

## **Cambridge National**

### **Health and Social Care**

#### **R032/01: Principles of care in health and social care settings**

Level 1/2 Cambridge National Certificate/Award/Diploma

### **Mark Scheme for June 2024**

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

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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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## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING

#### RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

### MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **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.

#### Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

**Multiple Choice Question Responses**

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

**Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

**Short Answer Questions** (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

**Longer Answer Questions** (requiring a developed response)














Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
  - there is nothing written in the answer spaceAward Zero '0' if:
  - anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider 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


Annotations	Meaning
	Blank Page – this annotation <b>must</b> be used on all <b>blank</b> 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 (do not 'tick' as well - because 'bod' <b>does</b> count as a mark)
	Omission mark
	Vague
	Repeat
	Noted but no credit given
	Irrelevant
No Response (NR)	Award NR if the question has not been attempted


**11. Subject Specific Marking Instructions**

Question		Answer	Mark	Guidance
1	(a)	<b>One</b> mark for an identification:  Protection from abuse and harm	1	Do not accept: <ul style="list-style-type: none"><li>• Care</li><li>• Safety</li></ul>



Question	Answer	Mark	Guidance
1	<p><b>(b)</b> One mark for each example given, three required.</p> <p><b>Examples of information for a First Aid <u>POLICY</u>:</b></p> <ul style="list-style-type: none"> <li>• who the trained first aiders are</li> <li>• where the first aid kits are</li> <li>• who has additional training e.g. asthma, anaphylaxis, CPR, Epipen</li> <li>• procedures to follow / administer first aid as appropriate e.g. dressing of minor injuries, recovery position</li> <li>• when to call/inform emergency services</li> <li>• who else has to be informed – e.g. parents or carers of the injured or ill person</li> <li>• what to do in an emergency</li> <li>• who has to be informed about what has happened e.g. the manager, head of department or nominated first aider</li> <li>• who has responsibility for maintaining the first aid equipment</li> <li>• who is responsible for record keeping / writing up the details of a first aid incident</li> <li>• location of evacuation routes</li> </ul> <p><b>Instructions about how to:</b> <b>(only credit one)</b></p> <ul style="list-style-type: none"> <li>• do CPR</li> <li>• use an Epipen</li> <li>• deal with choking</li> <li>• clean a cut / wound etc</li> </ul> <p>Award credit for any other appropriate response.</p> <p><b>Answers must refer to INFORMATION to be included in a first aid policy</b></p>	<p><b>3</b> (3x1)</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded. For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div data-bbox="1503 451 1951 531" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>One mark for each example, up to a maximum of 3.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> <li>• contents of a first aid box</li> <li>• fire exits</li> <li>• what to do (on its own)</li> </ul>


Question		Answer	Mark	Guidance
1	(c)	<p>Two marks for each reason explained, three required.  <b>Reasons for staff being first aid trained:</b></p> <ul style="list-style-type: none"> <li>• <b>It is a legal requirement (1)</b> that all care settings and service providers must provide trained first aiders/renew the certificate every 3 years (1)</li> <li>• <b>Enough first aiders (1)</b> are required for the number of staff/service users or the care setting will be breaking the law (1)</li> <li>• <b>Likelihood of specific health needs/conditions, e.g. dementia, mobility difficulties (1)</b> must be considered when deciding number of first aiders required (1)</li> <li>• <b>Staff trained to use EpiPens should be available (1)</b> based on the assessment of service users who are at risk of anaphylactic shock/allergic reaction. (1)</li> <li>• <b>Staff trained in CPR, / how to use defibrillator (1)</b> can save lives (1)</li> <li>• <b>Can reduce recovery time (1)</b> by providing first aid before an ambulance arrives (1)</li> <li>• <b>So that if someone is injured, cuts, seizure, bandages used etc(1)</b> there are staff who know how to deal with it.</li> </ul> <p>Award credit for any other appropriate response.</p>	<p><b>6</b> (3x2)</p>	<p><b>Annotation:</b>  The number of ticks must match the number of marks awarded.  For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Do not credit:</p> <ul style="list-style-type: none"> <li>• Can save them</li> <li>• First aid equipment</li> <li>• Trained because people might be injured</li> </ul> <p>Credit appropriate examples but no repeats.</p>


Question		Answer	Mark	Guidance
1	(d)	<p>Up to 3 marks for what the 'Barred List' means.</p> <p><b>Barred List identifies:</b></p> <ul style="list-style-type: none"> <li>• 'barred' means 'not allowed' / 'not safe' to work in a care setting</li> <li>• individuals considered unsuitable for working with children</li> <li>• individuals not allowed to work with vulnerable groups/list of people</li> <li>• individuals unsuitable for working with vulnerable adults</li> <li>• individuals who have been convicted of committing a serious crime.</li> <li>• people who have a criminal record and not permitted (banned) to work with children or vulnerable adults</li> <li>• Because they are a safeguarding risk</li> </ul> <p>Award credit for any other appropriate response.</p>	<p><b>3</b> (3x1)</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded. For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Do not accept:</p> <ul style="list-style-type: none"> <li>• not 'safe' – on its own. Must be qualified/linked to a setting</li> <li>• not able</li> <li>• 'crime' on its own – must state 'serious' crime</li> <li>• 'they've been in trouble with the police'</li> </ul>

Question	Answer	Mark	Guidance
2	<p>(a)</p> <p><b>Space</b> – Two valid points – must relate to the environment:</p> <ul style="list-style-type: none"> <li>• enough space to sit down</li> <li>• not squashed or uncomfortably close</li> <li>• private room for privacy</li> <li>• space allows a person to get up and walk around if needed</li> <li>• space important</li> </ul> <p><b>Height</b> – Two valid points</p> <ul style="list-style-type: none"> <li>• a shorter person may feel intimidated</li> <li>• if standing for a conversation it may be better if both are sitting</li> <li>• eye contact / eye level</li> </ul> <p><b>Personal space</b> – Two valid points</p> <ul style="list-style-type: none"> <li>• too close and personal, own space feels invaded</li> <li>• ensure room is big enough for people to feel comfortable</li> <li>• personal space allows a person to feel safe and comfortable</li> <li>• can help in developing trust</li> <li>• feel respected and safe</li> <li>• not too far away from each other – so they can be heard</li> </ul> <p>Some answers may be interchangeable.</p> <p>Award credit for any other appropriate response. No repeats.</p>	<p><b>6</b> (3x2)</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded. For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div data-bbox="1429 483 1895 563" style="border: 1px solid black; padding: 5px; text-align: center;"> <span style="border: 1px solid red; padding: 2px 5px;">^</span> <span style="border: 1px solid red; padding: 2px 5px;">VG</span> <span style="border: 1px solid red; padding: 2px 5px;">REP</span> <span style="border: 1px solid red; padding: 2px 5px;">SEEN</span> </div> <p>Up to two marks each explanation, 3 explanations required.</p> <p><b>Do not credit:</b></p> <ul style="list-style-type: none"> <li>• 'comfortable' on its own</li> </ul>

Question	Answer	Mark	Guidance
2 (b)	1 mark for a correct identification.  <b>Personal Protective Equipment</b>	<b>1</b> (1x1)	Correct identification only  Accept misspelling.
2 (c)	One mark for an example of use. <b>Three</b> required.  <b>Hygiene hat</b> <ul style="list-style-type: none"> <li>• when preparing food</li> <li>• prevents hair in food etc</li> <li>• hair is hidden</li> <li>• protect from contamination</li> </ul> <b>Disposable gloves</b> <ul style="list-style-type: none"> <li>• changing incontinence pads</li> <li>• changing soiled bed linen</li> <li>• dressing wounds</li> <li>• cleaning up e.g. spillages such as vomit</li> <li>• food preparation and serving</li> <li>• cleaning service users room</li> <li>• dispensing medication</li> <li>• emptying bins</li> </ul> <b>Face mask</b> <ul style="list-style-type: none"> <li>• preventing infection when nurse/dentist/GP carries out procedures</li> <li>• when coughing – avoids airborne infection</li> <li>• when performing medical care</li> </ul> Award credit for any other appropriate response.	<b>3</b> (3x1)	<b>Annotation:</b> The number of ticks must match the number of marks awarded. For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:  <div data-bbox="1429 619 1877 699" style="border: 1px solid black; padding: 5px; text-align: center;"> <span style="border: 1px solid red; padding: 2px 5px;">A</span> <span style="border: 1px solid red; padding: 2px 5px;">VG</span> <span style="border: 1px solid red; padding: 2px 5px;">REP</span> <span style="border: 1px solid red; padding: 2px 5px;">SEEN</span> </div> One mark for a use, three required.  Three <b>different</b> examples required.  Must be appropriate for Sunny Days retirement home.

Question	Answer	Mark	Guidance
3	<p><b>(a)</b> Applying person-centred values. <b>Two</b> examples required.</p> <p><b>Examples for ‘Choice’ when leaving hospital care:</b></p> <ul style="list-style-type: none"> <li>• how they want to be cared for</li> <li>• what time their care at is needed – am, pm, everyday, weekly?</li> <li>• type of support that is required</li> <li>• is assistance needed: bathing, dressing, meal prep</li> <li>• choosing meals required</li> </ul> <p>Eg: She could give them different options (1) for how they want to be cared for at home so they can choose their own care (1)</p> <p><b>Examples for ‘Respect’ when leaving hospital care:</b></p> <ul style="list-style-type: none"> <li>• listen to and take account of their feelings</li> <li>• understanding that the patient wants to go back home and not into a retirement home</li> <li>• discuss their opinions on care and treatment</li> <li>• treating them as an individual</li> <li>• discussing preferences that still allow them to feel in control</li> </ul> <p>Eg: Be understanding and considerate when her patients express their opinions so they feel respected.</p> <p>Award credit for any other appropriate response.</p>	<p><b>4</b> (2x2)</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded. For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div data-bbox="1429 497 1859 577" style="border: 1px solid black; padding: 5px; text-align: center;"> <span style="border: 1px solid red; padding: 2px;">^</span> <span style="border: 1px solid red; padding: 2px;">VG</span> <span style="border: 1px solid red; padding: 2px;">REP</span> <span style="border: 1px solid red; padding: 2px;">SEEN</span> </div> <p>Two marks for a description. Two required.</p> <p><b>Examples must be appropriate for leaving a hospital setting.</b></p>

Question		Answer	Mark	Guidance
3	(b)	<p>Two ways of ensuring privacy when Eve meets with her patients.</p> <p>Up to two from:</p> <ul style="list-style-type: none"> <li>• Use a private meeting room/office</li> <li>• Do not disturb sign</li> <li>• No discussions in public places, e.g. corridors</li> <li>• In a meeting room, keep the door closed</li> <li>• Drawing curtains around the hospital bed</li> <li>• Not talking about an individual with anyone not involved in their care / no gossiping</li> <li>• Need to know basis</li> <li>• Check nothing left behind in meeting room when finished</li> </ul> <p>Award credit for any other appropriate response.</p>	2 (2x1)	<p><b>Annotation:</b></p> <p>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Two ways required for one mark each.</p> <p>Do not credit:</p> <ul style="list-style-type: none"> <li>• Lock filing cabinet</li> </ul>

Question	Answer	Mark	Guidance
3	<p data-bbox="232 300 277 331">(c)</p> <p data-bbox="315 300 1155 363"><b>Up to three benefits for hospital staff of applying person-centred values.</b></p> <p data-bbox="315 400 562 432"><b>Up to three from:</b></p> <ul data-bbox="315 469 1182 927" style="list-style-type: none"> <li>• Provides clear guidelines of the standards of care that should be given</li> <li>• Improves job satisfaction</li> <li>• Respected/valued</li> <li>• empowers</li> <li>• Maintains or improves quality of life</li> <li>• Supports the right to choice, and consultation</li> <li>• Supports service practitioners to develop their skills/develops trust and empathy</li> <li>• Enables the sharing of good practice / they feel confident</li> <li>• Quality of care / standardisation of care</li> <li>• Meets/understands patients' needs</li> <li>• Increases self-esteem</li> </ul> <p data-bbox="315 1066 1055 1098">Other relevant points and examples should be credited.</p>	3 (3x1)	<p data-bbox="1630 300 1800 331"><b>Annotation:</b></p> <p data-bbox="1361 331 2069 395">The number of ticks must match the number of marks awarded.</p> <p data-bbox="1361 400 2069 464">For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div data-bbox="1429 480 1854 560">  </div> <p data-bbox="1361 708 2069 772">Do not accept: Benefits are for hospital staff – do not credit patients</p>



Question	Answer	Mark	Guidance
3	<p data-bbox="215 252 271 292">(d)</p> <p data-bbox="315 252 1099 379">Analysis of the emotional effects on the patients' health and well-being if person-centred values are not applied by hospital staff may include:</p> <p data-bbox="315 419 584 451"><b>Emotional effects:</b></p> <ul data-bbox="315 451 846 770" style="list-style-type: none"> <li>• Anger/frustration</li> <li>• Depression</li> <li>• Disempowerment</li> <li>• Feeling intimidated</li> <li>• Feeling upset</li> <li>• Intimidated</li> <li>• Loss of self confidence</li> <li>• Low self-esteem/feeling inadequate</li> <li>• Stress</li> </ul> <p data-bbox="315 970 1055 1002">Other relevant points and examples should be credited.</p>	8	<p data-bbox="1227 252 1585 284"><b>Level 3 (high) 6-8 marks</b></p> <ul data-bbox="1227 292 2065 499" style="list-style-type: none"> <li>• A <b>thorough</b> analysis showing <b>detailed</b> understanding of the emotional effects on the patients' health and wellbeing of not applying person-centred values.</li> <li>• Makes relevant points, <b>many</b> of which are developed.</li> <li>• <b>Two</b>, or more, <b>emotional</b> effects are considered.</li> <li>• <b>Consistently</b> uses appropriate terminology.</li> </ul> <p data-bbox="1227 571 1570 603"><b>Level 2 (mid) 3-5 marks</b></p> <ul data-bbox="1227 611 2065 882" style="list-style-type: none"> <li>• An <b>adequate</b> analysis showing <b>sound</b> understanding of the emotional effects on the patients' health and wellbeing of not applying person-centred values.</li> <li>• Makes relevant points, <b>some</b> of which are developed.</li> <li>• At least <b>two</b> examples of emotional effects are considered.</li> <li>• Uses <b>some</b> appropriate terminology.</li> <li>• <b>Sub-max 4 marks</b> if <b>one</b> example of emotional effects is analysed or several are attempted.</li> </ul> <p data-bbox="1227 922 1570 954"><b>Level 1 (low) 1-2 marks</b></p> <ul data-bbox="1227 962 2065 1169" style="list-style-type: none"> <li>• A <b>brief</b> analysis which shows <b>limited</b> understanding of the emotional effects on the patients' health and wellbeing of not applying person-centred values.</li> <li>• Points made <b>may not</b> be wholly relevant or developed.</li> <li>• At least <b>one</b> example of emotional effects is considered.</li> <li>• <b>Little or no</b> use of appropriate terminology.</li> </ul> <p data-bbox="1227 1201 1346 1233"><b>0 marks</b></p> <p data-bbox="1227 1241 1675 1273">Response is not worthy of credit.</p>

Question	Answer	Mark	Guidance
4	<p><b>(a)(i)</b></p> <p>Up to two reasons why access at the front entrance of care settings is restricted.</p> <p>Reasons:</p> <ul style="list-style-type: none"> <li>• Prevents patients from leaving</li> <li>• so that only authorised people can enter</li> <li>• strangers / intruders cannot enter</li> <li>• monitors visitors for example: support workers / social care professionals / religious support workers / health visitors – people entering and leaving</li> </ul> <p>Other relevant points and examples should be credited</p>	<p><b>2</b> (2x1)</p>	<p><b>Annotation:</b></p> <p>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div data-bbox="1429 475 1865 555" style="border: 1px solid black; padding: 5px; text-align: center;"> <span style="border: 1px solid red; padding: 2px 5px;">^</span> <span style="border: 1px solid red; padding: 2px 5px;">VG</span> <span style="border: 1px solid red; padding: 2px 5px;">REP</span> <span style="border: 1px solid red; padding: 2px 5px;">SEEN</span> </div>
4	<p><b>(a)(ii)</b></p> <p>Up to two ways access can be restricted at the external doors of a care setting.</p> <p>Ways:</p> <ul style="list-style-type: none"> <li>• electronic swipe card entry system/key cards</li> <li>• buzzer entry system</li> <li>• monitoring keys</li> <li>• security pad with pin code</li> <li>• staff on duty at entrance / staffed reception / receptionist</li> <li>• signing in and out book</li> <li>• issuing visitor badges / lanyards</li> <li>• video door bell</li> <li>• checking ID / ID badge</li> </ul> <p>Other relevant points and examples should be credited</p>	<p><b>2</b> (2x1)</p>	<p><b>Annotation:</b></p> <p>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div data-bbox="1429 970 1865 1050" style="border: 1px solid black; padding: 5px; text-align: center;"> <span style="border: 1px solid red; padding: 2px 5px;">^</span> <span style="border: 1px solid red; padding: 2px 5px;">VG</span> <span style="border: 1px solid red; padding: 2px 5px;">REP</span> <span style="border: 1px solid red; padding: 2px 5px;">SEEN</span> </div> <p>Do not accept:</p> <ul style="list-style-type: none"> <li>• 'keys' on its own</li> <li>• Locks on doors</li> </ul>

Question	Answer	Mark	Guidance
4	<p><b>(b)</b> Three different reasons why it is important for a care setting to carry out risk assessments.</p> <p><b>Reasons for carrying out a risk assessment:</b></p> <ul style="list-style-type: none"> <li>• <b>reduce the likelihood of accidents</b> (1) so no one gets injured/harmed (1)</li> <li>• <b>identifies improvements needed</b> (1) to create a safer environment (1)</li> <li>• <b>identifies control measures</b> (1) required to reduce risks (1)</li> <li>• <b>Identifies dangers/hazards</b> (1) such as risky/harmful activities (1)</li> <li>• <b>it is a legal requirement</b> (1) following legislation complies with the law so setting are not prosecuted</li> <li>• <b>reduces danger</b> (1) by identifying and preventing accidents in the workplace (1)</li> <li>• <b>risk assessments help to work out what might go wrong with an activity</b> (1) so action can be taken to avoid risks/danger/accidents (1)</li> <li>• visitors, employees, service users have the <u>right</u> to be protected and safe (1) risk assessments support this (1)</li> <li>• ensures equipment is safe to use – to reduce injuries e.g. equipment not broken / likely to cause injuries</li> <li>• Make sure fire exits are not blocked</li> </ul> <p>Other relevant points and examples should be credited</p>	6 (3x2)	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded. For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div data-bbox="1491 539 1921 619"> <span>^</span> <span>VG</span> <span>REP</span> <span>SEEN</span> </div>

Question		Answer	Mark	Guidance												
5	(a)	<p>Up to 4 marks for matching the correct example.</p> <table><tr><th>Type of care provided</th><th>Care setting</th></tr><tr><td>Helps to protect vulnerable people from harm and abuse and supports people to live independently</td><td>Social services department</td></tr><tr><td>Provides emotional assistance by sharing experiences and through practical activities</td><td>Support group</td></tr><tr><td>Provides hot meals, dry clothes, somewhere to sleep</td><td>Homeless shelter</td></tr><tr><td>Provides medication and health advice without having to make an appointment with the doctor</td><td>Pharmacy</td></tr><tr><td>Provides specialised treatment for illness and disease</td><td>Hospital</td></tr></table>	Type of care provided	Care setting	Helps to protect vulnerable people from harm and abuse and supports people to live independently	Social services department	Provides emotional assistance by sharing experiences and through practical activities	Support group	Provides hot meals, dry clothes, somewhere to sleep	Homeless shelter	Provides medication and health advice without having to make an appointment with the doctor	Pharmacy	Provides specialised treatment for illness and disease	Hospital	4 (4x1)	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded. For <b>incorrect</b> answers use the <b>cross</b>.</p> <p>Correct answers only.</p> <p>If two answers given in a box – credit the first one only.</p>
Type of care provided	Care setting															
Helps to protect vulnerable people from harm and abuse and supports people to live independently	Social services department															
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Question	Answer	Mark	Guidance
5 (b)	<p>Up to two marks for stating the meaning of the term.</p> <p><b>Empowerment could include:</b></p> <ul style="list-style-type: none"> <li>• Feeling in control</li> <li>• Encouraged</li> <li>• having choice/ encourages decision making</li> <li>• independent</li> <li>• confident</li> <li>• self assured</li> </ul> <p><b>Other relevant points / examples should be credited</b></p>	<p><b>2</b> (2x1)</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded. For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div data-bbox="1413 494 1850 574"> <span>^</span> <span>VG</span> <span>REP</span> <span>SEEN</span> </div>

Question		Answer	Mark	Guidance
5	(c)	<p>Up to two marks for a description.</p> <p><b>How service users' needs could be met in a hospital: can include:</b></p> <ul style="list-style-type: none"> <li>• appropriate care – such as mobility aids provided</li> <li>• dietary requirements identified and provided for, choice of food for special diets</li> <li>• appropriate treatment to improve health/prevent illness</li> <li>• allowed visitors</li> <li>• wider doorways, ramps, disabled toilets and parking, hearing loops</li> <li>• having an advocate</li> <li>• leaflets/information in different languages</li> <li>• call button for help if needed</li> </ul> <p>Other relevant points should be credited</p>	<p><b>2</b> (2x1)</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded. For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <span style="border: 1px solid red; padding: 2px;">^</span> <span style="border: 1px solid red; padding: 2px;">VG</span> <span style="border: 1px solid red; padding: 2px;">REP</span> <span style="border: 1px solid red; padding: 2px;">SEEN</span> </div> <p>Credit any 2 points.</p>

Question		Answer	Mark	Guidance
5	(d)	<p>Description of the role of the 'Designated Safeguarding Lead' in a care setting may include:</p> <ul style="list-style-type: none"> <li>• Creating the care setting's safeguarding policy</li> <li>• Reviewing the setting's plan for safeguarding</li> <li>• Ensuring all staff know how to raise safeguarding concerns</li> <li>• Referring concerns over an individual's welfare to social services, police, or other appropriate organisations</li> <li>• Providing training so all staff understand the signs and symptoms of abuse and neglect</li> <li>• Gather any evidence or information about incidents of abuse or neglect</li> </ul> <p>Other relevant points should be credited</p>	6	<p><b>Level 3 (high) 5-6 marks</b></p> <ul style="list-style-type: none"> <li>• A <b>thorough description</b> showing <b>clear</b> understanding of the range of responsibilities of the DSL role.</li> <li>• Relevant points are made <b>many</b> of which are developed.</li> <li>• <b>Consistently</b> uses appropriate terminology.</li> </ul> <p><b>Level 2 (mid) 3-4 marks</b></p> <ul style="list-style-type: none"> <li>• An <b>adequate description</b> showing <b>sound</b> understanding of the range of responsibilities of the DSL role.</li> <li>• Relevant points are made <b>some</b> of which are developed.</li> <li>• Uses <b>some</b> appropriate terminology.</li> </ul> <p><b>Level 1 (low) 1-2 marks</b></p> <ul style="list-style-type: none"> <li>• A <b>brief attempt at</b> a description which shows <b>limited</b> understanding of the range of responsibilities of the DSL role.</li> <li>• Answers given <b>may not be fully</b> relevant to the DSL role and are <b>not</b> developed.</li> <li>• <b>Little or no</b> use of appropriate terminology.</li> </ul> <p><b>0 marks</b> Response is not worthy of credit.</p>

Question	Answer	Mark	Guidance
6	<p>(a)</p> <p>Three marks for an explanation.</p> <p>Disposing of tissues and antiseptic wipes: <b><u>Up to 2 marks</u></b></p> <ul style="list-style-type: none"> <li>• used wipes should be disposed of <u>immediately after</u> use not left lying around</li> <li>• pick up using disposable/plastic/rubber gloves</li> <li>• placed in bag</li> <li>• then placed in a bin</li> <li>• the bin should have a lid</li> <li>• wash hands after use</li> <li>• use hand sanitiser</li> </ul> <p>Must have some reference to reducing the spread of infection for <b><u>1 mark</u></b>.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• avoids contamination</li> <li>• prevent cross infection</li> <li>• prevents transfer of bacteria / germs</li> <li>• to avoid passing on infections</li> <li>• to kill bacteria</li> </ul> <p><b>Do not credit:</b> 'reducing the spread of infection – it is in the question.</p> <p>Other relevant points and examples should be credited</p>	<p><b>3</b> (1x2+1)</p>	<p>The number of ticks must match the number of marks awarded. For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div data-bbox="1554 478 2000 558" style="border: 1px solid black; padding: 5px; text-align: center;"> <span style="border: 1px solid red; padding: 2px;">^</span> <span style="border: 1px solid red; padding: 2px;">VG</span> <span style="border: 1px solid red; padding: 2px;">REP</span> <span style="border: 1px solid red; padding: 2px;">SEEN</span> </div> <p><b>One mark:</b> for identification of an appropriate way or a simplified explanation that lacks clarity.</p> <p><b>Two marks:</b> for an appropriate way with some explanation of how it is safely disposed of.</p> <p><b>Three marks:</b> for a full explanation that clearly shows understanding of an appropriate and <u>safe way</u> that <u>reduces the risk of spreading infection</u></p>



Question		Answer	Mark	Guidance										
6	(b)	<p>Up to 3 marks for matching the correct example.</p> <table><tr><th>Examples</th><th>6Cs</th></tr><tr><td>Always performing tasks to a high standard</td><td>Competence</td></tr><tr><td>Showing empathy, support and kindness for a patient</td><td>Compassion</td></tr><tr><td>This is essential to develop a good understanding with service users</td><td>Communication</td></tr><tr><td>Willing to speak up when concerned about poor practice</td><td>Courage</td></tr></table>	Examples	6Cs	Always performing tasks to a high standard	Competence	Showing empathy, support and kindness for a patient	Compassion	This is essential to develop a good understanding with service users	Communication	Willing to speak up when concerned about poor practice	Courage	3 (3x1)	Correct answers only.
Examples	6Cs													
Always performing tasks to a high standard	Competence													
Showing empathy, support and kindness for a patient	Compassion													
This is essential to develop a good understanding with service users	Communication													
Willing to speak up when concerned about poor practice	Courage													

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