



## **Cambridge Technicals Level 3**

### **Health & Social Care**

**05830-05833 & 05871**

**Unit 2 Equality, diversity and rights in Health and Social Care**

**OCR Report to Centres June 2018**

## About this Examiner Report to Centres

This report on the 2018 Summer assessments aims to highlight:

- areas where students were more successful
- main areas where students may need additional support and some reflection
- points of advice for future examinations

It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

The report also includes links and brief information on:

- A reminder of our **post-results services** including **reviews of results**
- Link to **grade boundaries**
- **Further support that you can expect from OCR**, such as our CPD programme

## Reviews of results

If any of your students' results are not as expected you may wish to consider one of our Reviews of results services. For full information about the options available visit the [OCR website](#). If University places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications: <http://www.ocr.org.uk/administration/stage-5-post-results-services/enquiries-about-results/service-2-priority-service-2-2a-2b/>

## Grade boundaries

Grade boundaries for this, and all other assessments, can be found on the [OCR website](#).

## Further support from OCR



Attend one of our popular CPD courses to hear exam feedback directly from a senior assessors or drop in to an online Q&A session.

<https://www.cpdhub.ocr.org.uk>

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**OCR REPORT TO CENTRES**

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## Unit 2 Equality, diversity and rights in HSC

### 1. General Comments:

A full range of achievement was seen. Very few questions were left unanswered, showing that candidates were confident enough to attempt them all.

Many excellent responses demonstrated that candidates were well prepared for the examination, they gave well-informed and well-structured answers, using appropriate subject specific terminology from the specification. Some candidates need to develop their knowledge of key areas, for example values of care, legislation, and the Equality and Human Rights Commission.

There were some candidates who wrote to extremes with a number of additional pages being used. It would be very helpful if candidates could indicate they had used the additional pages or a separate answer book, and where both are used to make this clear.

However it was noted that there was a large reduction in extra pages when compared to the January examination. This reduction in the use of additional pages was of no detriment to the quality of response, as candidates seemed to be more concise and this enabled them to gain good marks for focussed answers.

A number of scripts proved very challenging to mark due to the poor handwriting. This can be very difficult for Examiners to decipher and Centres should encourage candidates to write as clearly as possible so that they can gain full credit for their responses.

### 2. Comments on Individual Questions:

Question No.

1a

This was answered well. Occasionally candidates chose the job advert option, but on the whole the idea of direct discrimination is understood. Few candidates ticked more than one box – this was good as multiple ticks, when only one is required, do not gain marks.

1b

This was answered well, the majority of candidates mentioned lack of adaptations to the building, hindering access e.g. no wheelchair access. Two different examples were needed for two marks. Some candidates were vague and did not link their answer to physical disabilities.

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1c

Identifying effects of discrimination was generally done well, with virtually all candidates gaining at least 3 marks. Some did develop their point to gain the second mark for each effect, as the command verb was 'explain' this was necessary for full marks. For example many candidates gave low self-esteem as an effect but then failed to expand on it sufficiently to get the second mark.

1d

Many candidates did not seem at all prepared for this question, the majority clearly had no idea of what the EHRC actually is, or does. This was a consistent gap in candidates' knowledge. A common mistake was suggesting that the EHRC provides support groups, rather than support help lines and some candidates gave irrelevant information about the Equality Act or the Human Rights Act.

2a

On the whole candidates managed to get two correct – 'welfare is paramount' and also 'right to be consulted'. The common mistake was 'right to an education' – candidates forgot they were specifically being asked about the *Children Act*. Again, most candidates followed the instructions and only ticked 3 boxes. For those candidates who ticked more than three boxes, marks were credited for the first three ticks only.

2b

This was quite well answered by many candidates. Most candidates were able to identify some features from the advert that were either good or bad practice, in terms of equal opportunities. However, although candidates were able to demonstrate awareness of equal opportunities, many wrote very lengthy responses including a great deal of unnecessary material which gained little credit. Protected characteristics from the question were often repeated, though some candidates did not notice the potential discrimination against applicants with disabilities or against age.

Some responses consisted of all positive or all negative points, this limited the marks that could be achieved as the question command verb 'assess' required a balanced consideration of both positives and negatives.

3a

A considerable number of candidates did not know the values of care and were unable to provide a response. This is fundamental knowledge for this Unit and detailed in LO1 (ref 1.2) of the specification. Some candidates mixed up values of care with rights but were able to identify the example from the text correctly and so gained some marks.

3b

This was well answered with most candidates gaining a mark for correctly identifying a piece of appropriate legislation, usually the *Mental Health Act*.

3c

Many candidates were able to identify good practice at the care home but were unable to provide an analysis of how the management promoted good practice. This caused their marks to be limited to the lower end of Level 2.

Some candidates were able to achieve higher marks in Level 3 by clearly identifying and analysing ways that the management promoted good practice, for example 'providing staff

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training' and stating that this means that staff are more knowledgeable, enabling them to provide the highest standards of care. Examples of training were given and linked to the quality of care provision for the residents.

4a

This question had good responses which demonstrated a clear understanding of the situation. There were, however, a number of candidates who thought it was acceptable to send ID by e-mail.

4b

Common good responses for this question included justifications that referred to confidentiality, need to know basis and rights and were developed to include involving a senior member of staff who had the experience to deal with the situation, and reference to Sally not being authorised to give out information as she is only on placement.

Some candidates just spent their time re-writing the options they had chosen – which then took up all the space so they didn't actually say very much else.

4c

This question was very well answered by the majority – though some candidates did invent the 'Confidentiality Act' and so did not gain the mark.

5a

This question was generally well done. A sound number gained full marks with four clear and different points. Candidates commonly gave a range of responses such as: staff lanyards, risk assessments, first aid procedures, fire safety measures, healthy snacks fruit and veg, allergies, cleaning surfaces, floors and toys.

However, some candidates seemed to forget which care value they were writing about and suggested learning + development.

Common incorrect answers were 'locks on all doors', and 'CCTV in every room'. A number of responses were repeats and so did not gain marks. Also, some candidates gave responses referring to safety of data rather than safety of the person.

5b

For this question there were a few excellent responses showing good understanding of the context. But generally this question was very poorly answered. Many candidates provided vague and tenuous links to promoting gender equality and gained level one response only. Many did not gain any marks at all, having missed the point of the question or not having any practical ideas about how to promote gender equality. References to not having pink and blue walls and the use of girls and boys dressing up clothes were often included as were vague comments about the importance of gender neutral toilets or boys and girls toilets, and these statements did not gain marks.

Some candidates seemed to forget they should be focusing on resources and environment and just gave a discussion on why gender equality is so important and what the staff should say to the children about it. Again this meant that candidates did not gain marks.

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A high proportion of candidates limited their response around the idea of 'pink for a girl and blue for a boy' for either walls, toys, clothes posters etc. Many actually used stereotypes in their responses, demonstrating a lot of confusion and lack of understanding around the term 'equality'.



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