

1. Jennie is about to start work as a nursery assistant at Tiny Bears, a nursery for children aged 0–3 years. She is preparing for this by finding out about key terms that will apply to her work in an early years setting such as Tiny Bears.

The following key terms will apply to Jennie's work. State what each term means.

Rights

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Diversity

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Discriminatory behaviour

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[3]

2.

Some of the terms used in health, social care and early years settings are:

empower      advocacy      diversity      legislation      vulnerable

Complete the table to match **four** of the terms with the examples given.

Use each term once only.

Example	Term
Someone who is less able to protect themselves from harm due to, for example, mental health problems or a physical or learning disability.	
A patient is given a choice of treatment.	
A volunteer from a charity organisation represents an older person by speaking about their needs with social services.	
Provides a framework for an individual to obtain their rights.	

[4]

3.

Define the meaning of the term 'values of care'.

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[2]

4.

Some of the terms used in health, social care and early years settings are: **para**   **confid**   **advoc**   **choic**   **consu**  
**moun**   **entiali**   **acy**   **e**   **ltation**  
**t**   **ty**

Complete the table to match **four** of the terms with the examples given.  
Use each term once only.

Example	Term
keeping private information safe; not passing on information inappropriately	
opinions and views being sought	
speaking on behalf of service users who are unable to do so for themselves	
something of the highest importance	

[4]

5.

Information about a child receiving treatment and care in a health setting would only be shared on a ‘need to know basis’.

State the meaning of the term ‘need to know basis’.

[2]

END OF QUESTION PAPER

### Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
1			<p>One mark for the meaning of each term. Three required.</p> <p><b>Rights</b></p> <ul style="list-style-type: none"> <li>• What individuals are entitled to</li> <li>• Rights are given by law</li> </ul> <p><b>Diversity</b></p> <ul style="list-style-type: none"> <li>• Recognition of differences</li> <li>• Everyone is seen as being different / unique</li> <li>• Differences are valued.</li> <li>• Accepting and respecting individual differences</li> <li>• Different races, cultures, genders, ages</li> </ul> <p><b>Discriminatory behaviour</b></p> <ul style="list-style-type: none"> <li>• Treating someone differently / badly/unfairly / negatively because of a specified characteristic (from Equality Act)</li> <li>• Racism / sexism / homophobia / ageism</li> </ul>	<p><b>3</b> (3 x 1)</p>	<p>The number of ticks must match the number of marks awarded.</p> <p>Please read the quality of response given. Beware of answers that just repeat the term that is being described.</p> <p><b>Rights</b> No credit for <b>examples</b> of rights. Eg. choice, confidentiality etc</p> <p><b>Diversity</b> No credit for 'treating fairly' on its own. Must state 'treating fairly regardless of differences / race/gender etc'</p> <p><b>Discriminatory behaviour</b> Accept: Discriminating someone because they are black / female/disabled etc</p> <p>For reference the Equality Act protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation</p> <p><b>Examiner Comments</b> Most candidates gained at least one mark for defining 'rights'. Some candidates gave examples of non-discriminatory behaviour; this is the opposite of what was asked for. Examples were not required and did not gain marks.</p>
			<b>Total</b>	<b>3</b>	

### Mark Scheme

Question			Answer/Indicative content	Marks	Guidance										
2			<p>Four terms required, one mark each.</p> <table><tr><th>Example</th><th>Term</th></tr><tr><td>Someone who is less able to protect themselves from harm, due to, for example, mental health problems or a physical or learning disability.</td><td>Vulnerable</td></tr><tr><td>A patient is given a choice of treatment</td><td>Empower</td></tr><tr><td>A volunteer from a charity organisation represents an older person by speaking about their needs with social services.</td><td>Advocacy</td></tr><tr><td>Provides a framework for an individual to obtain their rights.</td><td>Legislation</td></tr></table>	Example	Term	Someone who is less able to protect themselves from harm, due to, for example, mental health problems or a physical or learning disability.	Vulnerable	A patient is given a choice of treatment	Empower	A volunteer from a charity organisation represents an older person by speaking about their needs with social services.	Advocacy	Provides a framework for an individual to obtain their rights.	Legislation	4 (1×4)	<p>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> annotation.</p> <p>No other answers are acceptable.</p> <p><b>Examiner's Comments</b> Well answered by many; those candidates who are familiar with this specification's terminology gained full marks. Most candidates were able to gain some marks.</p>
Example	Term														
Someone who is less able to protect themselves from harm, due to, for example, mental health problems or a physical or learning disability.	Vulnerable														
A patient is given a choice of treatment	Empower														
A volunteer from a charity organisation represents an older person by speaking about their needs with social services.	Advocacy														
Provides a framework for an individual to obtain their rights.	Legislation														
			Total	4											

## Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
3			<p>Two marks for a definition.</p> <p>Values of care One mark for:</p> <ul style="list-style-type: none"> <li>principles / guidelines / ways of working / rules</li> </ul> <p>One mark for any point from:</p> <ul style="list-style-type: none"> <li>ensure service users are treated fairly / with equality / respect</li> <li>ensure good practice / effective care</li> <li>ensure rights are maintained</li> <li>ensure service users are protected</li> </ul>	<p>2 (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>⤴</span> <span>TV</span> <span>REP</span> <span>SEEN</span> </div> <p>Wording of answers does not have to exactly match that on the mark scheme.</p> <p>Marks are for a definition, not specific examples of values of care.</p> <p><b>Examiner Comments</b> Many candidates did not know the meaning of the term. There were a few correct definitions achieving 2 marks, though some candidates did achieve 1 mark for a partial definition. Though a wide range of possible wording was acceptable by the mark scheme it is evident that some candidates seem to lack key knowledge and terminology to define terms fundamental to this unit, such as 'values of care'. Some candidates had not read the question carefully enough and gave examples of values of care rather than the meaning of the term.</p>
			<b>Total</b>	<b>2</b>	

### Mark Scheme

Question			Answer/Indicative content	Marks	Guidance										
4			Four terms required, one mark each.	4 (4x1)	The number of ticks must match the number of marks awarded. For <b>incorrect</b> answers use the <b>cross</b>  No other answers are acceptable.  <b>Crossed Out Responses</b> 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.  <b>Examiner's Comments</b> This was generally well answered. Some confusion was evident between choice and consultation. Responses that gave more than one term in a box gained no marks.										
			<table><tr><th>Explanations</th><th>Term</th></tr><tr><td>Keeping private information safe; not passing on information inappropriately.</td><td>Confidentiality</td></tr><tr><td>Opinions and views being sought.</td><td>Consultation</td></tr><tr><td>Speaking on behalf of service users who are unable to do so for themselves.</td><td>Advocacy</td></tr><tr><td>Something of the highest importance.</td><td>Paramount</td></tr></table>			Explanations	Term	Keeping private information safe; not passing on information inappropriately.	Confidentiality	Opinions and views being sought.	Consultation	Speaking on behalf of service users who are unable to do so for themselves.	Advocacy	Something of the highest importance.	Paramount
			Explanations			Term									
			Keeping private information safe; not passing on information inappropriately.			Confidentiality									
			Opinions and views being sought.			Consultation									
			Speaking on behalf of service users who are unable to do so for themselves.			Advocacy									
			Something of the highest importance.			Paramount									
Total			4												



### Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
5			<p>Two marks for meaning of the term.</p> <p>'Need to know basis':</p> <ul style="list-style-type: none"> <li>Information is only shared with those directly involved with the care and support of the individual.</li> <li>Access to information is restricted to those who have a clear reason to access it when providing care and support for an individual.</li> <li>Telling a practitioner the facts they need to be aware of, to provide care for the individual, at the time they need to know them and nothing more.</li> <li>If something is said on a need to know basis you can only tell it to the relevant people. For example if someone had a problem at school they would tell the head of year, not all the teachers in the school.</li> </ul>	2 (2x1)	<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 black; padding: 2px 5px;">^</span> <span style="border: 1px solid black; padding: 2px 5px;">TV</span> <span style="border: 1px solid black; padding: 2px 5px;">REP</span> <span style="border: 1px solid black; padding: 2px 5px;">SEEN</span> </div> <p>Wording of answers does not have to exactly match that on the mark scheme.</p> <p><b>Two marks:</b> Answer must demonstrate candidates know the meaning of the term.</p> <p><b>One mark:</b> A basic definition that lacks clarity OR An appropriate example</p> <p><b>Do not accept:</b></p> <ul style="list-style-type: none"> <li>information not shared with anyone</li> <li>keeping private information secret</li> <li>need to know</li> </ul> <p><b>Examiner Comments</b> The phrase 'need to know basis' is used frequently by candidates, however, it appears that a significant number do not actually know what the term means. An appropriate example or a definition was acceptable, but many candidates were unable to provide either. Many gave information about circumstances when confidentiality has to be broken but did not touch on the 'who' would 'need to know' aspect which would have gained marks. Repetition of the phrase 'need to know' was an issue. Candidates need to be aware that using the term you are defining, in the definition you are giving, is unlikely to gain marks.</p>
			<b>Total</b>	<b>2</b>	