.

This is a Level 1 (low level) answer.

The response is brief and addresses only strengths and not weaknesses. Although there is reference to all three actions Leo arranges, these are brief descriptions. Only a very brief evaluation is given – 'training is good' but the reason 'why' is weak.

To improve this response and achieve a higher Level the student needs to ensure there is a discussion on the relevant points raised, with some development and including at least one strength and one weakness.

Question 3(a)

3 Jane is working as a Practice Nurse at a GP surgery.

(a) Explain the benefits to patients of Jane using each of these communication skills.

Clarity.....

.....
.....

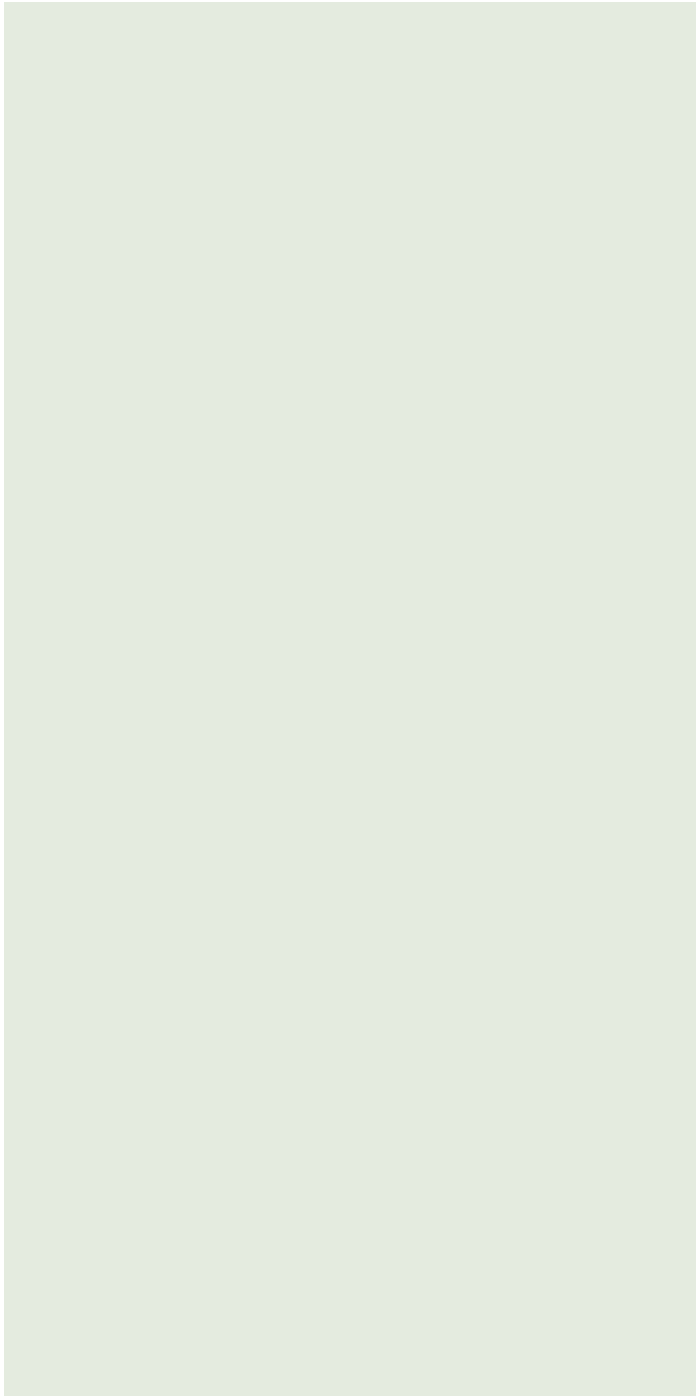
Patience.....

.....
.....

Using appropriate vocabulary.....

.....
.....

[6]



Exemplar 1

6 marks

Clarity... *Jane gives clear instructions and information to the patients – this helps to avoid patients being confused.*

Patience... *Jane allows time for the patients to speak to her, so they will not feel rushed.*

Using appropriate vocabulary... *Jane doesn't use any medical jargon, so patients will understand the information.*

Exemplar 2

4 marks

Clarity... *Jane is clear with patients when she is speaking to them.*

Patience... *Jane takes her time with the patients and doesn't rush them so they feel respected and listened to.*

Using appropriate vocabulary... *Jane doesn't use specialist words that a patient will not understand.*

This response gains 6 marks.

For each answer the student has given a specific example of good communication skills in practice followed by a statement of the benefit for the surgery patients.

A well-structured and accurate set of answers.

These clear explanations gain 2 marks each.

Teaching point: When answering a question where the command verb is 'explain' it is useful for you to teach students to use the words 'because' or 'so' after they have given a reason. This will lead them into an explanation.

This response gains 4 marks.

The answer for 'clarity' doesn't give a 'benefit' for the patients. It also does not explain how Jane would be 'clear' with the patients; without this detail it is zero marks.

'Patience' has a good explanation that includes an example of Jane's practice with an explanation of how this benefits the patients. 2 marks.

This answer gives an example of practice regarding choice of 'words' (vocabulary) and linked this to the benefit of patient's understanding. 2 marks.

Exemplar 3

2 marks

Clarity..... *Speaking clearly.*

.....
.....

Patience..... *Not rushing.*

.....
.....

Using appropriate vocabulary..... *Using understandable words, not special medical words, so that the patients will understand what she is talking about.*

.....

This response gains 2 marks.

Answers for clarity and patience do not give any sort of explanation of using the communication skills, or any benefit of using them. This is required to gain the marks.

The answer for 'using appropriate vocabulary' does gain 2 marks for the types of words used and a clear benefit.

Question 3(b)

(b) Identify **three** specialist methods of communication, other than advocacy, that could be used at the GP Surgery.

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

[3]

Exemplar 1

3 marks

- 1 *Braille.*.....
- 2 *Hearing loop.*.....
- 3 *BSL.*.....

This response gains 3 marks.

Three correctly identified specialist methods of communication.

Exemplar 2

1 mark

- 1 *BCL.*.....
- 2 *Braille.*.....
- 3 *Advocate.*.....

This response gains 1 mark.

'BCL' is inaccurate, students must give the correct initials for BSL. 'Braille' is correct.

'Advocate' does not gain a mark, though it is a specialist method of communication the question asks for a method other than advocacy.

Teaching point: Remind students to read the question carefully to avoid unnecessarily losing marks. They can be advised to underline or highlight key features of the question such as 'other than advocacy' in this question.

Question 3(c)

(c) Jane must follow personal hygiene measures when working with patients.

Identify **two** personal hygiene measures Jane must use.
 Explain how each measure protects Jane and the patients.
 Use a different explanation for each measure.

Personal hygiene measure

How it protects

.....

Personal hygiene measure

How it protects

.....

[4]

Exemplar 1

4 marks

Personal hygiene measure *Regular showering.*

How it protects *Keeps the body clean, prevents body odour and destroys bacteria.*

Personal hygiene measure *Regular brushing of teeth.*

How it protects *This will remove food and plaque and will stop a person from having bad breath.*

This response gains 4 marks.
 Two correctly identified personal hygiene measures.
 Two different clear and correct explanations.

Exemplar 2**3 marks**

Personal hygiene measure *Regular showering.*

How it protects *Kills bacteria on the body.*

.....

Personal hygiene measure *Washing hands.*

How it protects *Kills bacteria.*

.....

This response gains 3 marks.

The two personal hygiene measures are correct and gain the 2 marks.

The first explanation is correct and gains 1 mark. However, the second explanation is a repeat of 'kills bacteria' and so does not gain the mark.

Teaching point: Remind students to read the question carefully to ensure they know exactly what is required. This question clearly states the explanations need to be different. A repeat does not gain a mark.

Question 4(a)

4

(a) Describe the meaning of the term **person-centred values**.

.....
 [1]

Exemplar 1

1 mark

Ensuring that a person's individual needs are met.

..... [1]

Exemplar 2

0 marks

This means the care is centred on the person.

..... [1]

This response gains 1 mark.

A clear description is given by the student referring to the focus of care being on an individual and their needs. This demonstrates understanding.

This response did not gain a mark.

This is just a rewording of the question and so does not gain a mark.

Teaching point: Students should be advised to present answers in their own words – even if they are not sure of the answer.

Question 4(b)

(b) Identify **two** of the 6Cs. For each one describe how it could be applied when providing support for a service user.

1.....

How it is applied.....

.....

2.....

How it is applied.....

.....

[4]

Exemplar 1

4 marks

1 *Care*.....

How it is applied *By making sure that medication is always given at the correct time.*

2 *Communication*.....

How it is applied *By using active listening skills when communicating with a patient.*

This response gains 4 marks.
Two of the 6Cs correctly identified.
A clear and accurate example of how it could be applied when providing support.

Exemplar 2

3 marks

- 1 *Care*
.....
How it is applied..... *Ensuring an individual's care needs are met.*
.....
- 2 *Compassion*
.....
How it is applied..... *Feeling sorry for individuals needing care.*
.....

This response gains 3 marks.

The first response identified 'Care', together with the correct application and therefore gaining both marks.

The second response correctly identified 'Compassion' but had an incorrect application of the 6C, therefore only 1 mark is awarded.

Question 4(c)

(c) Identify **two** groups of people, other than people with learning disabilities, who need safeguarding.

1.....

2.....

[2]

Exemplar 1

2 marks

1 *Children in care.*.....

2 *Individuals with mental health conditions.*.....

Exemplar 2

1 mark

1 *Someone with a sensory impairment.*.....

2 *Disabilities.*.....

This response gains 2 marks.

Two correctly identified groups of people.

This response gains 1 mark.

One correctly identified group of people.

'Disabilities' is too vague to gain a mark. Answers that would have gained the mark are:

- children with learning disabilities
- someone with a physical disability.

Question 4(d)

(d) Explain why care settings use Disclosure and Barring Service checks.

.....
.....
..... [2]

Exemplar 1

2 marks

Care settings use DBS checks to see whether someone they are considering employing has any criminal convictions which could stop them from working in a care setting with vulnerable adults/children. [2]

This response gains 2 marks.
A detailed, clear and accurate explanation.

Exemplar 2

1 mark

To check whether someone has any criminal convictions. [2]

This response gains 1 mark.
There are two marks available for an explanation.
This response is only a part of an explanation and so can only achieve 1 mark.

Exemplar 1

Level 3

Safety procedures give a set of actions that inform care workers about what they have to do and how it should be done, to ensure everyone's safety.

One example of a safety procedure is having regular fire drills.

This ensures that care staff and service users practice evacuation procedures so that they all know what to do and where to go in the event of a fire. Staff will know their responsibilities and how to keep everyone safe. Having regular drills enables staff to take quick, efficient action in emergencies.

Another example of a safety procedure is carrying out risk assessments for activities, outings and use of equipment. Risk assessments identify hazards and the action that needs to be taken to reduce the risk of the hazards. This helps to avoid accidents occurring. Risk assessments would be carried out on a new piece of equipment, for example a hoist, to see if any extra training would be required to use it safely. When a care home organises a trip or outing for the residents a risk assessment will be carried out to decide on any precautions needed to reduce risks, for example with transport or additional staff if assistance with walking/mobility is needed by some of the residents. This will help to keep everyone safe.

This is a Level 3 (high level) answer.

The student begins with an introduction explaining the meaning of 'safety procedures' and how they inform care workers about safe practice.

The next paragraph focuses on fire drills, their purpose and benefits. A third paragraph focuses on the importance of risk assessments in care settings. The student has given two examples of safety procedures, which places their answer as a Level 2/3.

The student achieved a Level 3 by clearly explaining in detail how safety procedures help to protect individuals in care settings.

Good explanations included detailed references to reducing the risk of injuries and accidents occurring, staff and service users knowing how to react in an emergency and where to go, and what to do if there is a fire.

The structure used by the student helps them to write an answer that meets the question requirements. That is to demonstrate the required knowledge about two safety measures and provides an explanation of how they protect individuals.

Teaching point for Level of response questions:

For Level of response questions students should provide a well organised structure that ensures the question is answered thoroughly and nothing is missed out.

Exemplar 2

Fire drills and risk assessments are examples of safety procedures. A fire drill practices what to do if there is a fire in a care setting. If they are practised everyone will know what to do.

A risk assessment is a form that is filled in. The form helps to identify risks and hazards of, for example, doing an activity such as painting in a care home. Risks could be water and paint going on the floor which could cause someone to slip and fall.

Level 2

This is a Level 2 (mid level) answer.

The information provides an adequate explanation of two safety measures.

Only the points about risk assessment are developed, with some use of appropriate terminology.

How fire drills protect individuals is not developed with any further detail.

To achieve Level 3, the response needs to have a more thorough and balanced explanation, including more detail about the purpose of fire drills and of carrying out risk assessments, consistently using appropriate terminology.

Exemplar 3

Fire drills help everyone to know where to go if there is a fire in the care setting. The care setting staff will know where to send everyone so that they will be safe. If it is practised it will help to get everyone out in as little time as possible.

Level 1

This is a Level 1 (low level) answer.

The student has attempted an explanation of one safety procedure (a fire drill) with a brief amount of detail about how it protects individuals.

Students do need to read the question carefully. If two examples are asked for and only one is given, marks will be lost.

Not covering the correct number of examples is a common error made by students, and it can limit the level achievable so must be avoided. You could suggest to your students that highlighting or underlining 'two examples' as they read the question could act as a reminder of what is required.

Exemplar 1

Level 3

Wearing PPE is a barrier method for preventing the spread of infection. It ensures high levels of cleanliness and reduces opportunities for spreading germs. It prevents the transfer of bacteria from for example to or from wounds, food etc.

Staff serving food in a hospital canteen would wear hygiene hats or hairnets. These would prevent loose hairs falling into food, meaning that bacteria could spread into food from hair. So, hair must be tied back and covered if food is being served.

Wearing face masks provides an effective barrier to droplets that can be released when talking, sneezing or coughing. So, for example a dentist carrying out treatment would wear a face mask to prevent the spread of infection.

[6]

This is a Level 3 (high Level) answer.

This answer provides a thorough explanation with many relevant points showing detailed understanding of how PPE protects health care workers.

Specialist terminology is used when making relevant points which are developed.

The answer is organised into three paragraphs. The first is a general introduction explaining the type of protection offered by PPE. The second paragraph covers hairnets and hygiene hats, with the third about face masks.

Teaching point for Level of response questions:

This well organised structure ensures that the question is answered thoroughly and nothing is missed out.

Exemplar 2

Level 2

Wearing disposable gloves prevents the spread of infection either from or to health care workers. For example, if a nurse is dressing a wound wearing disposable gloves this would protect her from catching germs from the wound. It would also stop germs from the nurse going into the wound.

A doctor doing an operation would wear scrubs. These would protect the patient and the surgeon from coming into contact with any germs that could be spread.

This is a Level 2 (mid level) answer.

Two examples of PPE are given with some relevant points, some of which are developed. There is some use of appropriate terminology and the response demonstrates some sound understanding of how PPE protects care workers.

To achieve a higher Level:

- examples should be relevant and developed
- use a wider range of terminology.

Teaching point: it is useful for you to stress that students use the correct terminology in their answers.

Question 6(b)

(b) A GP surgery is a health care setting.

Identify **two** other health care settings.

1.....

2.....

[2]

Exemplar 1

2 marks

1 *A hospital.*.....

2 *A dental practice.*.....

Two correctly identified health care settings.

Other possible correct answers are dentist, health centre or nursing home.

Exemplar 2

1 mark

1 *Opticians.*.....

2 *Residential home.*.....

This response gains 1 mark.

Opticians is a correct answer.

A 'residential home' is not a health care setting, it provides social care so is a social care setting (see settings in the specification Unit R032) and so does not gain a mark. A nursing home is a correct answer as it provides nursing care.

Question 6(c)

(c) When individual's rights are maintained they are empowered and develop high self-esteem.

State **two** benefits for individuals of empowerment and **two** benefits for individuals of having high self-esteem.

Empowerment

1.....

.....

2.....

.....

High self-esteem

1.....

.....

2.....

.....

[4]

Exemplar 1**4 marks**

Empowerment

- 1 *If people are empowered they will feel encouraged and positive about their life.*
- 2 *Empowerment gives people control of decisions.*

High self-esteem

- 1 *A feeling of high self-esteem is good for a person's mental health.*
- 2 *High self-esteem results from being valued.*

Exemplar 2**2 marks**

Empowerment

- 1 *Means being given the power to make your own decisions.*
- 2 *Means having the power to do things for yourself.*

High self-esteem

- 1 *Means you feel good about yourself.*
- 2 *Feeling positive about yourself.*

This response gains 4 marks.

This is a good example of a full mark response. Each answer is different and clearly focussed on a specific benefit.

Although answer number 1 is not listed in the mark scheme, it is an appropriate response and therefore will receive credit, as stated in the mark scheme.

This response gains 2 marks.

Answer 1 for empowerment is given the benefit of doubt and credited with a mark. It is more of a definition, but is along the right lines and there is a reference to having the 'power to make your own decisions' which is a benefit, so worthy of some credit. The second answer is vague and a repeat of the first so does not gain a mark. 'Feeling in control', 'being self-reliant' are other possible correct answers.

For self-esteem 1 mark is awarded as the answers are a repeat of each other. Different answers could have referred to positive mental health or feeling valued or respected.

Question 6(d)

(d) Identify **two** different individuals who may need an advocate.

Give a different example for each individual of the type of support the advocate could provide.

Individual 1.....

Type of support.....

.....

Individual 2.....

Type of support.....

.....

[4]

Exemplar 1

4 marks

Individual 1... *Someone who has dementia.*

Type of support... *They could attend a case conference with the individual in order to help them express their decisions regarding care.*

Individual 2... *Someone who has a sensory impairment such as sight loss and unable to see.*

Type of support... *The advocate could fill in benefit application forms on the individual's behalf.*

This response gains the full 4 marks.

The student has clearly and correctly identified two appropriate individuals who may need the help of an advocate.

The student has then given an example of the support that could be provided for the individuals. Both examples are of individuals who would need someone to represent their best interests, one due to dementia and the other due to sensory impairment. The student has suggested exactly what the advocate could do to help each of the individuals.

Exemplar 2

2 marks

Individual 1... *Someone with a learning disability.*

Type of support... *The advocate could speak for the person.*

Individual 2... *Someone who has a physical disability.*

Type of support... *Could do the individual's shopping for them.*

This response gained 2 marks for identifying two appropriate individuals who could need help from an advocate. The student has then given two examples of support which are incorrect.

Stating that the advocate could 'speak for the person' is inaccurate. Advocates speak 'on behalf' of someone, not 'for them'.

This is a common error and students will benefit from being reminded that advocates only ever represent someone's best interests, they never speak for them.

To gain the mark for the second type of support the student needs to know that advocacy is when a person is represented by an advocate in order to have their views, opinions and choices taken into account, for example when creating a care plan with a social worker. The type of support suggested by the student is not relevant to advocacy, it is just practical help with a day to day task - shopping.

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