



# **Cambridge Technicals Health and Social Care**

## **Unit 2: Equality, diversity and rights in health and social care**

Level 3 Cambridge Technical in Health and Social Care  
**05830 - 05833**

## **Mark Scheme for January 2019**

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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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## Annotations

These are the annotations to be used when marking Unit 2.

| Annotation   | Meaning  |
|--|--|
|   | 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 (This <b>does</b> count as a mark – so do not ‘tick’ as well) |
|   | Omission mark  |
|   | Too vague  |
|   | Repeat   |
|  or  | Noted but no credit given  |

| Question |     | Answer   | Marks                     | Guidance  |
|----------|-----|--|---------------------------|---|
| 1        | (a) | <p>One mark for a correct identification.</p> <ul style="list-style-type: none"> <li>• (The) <b>Equality Act</b> (2010)</li> <li>• (The) <b>Human Rights Act</b> (1998)</li> </ul> | <p><b>1</b><br/>(1x1)</p> | <p><b>Annotation:</b><br/>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b>.</p> <p><b>No other answers are acceptable.</b></p> <p><b>Must state 'Act'</b></p> <p><b>'The' and date are not required.</b></p> <p><b>Crossed Out Responses:</b><br/>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.</p> |

| Question         | Answer  | Marks                 | Guidance            |                       |          |                               |   |          |                  |   |          |                                   |  |          |  |  |          |                           |   |          |   |  |          |                        |   |          |                                  |  |  |   |
|------------------|---|-----------------------|---------------------|-----------------------|----------|-------------------------------|---|----------|------------------|---|----------|-----------------------------------|--|----------|--|--|----------|---------------------------|---|----------|---|--|----------|------------------------|---|----------|----------------------------------|--|--|---|
| 1                | <p data-bbox="232 252 286 284"><b>(b)</b> <b>One</b> mark for a correct identification. <b>Four</b> required.</p> <table border="1" data-bbox="300 325 1366 1152"> <thead> <tr> <th data-bbox="300 325 456 395">Response letter:</th> <th data-bbox="456 325 1214 395">Interview questions</th> <th data-bbox="1214 325 1366 395">Tick (✓)<br/>four only</th> </tr> </thead> <tbody> <tr> <td data-bbox="300 395 456 491"><b>A</b></td> <td data-bbox="456 395 1214 491">Do you have any disabilities?</td> <td data-bbox="1214 395 1366 491">✓</td> </tr> <tr> <td data-bbox="300 491 456 587"><b>B</b></td> <td data-bbox="456 491 1214 587">How old are you?</td> <td data-bbox="1214 491 1366 587">✓</td> </tr> <tr> <td data-bbox="300 587 456 683"><b>C</b></td> <td data-bbox="456 587 1214 683">Describe yourself in three words.</td> <td data-bbox="1214 587 1366 683"></td> </tr> <tr> <td data-bbox="300 683 456 778"><b>D</b></td> <td data-bbox="456 683 1214 778">Describe your approach to effective communication?</td> <td data-bbox="1214 683 1366 778"></td> </tr> <tr> <td data-bbox="300 778 456 874"><b>E</b></td> <td data-bbox="456 778 1214 874">Do you have any children?</td> <td data-bbox="1214 778 1366 874">✓</td> </tr> <tr> <td data-bbox="300 874 456 970"><b>F</b></td> <td data-bbox="456 874 1214 970">What skills can you bring to this job role?</td> <td data-bbox="1214 874 1366 970"></td> </tr> <tr> <td data-bbox="300 970 456 1066"><b>G</b></td> <td data-bbox="456 970 1214 1066">What religion are you?</td> <td data-bbox="1214 970 1366 1066">✓</td> </tr> <tr> <td data-bbox="300 1066 456 1152"><b>H</b></td> <td data-bbox="456 1066 1214 1152">Why should we give you this job?</td> <td data-bbox="1214 1066 1366 1152"></td> </tr> </tbody> </table> | Response letter:      | Interview questions | Tick (✓)<br>four only | <b>A</b> | Do you have any disabilities? | ✓ | <b>B</b> | How old are you? | ✓ | <b>C</b> | Describe yourself in three words. |  | <b>D</b> | Describe your approach to effective communication? |  | <b>E</b> | Do you have any children? | ✓ | <b>F</b> | What skills can you bring to this job role? |  | <b>G</b> | What religion are you? | ✓ | <b>H</b> | Why should we give you this job? |  | <p data-bbox="1397 252 1464 284"><b>4</b></p> <p data-bbox="1397 284 1464 316">(4x1)</p> | <p data-bbox="1491 252 1648 284"><b>Annotation:</b></p> <p data-bbox="1491 284 2065 347">The number of ticks must match the number of marks awarded.</p> <p data-bbox="1491 389 1980 421">For <b>incorrect</b> answers use the <b>cross</b>.</p> <p data-bbox="1491 491 1957 523"><b>No other answers are acceptable.</b></p> <p data-bbox="1491 628 1966 660"><b>If more than four boxes are ticked:</b></p> <p data-bbox="1491 660 1787 692">Mark the first four only.</p> <p data-bbox="1491 798 1841 829"><b>Crossed Out Responses:</b></p> <p data-bbox="1491 829 2078 1066">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.</p> |
| Response letter: | Interview questions   | Tick (✓)<br>four only |                     |                       |          |                               |   |          |                  |   |          |                                   |  |          |  |  |          |                           |   |          |   |  |          |                        |   |          |                                  |  |  |   |
| <b>A</b>         | Do you have any disabilities?   | ✓                     |                     |                       |          |                               |   |          |                  |   |          |                                   |  |          |  |  |          |                           |   |          |   |  |          |                        |   |          |                                  |  |  |   |
| <b>B</b>         | How old are you?  | ✓                     |                     |                       |          |                               |   |          |                  |   |          |                                   |  |          |  |  |          |                           |   |          |   |  |          |                        |   |          |                                  |  |  |   |
| <b>C</b>         | Describe yourself in three words.   |                       |                     |                       |          |                               |   |          |                  |   |          |                                   |  |          |  |  |          |                           |   |          |   |  |          |                        |   |          |                                  |  |  |   |
| <b>D</b>         | Describe your approach to effective communication?  |                       |                     |                       |          |                               |   |          |                  |   |          |                                   |  |          |  |  |          |                           |   |          |   |  |          |                        |   |          |                                  |  |  |   |
| <b>E</b>         | Do you have any children?   | ✓                     |                     |                       |          |                               |   |          |                  |   |          |                                   |  |          |  |  |          |                           |   |          |   |  |          |                        |   |          |                                  |  |  |   |
| <b>F</b>         | What skills can you bring to this job role?   |                       |                     |                       |          |                               |   |          |                  |   |          |                                   |  |          |  |  |          |                           |   |          |   |  |          |                        |   |          |                                  |  |  |   |
| <b>G</b>         | What religion are you?  | ✓                     |                     |                       |          |                               |   |          |                  |   |          |                                   |  |          |  |  |          |                           |   |          |   |  |          |                        |   |          |                                  |  |  |   |
| <b>H</b>         | Why should we give you this job?  |                       |                     |                       |          |                               |   |          |                  |   |          |                                   |  |          |  |  |          |                           |   |          |   |  |          |                        |   |          |                                  |  |  |   |


| Question | Answer   | Marks      | Guidance  |
|----------|--|------------|---|
| 1        | <p>(c) <b>Two</b> justifications required, <b>two</b> marks each.</p> <p><b>General:</b></p> <ul style="list-style-type: none"> <li>Disability, age, having children, religion are all protected characteristics – Equality Act</li> <li>All four questions are not relevant to the job role - should not be a factor in choosing employees.</li> <li>Legally if the question is not relevant to the task/job role then it shouldn't be asked.</li> <li>Personal questions have nothing to do with skills or qualifications required for the job.</li> </ul> <p><b>A - Do you have any disabilities?</b></p> <ul style="list-style-type: none"> <li>Questioning a person about a disability would be grounds for disability discrimination.</li> <li>If a disabled candidate is rejected, it must be based on their performance at interview rather than having to make reasonable adjustments.</li> </ul> <p><b>B - How old are you?</b></p> <ul style="list-style-type: none"> <li>Age does not affect an individual's ability to do a job effectively.</li> <li>Employers do not have the right to ask about someone's exact age, or to let it influence the decision to appoint or not appoint them.</li> </ul> <p><b>E - Do you have any children?</b></p> <ul style="list-style-type: none"> <li>This has nothing to do with the job role.</li> <li>It is unlawful to deny someone a job on the grounds that they have/are planning to have children.</li> <li>Could be grounds for discrimination by assuming they have family commitments to juggle with.</li> </ul> <p><b>G - What religion are you?</b></p> <ul style="list-style-type: none"> <li>This is not relevant to the job role.</li> <li>Religion/belief is a protected characteristic and should not be a factor in choosing employees.</li> <li>May be the basis of religious discrimination</li> </ul> | 4<br>(2x2) | <p><b>Annotation:</b><br/>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="1697 592 2065 671" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p><b>One mark:</b><br/>A basic statement with no elaboration.</p> <p><b>Two marks:</b><br/>A developed justification with additional detail.</p> <p><b>No repeats.</b></p> <p><b>Example 1 mark answers:</b><br/>'it's a personal question'<br/>'it's against the law'</p> <p><b>For 2 marks:</b><br/>The question is against the law because religion is a protected characteristic.</p> |

| Question | Answer  | Marks      | Guidance  |
|----------|---|------------|---|
|          | <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>• Can be asked ‘do you have any specific requirements in order to perform this job effectively?’ this determines any adjustments that may be needed in order to accommodate an employee’s needs.</li> <li>• You can only ask for someone’s date of birth on an application form if they must be a certain age to do the job, e.g. selling alcohol. Then they can ask ‘are you over 18?’</li> <li>• An employer can only ask for a date of birth on a separate equality monitoring form – and the person selecting candidates will not be allowed to see this.</li> </ul> |            |   |
| 1        | <p><b>(d) Organisations:</b></p> <ul style="list-style-type: none"> <li>• EHRC [Equality &amp; Human Rights Commission]</li> <li>• The Surgery – their complaints procedure</li> <li>• NHS – complaints procedure</li> <li>• Local health authority/Trust</li> <li>• Law firm - a solicitor / lawyer</li> <li>• CAB (Citizen’s Advice Bureau)</li> <li>• Charities / support groups e.g. MIND, SEAP, Empower Me, Headway, AgeUK</li> </ul>  | 1<br>(1x1) | <p><b>Annotation:</b><br/>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; display: inline-block;"> <span style="border: 1px solid black; padding: 2px;">^</span> <span style="border: 1px solid black; padding: 2px;">TV</span> <span style="border: 1px solid black; padding: 2px;">REP</span> <span style="border: 1px solid black; padding: 2px;">SEEN</span> </div> <p>If more than one organisation is given, mark the first one only.</p> |

| Question | Answer/indicative content   | Marks | Guidance   |  |
|----------|---|-------|--|--|
|          |   |       | Content  | Levels of response   |
| 1        | (e)*<br><b>Ways to ensure interviews are carried out using correct procedures:</b> <ul style="list-style-type: none"> <li>• <b>Train the interview panel</b> so that they know the correct procedures to avoid bias and are aware of protected characteristics.</li> <li>• <b>Have a mixed panel</b> (age, gender, disabilities) - to ensure there are a range of viewpoints on the panel to make it fair and not biased.</li> <li>• <b>Consult relevant EHRC / legislation / policies</b> to ensure compliance with legal requirements and best practice to provide equal opportunities.</li> <li>• <b>Select candidate on merit</b> and not on anything else.</li> <li>• <b>Ensure questions are:</b> <ul style="list-style-type: none"> <li>- <b>Non-discriminatory</b> - ensure people are not asked about anything inappropriate.</li> <li>- <b>Same questions to all</b> - to ensure that there is a fair chance for everyone in relation to questions asked.</li> <li>- <b>No personal questions</b> - to avoid asking about things that should not influence a decision.</li> </ul> </li> <li>• <b>Mentoring</b>– so that staff involved in interviewing are made aware of correct procedures by experienced staff</li> <li>• <b>Monitoring:</b> <ul style="list-style-type: none"> <li>- Forms/data to ensure they are receiving applications from a wide range of people.</li> <li>- Employees are from a diverse range of people.</li> </ul> </li> </ul> | 6     | <p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is description.</p> <p><b>Annotation:</b><br/>The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 – checklist</b></p> <ul style="list-style-type: none"> <li>• detailed description</li> <li>• 2 or more ways</li> <li>• explicitly relevant to interviews</li> <li>• factually accurate</li> <li>• logically structured</li> <li>• QWC – high</li> </ul> <p><b>Level 2 – checklist</b></p> <ul style="list-style-type: none"> <li>• sound description of 1 or 2 ways</li> <li>• may identify several ways with limited detail at the lower end</li> <li>• relevant to interviews</li> <li>• QWC – mid</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>• Likely to identify ways with little or no description</li> <li>• basic information</li> <li>• limited relevance to interviewing</li> <li>• list like/muddled</li> <li>• QWC – low</li> </ul> | <p><b>Level 3 (5–6 marks)</b><br/>Answers provide a detailed description of two or more ways of ensuring interviews are carried out using correct procedures. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2 (3–4 marks)</b><br/>Answers provide a sound description of one or two ways of ensuring interviews are carried out using correct procedures. Answers will be factually correct and use appropriate terminology. There may be some errors of grammar, punctuation and spelling.</p> <p><b>Level 1 (1–2 marks)</b><br/>Answer provides one or more ways of ensuring interviews are carried out using correct procedures. Answers may be list like or muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p><b>0 marks =response</b> not worthy of credit</p> <p><b>SEEN</b> for a zero mark response</p> |




| Question | Answer  | Marks                     | Guidance  |
|----------|---|---------------------------|---|
| 2        | <p>(a) <b>One</b> mark for each correct example. <b>Four</b> examples required.</p> <p><b>Respecting views, choices and decisions of individuals who require care and support:</b></p> <ul style="list-style-type: none"> <li>• Individual's nutritional needs and preferences are outlined in their records</li> <li>• a blender is used by staff so that the range of meals available is extended</li> <li>• care plans will state 'Show two outfits and give time to decide'</li> <li>• Individuals are supported to make choices./ given choices</li> <li>• care plans guide staff on how to support each person to make simple choices like what food they want and what to wear</li> </ul> <p><b>Provision of training and professional development opportunities for staff:</b></p> <ul style="list-style-type: none"> <li>• induction provided</li> <li>• Care Certificate training</li> <li>• shadowing an experienced member of staff</li> <li>• safeguarding procedures</li> <li>• medicines management</li> <li>• infection control</li> <li>• fire safety</li> <li>• manual handling</li> </ul> <p><b>Following agreed ways of working:</b></p> <ul style="list-style-type: none"> <li>• medicine administration records are completed to show when medication has been given</li> <li>• care plans are used to guide staff on how to support each person</li> <li>• a care plan will state 'Show two outfits and give time to decide'</li> <li>• compulsory training so all staff know the correct ways of working</li> </ul> <p><b>Effective communication:</b></p> <ul style="list-style-type: none"> <li>• care plans guide staff on how each person prefers to communicate</li> <li>• care plans state any special methods of communication needed</li> <li>• British Sign Language, body language, hand signals or gestures are used.</li> </ul> | <p><b>4</b><br/>(4x1)</p> | <p><b>Annotation:</b><br/>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;"> <span style="border: 1px solid red; padding: 2px;">^</span> <span style="border: 1px solid red; padding: 2px;">TV</span> <span style="border: 1px solid red; padding: 2px;">REP</span> <span style="border: 1px solid red; padding: 2px;">SEEN</span> </div> <p>Some examples are interchangeable, but do not credit repeats.</p> <p>Must be an <u>example</u> of good practice <u>from the scenario</u>.</p> <p>Do not accept vague answers such as 'all staff are trained' - needs to say what they are trained in.</p> |

| Question | Answer  | Marks      | Guidance   |
|----------|---|------------|--|
| 2        | <p>(b) <b>Two</b> marks for each correct way described. <b>Three</b> ways required.</p> <p><b>Protection from abuse and harm:</b></p> <ul style="list-style-type: none"> <li>• Aware of safeguarding procedures – so will recognise signs of abuse, will know who to report to and actions to take to protect individuals.</li> <li>• Manual handling training – will move and handle individuals' safely avoiding injury to the residents (and themselves).</li> <li>• Know how to administer medicines safely and the importance of keeping records. Avoids errors such as wrong medication being administered.</li> <li>• Provision of pureed food for certain individuals <u>to avoid choking hazards</u></li> <li>• ensure <u>nutrition and hydration needs</u> met – to promote individuals health and well-being.</li> <li>• Aware of fire safety procedures so know what to do, where to go and how to help residents and keep them safe in an emergency.</li> <li>• Knowledge of infection control enables staff to help prevent the spread of infection, prevents illness; improves standards of hygiene.</li> <li>• Different forms of communication (only if linked to preventing abuse/harm) enables residents to communicate about problems / issues / abuse; gives them a voice and can protect them.</li> <li>• Choice/meeting needs etc linked to avoiding psychological abuse.</li> </ul> <p>Accept other correct, appropriate, ways that relate to the scenario.</p> | 6<br>(3x2) | <p><b>Annotation:</b><br/>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><b>For two marks:</b><br/>A full description of <b>one way</b> from the scenario that clearly shows an understanding of how the staff at Askew Trust ensure protection from abuse and harm.</p> <p><b>One mark for:</b></p> <ul style="list-style-type: none"> <li>• a simplified description which lacks clarity</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• a way (or ways) identified</li> </ul> <p>Example:<br/>'If staff are fully trained residents are less likely to be injured/hurt' 1 mark<br/>For two marks needs to state what the training is about.</p> |

| Question |      | Answer/indicative content  | Marks | Guidance   |  |
|----------|------|--|-------|--|--|
|          |      |  |       | Content  | Levels of response   |
| 2        | (c)* | <p><b>The Care Certificate</b></p> <ul style="list-style-type: none"> <li>Is a set of minimum standards that health and social care workers are required to work to in their day to day tasks.</li> <li>Aims to ensure that all care workers have the same skills, knowledge and behaviours to provide compassionate, safe and high quality care and support.</li> <li>Consists of 15 standards including: ('standards' counts as one feature) <ul style="list-style-type: none"> <li>Understand your role</li> <li>Your personal development</li> <li>Duty of care</li> <li>Equality and diversity</li> <li>Work in a person centred way</li> <li>Communication</li> <li>Privacy and dignity</li> <li>Fluids and nutrition</li> <li>Awareness of mental health, dementia and learning disability</li> <li>Safeguarding - adults and children</li> <li>Basic life support</li> <li>Health and safety</li> <li>Handling information</li> <li>Infection prevention and control.</li> </ul> </li> <li>Care workers are assessed against the standards to demonstrate they have the required knowledge and skills to provide compassionate and high quality care.</li> <li>The assessment of the required skills must be undertaken in the workplace.</li> <li>The standards should be covered for anyone 'new to care' and should form part of the induction programme.</li> </ul> <p>General information about 'equality + diversity', 'safeguarding' etc not required. Not looking for detail of the 'standards' just the fact that there are standards that have to be met in order to carry out the job role.</p> | 8     | <p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is an outline.</p> <p><b>Annotation:</b><br/>The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist:</b></p> <ul style="list-style-type: none"> <li>detailed outline</li> <li>2 or more specific features of the Care Certificate</li> <li>factually accurate</li> <li>correct use of terminology</li> <li>QWC - high</li> </ul> <p><b>Level 2 – checklist</b></p> <ul style="list-style-type: none"> <li>sound outline</li> <li>1 or 2 specific features of the Care Certificate</li> <li>may identify several features with limited detail</li> <li>factually accurate</li> <li>if only 1 aspect sub-max of 4</li> <li>QWC - mid</li> </ul> <p><b>Level 1 checklist:</b></p> <ul style="list-style-type: none"> <li>basic outline</li> <li>list like or muddled</li> <li>limited knowledge</li> <li>QWC – low</li> </ul> | <p><b>Level 3 (7-8 marks)</b><br/>Answer provides a detailed outline of the Care Certificate. At least two features will be addressed. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2 (4-6 marks)</b><br/>Answer provides a sound outline of the Care Certificate. One or two features will be addressed. Answers will be factually accurate. There may be some errors of grammar, punctuation and spelling.<br/><b>Sub-max 4</b> – if only one feature, done well, or several features with limited detail.</p> <p><b>Level 1 (1-3 marks)</b><br/>Answer provides a basic outline of the Care Certificate. Answers may be list like or muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p><b>0 marks</b> - response not worthy of credit.</p> |

| Question | Answer/indicative content | Marks | Guidance   |                                      |
|----------|---------------------------|-------|--|--------------------------------------|
|          |                           |       | Content  | Levels of response                   |
|          |                           |       | The question is not about impact of the Care Cert on service users. It is an 'outline of' the content of the Care Certificate. | <b>SEEN</b> for a zero mark response |

| Question  | Answer   | Marks                           | Guidance                         |   |   |  |   |  |   |  |   |   |   |                           |   |
|---|--|---------------------------------|----------------------------------|---|---|--|---|--|---|--|---|---|---|---------------------------|---|
| 3   | <p>(a) <b>One</b> mark for each correct identification, <b>five</b> required.</p> <table border="1" data-bbox="288 395 1464 879"> <thead> <tr> <th data-bbox="288 395 1317 499">Ways of applying values of care</th> <th data-bbox="1317 395 1464 499">Answer:<br/>A, B, C,<br/>D, E or F</th> </tr> </thead> <tbody> <tr> <td data-bbox="288 499 1317 576">A teacher discusses a child's attendance record with a social worker.</td> <td data-bbox="1317 499 1464 576">F</td> </tr> <tr> <td data-bbox="288 576 1317 652">Sending a newsletter home every month.</td> <td data-bbox="1317 576 1464 652">A</td> </tr> <tr> <td data-bbox="288 652 1317 729">Pupil records are keep secure on password protected computers.</td> <td data-bbox="1317 652 1464 729">D</td> </tr> <tr> <td data-bbox="288 729 1317 805">Arranging visits for all pupils to a theatre and a museum.</td> <td data-bbox="1317 729 1464 805">E</td> </tr> <tr> <td data-bbox="288 805 1317 879">Checks are made for any allergies and a range of meal choices are provided that meet healthy eating guidelines"</td> <td data-bbox="1317 805 1464 879">B</td> </tr> </tbody> </table> | Ways of applying values of care | Answer:<br>A, B, C,<br>D, E or F | A teacher discusses a child's attendance record with a social worker. | F | Sending a newsletter home every month. | A | Pupil records are keep secure on password protected computers. | D | Arranging visits for all pupils to a theatre and a museum. | E | Checks are made for any allergies and a range of meal choices are provided that meet healthy eating guidelines" | B | <p><b>5</b><br/>(5x1)</p> | <p><b>Annotation:</b><br/>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b>.</p> <p><b>No other answers are acceptable.</b></p> <p><b>If more than one answer letter is given:</b><br/>No mark should be awarded.</p> <p><b>Crossed Out Responses:</b><br/>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.</p> |
| Ways of applying values of care   | Answer:<br>A, B, C,<br>D, E or F   |                                 |                                  |   |   |  |   |  |   |  |   |   |   |                           |   |
| A teacher discusses a child's attendance record with a social worker.   | F  |                                 |                                  |   |   |  |   |  |   |  |   |   |   |                           |   |
| Sending a newsletter home every month.  | A  |                                 |                                  |   |   |  |   |  |   |  |   |   |   |                           |   |
| Pupil records are keep secure on password protected computers.  | D  |                                 |                                  |   |   |  |   |  |   |  |   |   |   |                           |   |
| Arranging visits for all pupils to a theatre and a museum.  | E  |                                 |                                  |   |   |  |   |  |   |  |   |   |   |                           |   |
| Checks are made for any allergies and a range of meal choices are provided that meet healthy eating guidelines" | B  |                                 |                                  |   |   |  |   |  |   |  |   |   |   |                           |   |

| Question | Answer  | Marks      | Guidance   |
|----------|---|------------|--|
| 3        | <p>(b) <b>One way explained. Three marks.</b></p> <p><b>Ways of ensuring equal opportunities:</b></p> <p><b>Ensuring all areas are accessible</b></p> <ul style="list-style-type: none"> <li>meeting individual access needs eg. physical access, ramps, adjustable height tables for wheelchair users</li> </ul> <p><b>Ensuring resources and activities are accessible to all</b></p> <ul style="list-style-type: none"> <li>adapt tasks/resources for those with special educational needs or learning disabilities or English as second language</li> <li>simplified vocabulary / worksheets on coloured paper / providing extra support / help</li> </ul> <p><b>Children treated according to their individual needs</b></p> <ul style="list-style-type: none"> <li>for visually impaired - provision of magnifiers, information in Braille, enlarged print</li> <li>for hearing impaired - sign language, hearing loop</li> <li>food for special dietary needs</li> </ul> <p><b>Non-discriminatory language / behaviour</b></p> <ul style="list-style-type: none"> <li>staff to be good role models</li> <li>zero tolerance of sexist, racist comments, unfair/discriminatory treatment</li> <li>challenge staff/children who make discriminatory comments or behave in a discriminatory manner</li> </ul> <p><b>Treat the children fairly</b></p> <ul style="list-style-type: none"> <li>irrespective of race, gender, religion, disability, ethnicity, sexuality etc</li> <li>no 'favourites' or special treatment</li> <li>all given the same choices and opportunities as others, regardless of differences, eg visits arranged to places with wheelchair access / hearing loop etc</li> </ul> <p>Accept other valid, appropriate ways.</p> | 3<br>(1x3) | <p><b>Annotation:</b><br/>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="1637 528 2002 608" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p><b>One mark available for:</b></p> <ul style="list-style-type: none"> <li>a statement/identification of a way or ways</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>a basic explanation that lacks clarity</li> </ul> <p><b>Additional two marks available for:</b></p> <ul style="list-style-type: none"> <li>a detailed explanation of an appropriate way that clearly shows understanding</li> </ul> <p><b>Do not credit:</b></p> <ul style="list-style-type: none"> <li>more than one way</li> </ul> <p>Credit the best way if more than one is given.</p> <p><b>Do not accept:</b></p> <ul style="list-style-type: none"> <li>description of what staff should <b>not</b> do</li> <li>treating all children the same</li> <li>letting girls play with boys toys and vice versa</li> <li>letting everyone have a go with a popular toy</li> <li>giving them choice</li> </ul> |

| Question | Answer   | Marks                     | Guidance   |
|----------|--|---------------------------|--|
| 4 (a)    | <p><b>One mark for each correct example, four required.</b></p> <p><b>Abuse</b></p> <ul style="list-style-type: none"> <li>• physical – bruises on arms and legs</li> <li>• rough handling while bathing</li> <li>• financial – money missing from purse</li> <li>• emotional – laughing at her, making derogatory comments</li> </ul> <p><b>Inadequate care</b></p> <ul style="list-style-type: none"> <li>• rough handling while bathing</li> <li>• speed of care put before quality of care</li> <li>• told what time to get up / go to bed</li> <li>• told what to wear</li> <li>• not given choices</li> </ul> <p><b>Breach of health and safety</b></p> <ul style="list-style-type: none"> <li>• care assistant bathing her without help</li> <li>• incorrect manual handling causing injury</li> </ul> <p><b>Being patronising</b></p> <ul style="list-style-type: none"> <li>• care assistants laugh at her</li> <li>• derogatory comments ‘she’s not going anywhere so it doesn’t matter’</li> <li>• telling her what to do</li> </ul> <p><b>Some answers are interchangeable, but do not credit repeats.</b></p> | <p><b>4</b><br/>(4x1)</p> | <p><b>Annotation:</b><br/>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; display: inline-block; margin: 10px 0;"> <span style="border: 1px solid red; padding: 2px 5px;">^</span> <span style="border: 1px solid red; padding: 2px 5px;">TV</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><b>Do not accept:</b></p> <ul style="list-style-type: none"> <li>• examples not related to the scenario</li> <li>• repetition</li> </ul> <p>Credit the first example given.</p> |

| Question | Answer/Indicative Content   | Mark | Guidance  |   |
|----------|---|------|---|---|
|          |   |      | Content   | Levels of response  |
| 4        | (b)*<br><p><b>Effects on mental health</b> – depression, anxiety and upset caused by the way she is treated</p> <p><b>Feeling worthless/loss of self-esteem</b> – unimportant as the staff take no notice of her and ridicule her</p> <p><b>Disempowered</b> - feels neglected and isolated, not in control</p> <p><b>Self-harm</b> – due to lack of control of the situation and the poor treatment she is experiencing / cry for help</p> <p><b>Frightened</b> – scared of their aggressive behaviour towards her, so doesn't ask for help</p> <p><b>Effects on social well-being</b> – become withdrawn, isolating herself, lack of confidence feels she doesn't belong or is a burden</p> <p><b>Effects on physical health</b> – may be seriously injured due to poor manual handling</p> <p><b>Lack of nutrition</b> – if she stops eating due to the poor treatment she is experiencing</p> <p><b>Lack of trust in staff</b> – leading to anxiety, distress etc</p> <p><b>Angry</b> – lash out, become aggressive</p> <p>Answers do not have to use the exact wording of the mark scheme, alternative, appropriate wording and effects may be credited.</p> | 7    | <p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is explanation.</p> <p><b>Annotation:</b><br/>The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 – checklist</b></p> <ul style="list-style-type: none"> <li>• 3 effects identified</li> <li>• detailed explanation</li> <li>• effects explicitly relevant to Julie's situation</li> <li>• links between cause and effect</li> <li>• logically structured</li> <li>• QWC – high</li> </ul> <p><b>Level 2 – checklist</b></p> <ul style="list-style-type: none"> <li>• sound explanation</li> <li>• 1 or 2 effects identified</li> <li>• effects are mostly relevant to Julie's situation</li> <li>• some links between cause and effect</li> <li>• QWC – mid</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>• likely to identify effects with little or no explanation</li> <li>• basic information presented in an unstructured way</li> <li>• limited relevance to Julie</li> <li>• list like</li> <li>• QWC – low</li> </ul> | <p><b>Level 3 (6–7 marks)</b><br/>Answers identify three effects and provide a detailed explanation of those effects of discriminatory practice on Julie. Answers are explicitly relevant to Julie's situation. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2 (4–5 marks)</b><br/>Answers identify one or two effects and provide a sound explanation of those effects of discriminatory practice on Julie. Answers are mostly relevant to Julie's situation. Answers will be coherent, factually accurate and use appropriate terminology. There may be some errors of grammar, punctuation and spelling.</p> <p><b>Level 1 (1–3 marks)</b><br/>Answer identifies one or more effects of discriminatory practice with minimal explanation. May not be explicitly linked to Julie's situation. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar punctuation and spelling may be noticeable and intrusive.</p> <p><b>0 marks =response</b> not worthy of credit</p> <p><b>SEEN</b> for a zero mark response</p> |



| Question | Answer  | Marks                     | Guidance  |
|----------|---|---------------------------|---|
| 5 (a)    | <p><b>One</b> mark for a correct example explained. <b>One</b> required.</p> <p><b>Labelling - Jumping to conclusions about Sophie and Tristan:</b></p> <p><b>Parent:</b></p> <ul style="list-style-type: none"> <li>• 'bad parent'</li> <li>• inadequate parent</li> <li>• lack of parenting skills</li> <li>• child out of control</li> </ul> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li>• unruly, immature child</li> <li>• result of inadequate parenting</li> <li>• typical child with no respect for others</li> <li>• they think he looks 'normal'</li> </ul> | <p><b>2</b><br/>(1x2)</p> | <p><b>Annotation:</b><br/>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; display: inline-block; margin: 10px 0;"> <span style="border: 1px solid red; padding: 2px 5px;">^</span> <span style="border: 1px solid red; padding: 2px 5px;">TV</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><b>One mark:</b><br/>A basic explanation / statement that lacks clarity.</p> <p><b>Two marks:</b><br/>A developed explanation with additional detail that clearly shows understanding.</p> <p><b>Do not accept:</b></p> <ul style="list-style-type: none"> <li>• examples not related to the scenario</li> </ul> |

| Question |      | Answer/Indicative Content   | Marks | Guidance   |   |
|----------|------|---|-------|--|---|
|          |      |   |       | Content  | Content   |
| 5        | (b)* | <p><b>Being non-judgemental:</b></p> <ul style="list-style-type: none"> <li>• <b>Listen /active listening</b> – fully listen to what Sophie and Tristan have to say, let them finish, no interruptions, give them time</li> <li>• <b>Don't make assumptions</b> – don't have pre-conceived ideas about Tristan and his mum</li> <li>• <b>Empathy</b> – try to see things from Sophie's and Tristan's point of view, ask about his / their needs</li> <li>• <b>Accepting</b> – neither agreeing nor disagreeing</li> <li>• <b>Open-minded</b> – no pre-conceived opinions or prejudice, discriminatory attitudes / language</li> <li>• <b>Create a safe and non-threatening environment</b> – encourages Sophie and Tristan to talk openly</li> <li>• <b>Respect</b> / being polite / not patronising – develops a positive relationship and trust; will make Tristan feel valued</li> </ul> <p>Accept other correct, appropriate, ways that relate to the scenario.</p> | 5     | <p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is explain.</p> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>• detailed explanation of how to be non-judgemental</li> <li>• clear understanding of the situation will be evident</li> <li>• well-developed line of reasoning</li> <li>• logically structured</li> <li>• QWC – high</li> </ul> <p><b>Level 1 checklist</b></p> <ul style="list-style-type: none"> <li>• limited / basic explanation</li> <li>• may be generic and not link to the situation</li> <li>• limited knowledge or understanding</li> <li>• may be list like or muddled</li> <li>• QWC – mid-low</li> </ul> | <p><b>Level 2 (4–5 marks)</b><br/>Answer provides a detailed explanation of ways the teacher could demonstrate being non-judgemental. Answers are explicitly relevant to the situation. Answers will be coherent, and logically structured. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 1 (1–3 marks)</b><br/>Answer provides a limited or basic explanation of ways the teacher could demonstrate being non-judgemental. May not be explicitly linked to the situation. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar punctuation and spelling may be noticeable and intrusive.</p> <p><b>0 marks</b> = response not worthy of credit.</p> <p><b>Annotation:</b><br/>The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>SEEN</b> for a zero mark response</p> |

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