

Cambridge TECHNICALS LEVEL 3

Cambridge  
TECHNICALS  
2016

# HEALTH AND SOCIAL CARE

Feedback on the June 2018 exam paper  
(including selected exemplar candidate answers  
and commentary)

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

Version 1

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# INTRODUCTION

This resource brings together the questions from the June 2018 examined unit (Unit 2), the marking guidance, the examiners comments and the exemplar answers into one place for easy reference.

We have also included exemplar candidate answers with commentary for questions 1(d), 3(a) and 5(b).

The marking guidance and the examiner's comments are taken from the Report to Centre for this question paper.

The Question Paper, Mark Scheme and the Report to Centre are available from:

<https://interchange.ocr.org.uk/>

**OCR**  
Oxford Cambridge and RSA

**Level 3 Cambridge Technical in Health and Social Care**  
05830/05831/05832/05833/05871

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

**Wednesday 16 May 2018 – Morning**

Duration: 1 hour 30 minutes  
C440/1906

You must have:  
• no materials required

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Centre Number: \_\_\_\_\_ Candidate Number: \_\_\_\_\_

Date of Birth: D D M M Y Y Y Y

**INSTRUCTIONS**

- Use black ink.
- Complete the boxes above with your name, centre number, candidate number and date of birth.
- Answer all the questions.
- Write your answer to each question in the space provided.
- If additional answer space is required, you should use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.

**INFORMATION**

- The total mark for this paper is 60.
- The marks for each question are shown in brackets [ ].
- Quality of extended response will be assessed in questions marked with an asterisk (\*).
- This document consists of 12 pages.

FOR EXAMINER USE ONLY	
Question No.	Mark
1	/15
2	/15
3	/15
4	/15
5	/10
<b>Total</b>	<b>/60</b>

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C440/1906/5

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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 June 2018**

Oxford Cambridge and RSA Examinations

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**Health & Social Care**

**05830-05833 & 05871**

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

**OCR Report to Centres June 2018**

Oxford Cambridge and RSA Examinations

## GENERAL EXAMINER COMMENTS ON THE PAPER

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.

### **Resources which might help address the examiner comments:**

From the link below, you'll find 'The OCR guide to examinations' (along with many other skills guides)

<http://www.ocr.org.uk/i-want-to/skills-guides/>

### **Command verbs definitions**

<http://www.ocr.org.uk/Images/273311-command-verbs-definitions.pdf>

## Questions 1(a) and (b)

Answer **all** the questions.

- 1 (a) Four examples of discriminatory practice are described below.

Choose the example of **direct** discrimination. Tick **one** only.

Examples of discriminatory practice:	Tick <b>one</b> only
Having a policy that requires all employees to work on Sundays.	
A job advert for a GP Surgery receptionist that specifies a minimum height for the applicant.	
Not providing care to an individual because they are too old.	✓
At an interview for a nursing post a candidate is asked what challenges they have faced in their career.	

[1]

- (b) Give **two** examples of ways that individuals with physical disabilities could be discriminated against when using health and social care services.

1.. **Two** ways required. **One** mark each. ....

Examples must be clearly linked to physical disabilities:

.... • no adaptations to improve access – steps/stairs, no lift, narrow doorway, no wheelchair access, no disabled parking/toilet/transport ....

2.. • information not provided in different formats, e.g. braille, large print, BSL, Makaton ....

.... • no hearing loop provided

• staff not trained for manual handling

• staff attitudes – patronising, seen as worthless, a nuisance, too much trouble to accommodate needs/not provided with care because they cannot speak/communicate/move /told they can't take part due to physical disability.

[2]

Accept other appropriate ways.

## Mark Scheme Guidance

### Question 1(b):

#### Do not credit:

- Ways not linked to physical disabilities
- Repeats e.g.:
  - two access examples e.g. no ramps/no lifts
  - two examples of staff attitudes.

### Examiner comments

**Question 1(a)** – 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.

**Question 1(b)** – 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.

## Question 1(c)

(c) Explain **three** effects that discriminatory attitudes could have on individuals who use health care services.

- 1.. **Three** effects required. **Two** marks each. ....
- Explanation of effects of discriminatory practice:**
- .... • **May avoid using the service** – due to poor treatment may not want to repeat the experience and so does not use the service/not trust staff. ....
- .... • **Illness/health deteriorates** – not attending due to previous bad experience and so does not get the required health care. ....
- 2.. • **Depression/suicidal** – effects of the experience makes them feel very low, lacking motivation to continue with treatment. ....
- .... • **Stressed** – anxiety and upset caused by the way they have been treated, become ill. ....
- .... • **Frightened/scared** – feel threatened by the discrimination so may not attend future appointments or seek health care they need. ....
- 3.. • **Embarrassed/upset** – therefore avoid health services/do not confide in practitioners. ....
- .... • **Resentful/helpless** – may not seek help/self-harm. ....
- .... • **Angry** – may become aggressive towards practitioners. ....
- .... • **Feel worthless/low self-esteem** – unimportant due to discrimination, confidence erodes, does not ask for help. ....
- .... • **Disempowered** – feel they lack of control over their life/decisions /feel as though they are in the way/a burden. ....

[6]

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Accept other appropriate effects, explanations may be interchangeable

### Mark Scheme Guidance

For each effect:

**One mark:**

- statement/identification of an appropriate effect
- limited or no additional detail.

**Two marks:**

- statement/identification of an appropriate effect
- additional detail or development of the effect/related to health care services.

Each effect should be linked to a brief explanation.

Do not credit 2 effects.

Do not accept: 'feel different'.

### Examiner comments

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.





## Mark Scheme Guidance

Content	Levels of response
<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 <b>outline</b>.</p> <p><b>Annotation:</b> 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 relevant ways</li> <li>• clear understanding shown</li> <li>• factually accurate</li> <li>• clear and logical structure</li> <li>• QWC – high</li> </ul> <p><b>Level 2 – checklist</b></p> <ul style="list-style-type: none"> <li>• sound outline</li> <li>• 2 or more ways</li> <li>• just one way, done well, sub-max 3</li> <li>• factually accurate</li> <li>• relevant information</li> <li>• QWC – mid</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>• limited/basic outline</li> <li>• may identify one or more points with limited information</li> <li>• list like/muddled</li> <li>• QWC – low</li> </ul> <p><b>Do not credit:</b></p> <ul style="list-style-type: none"> <li>• Provide counselling/advocate</li> <li>• Will take people to court.</li> </ul>	<p><b>Level 3 (5–6 marks)</b></p> <p>Answers provide a detailed outline of relevant ways that the EHRC could help an individual who has been discriminated against. 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></p> <p>Answers provide a sound outline of ways that the EHRC could help an individual who has been discriminated against. Answers will be factually accurate, presented with some structure and use appropriate terminology. There may be some errors of grammar, punctuation and spelling.</p> <p><b>Sub-max of 3</b> if only one way done well.</p> <p><b>Level 1 (1–2 marks)</b></p> <p>Answer provides a limited outline of one or more ways the EHRC could help an individual who has been discriminated against. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p><b>0 marks</b> – response not worthy of credit.</p>

## Examiner comments

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.

## Exemplar candidate work

## Question 1(d) – Low level answer

(d)\* Outline ways that the Equality and Human Rights Commission (EHRC) could help an individual who has been discriminated against.

They could outline the rights that she should receive. Work with the individual that has been discriminated to ensure she hasn't been affected and will result in harming her self. Contact where the individual has been discriminated to challenge them and make the individual receive the justice they deserve. They should also give the support to the individual providing guidance and reassurance. [6]

**Commentary**

This is a low level answer because it does not include any information about specific ways that the EHRC can help an individual who has been discriminated against. There is vague reference to an individual's rights being 'outlined' and that the EHRC provides 'support'. This is a very limited response that demonstrates little knowledge or understanding of the different types of help the EHRC can provide.

To improve the mark to become a medium level response the candidate needs to develop the answer by identifying some specific ways the EHRC can provide help, for example, by providing factsheets about discrimination and providing advice such as how to make a formal complaint about being discriminated against.

## Exemplar candidate work

## Question 1(d) – Medium level answer

(d)\* Outline ways that the Equality and Human Rights Commission (EHRC) could help an individual who has been discriminated against.

The EHRC can help an individual who's been discriminated against by providing advice on discrimination cases, which will help the individual to fight their case against who they have been discriminated by. It can also ensure that the individual is aware of their rights and what they are entitled to within society. The EHRC are also able to provide information to all health, social care and child care settings on what their responsibilities are under the equality law. This will ensure a situation like this will be prevented from happening to another individual. EHRC will also be there to provide support to any individuals that are discriminated against, they will be able to advise the individual on what their next steps could be and how they think may be best to go about the case.

[6]

### Commentary

This response is a medium level answer, it provides some examples of ways the EHRC can help individuals. The candidate demonstrates some knowledge, though not in enough detail to achieve Level 3 marks. It is a reasonably well structured response.

The answer provides identification with a brief outline of some ways that the EHRC can help individuals. The response begins with how the EHRC can assist in discrimination cases by providing 'advice' and giving 'instructions' about how to fight a discrimination case and making sure the individual is 'aware of their rights'.

The answer then moves on to talk about health and social care settings being provided with information about equality law. This is not relevant as the question requires an answer that relates to an 'individual' who has been discriminated against, and so this section does not gain any marks.

The response concludes by identifying another way the EHRC can help by informing the individual about the 'next steps' they could take to pursue their case. There is, however, some repetition of 'advice' and 'information'.

To become a higher level answer the response the candidate needs to provide a more detailed outline of the ways the EHRC could help individuals. Rather than just stating 'provides advice' the type of advice could be developed by giving examples such as helping the individual to determine whether the discrimination experienced is against equality law, suggesting ways to deal with situation such as making a complaint or how to take a case to court.

Overall a sound answer, but there is some repetition and a lack of fully developed points required for a high level mark.

## Question 2(a)

- 2 (a) The Children Act 2004 is a piece of legislation that impacts on the practice of individuals working with children.

Select **three** statements from the list below that are key aspects of the Children Act.

Tick **three** only.

Key aspects of the Children Act 2004	Tick <b>three</b> only
The welfare of a child is always paramount.	✓
Children have the right to an education.	
Created the role of a Children's Commissioner to represent children's interests.	✓
Children are always entitled to make their own decisions.	
It is the duty of care practitioners working with children to ensure all information is shared.	
Children considered to be at risk will always be removed from their family/ carers and be taken into care.	
Children must always be treated the same to ensure equality.	
Children have the right to be consulted.	✓

[3]

### Mark Scheme Guidance

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.

### Examiner comments

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.

### Question 2(b)

(b)\* Progress Primary School is using the following advertisement to recruit a new member of teaching staff.

**Progress Primary School**  
**Year 5 Class Teacher required.**

We are looking for someone who:

- is dynamic, energetic, with a good sense of humour
- is a recent graduate
- has Qualified Teacher Status
- has a good health record

We offer high quality support for newly qualified teachers.

This post is subject to an enhanced DBS check.  
 We are an equal opportunities employer and welcome applications from all suitably qualified persons regardless of race, sex, religion, belief or sexual orientation.

Please call for an application form or any additional information on 01878 555910

Assess how equal opportunities are being promoted by this advertisement.

**Positives (P)**

- **Use of positive statement** – ‘we are an equal opportunities employer’ shows they are equal opportunities employers and welcome applications from all.
- **Non-discriminatory language in the advertisement** – gender neutral language, ‘person’. No words that indicate a preference for male or female applicants.
- **‘Applications welcome from all suitably qualified persons’** – wide variety of groups welcome are listed on the advert. Phone number available for other information.
- **Follows legislation** – to some extent i.e. Equality Act, no direct discrimination against protected characteristics.
- **Support for newly qualified staff** – encourages younger/less experienced staff to apply.

**Negatives (N)**

- **Discriminatory language** – ‘dynamic’/‘energetic’, as these may indicate an intention to discriminate on the grounds of age or disability.
- **Support** – ‘for newly qualified teachers’, continuing CPD for more experienced/older staff not mentioned.
- **Requirement for a ‘good health record’** – could discriminate on the grounds of disability or put off applicants with health problems.
- **Requirement for a recent graduate** – could imply age discrimination as most new graduates are younger. Other positives/negatives (relevant to the advert) may be credited.

.....

.....

.....

.....

.....

[7]

## Mark Scheme Guidance

Content	Levels of response
<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is <b>assessment</b>.</p> <p><b>Level 3 – checklist</b></p> <ul style="list-style-type: none"> <li>• detailed assessment</li> <li>• positive and negative (may be 1+1 or 2+1)</li> <li>• explicitly relevant to the advert</li> <li>• clear links to promoting equal opportunities</li> <li>• clear links to basis of discrimination (age, disability etc)</li> <li>• accurate use of terminology</li> <li>• QWC – high</li> </ul> <p><b>Level 2 – checklist</b></p> <ul style="list-style-type: none"> <li>• sound assessment</li> <li>• just pos or neg, done well, max 5</li> <li>• relevant to the advert</li> <li>• mostly linked to promoting equal opportunities</li> <li>• QWC – mid</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>• Likely to be identification with little or no assessment</li> <li>• basic information</li> <li>• list like/muddled</li> <li>• QWC – low</li> </ul> <p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p>	<p><b>Level 3 (6–7 marks)</b></p> <p>Answers provide a detailed assessment of how well the advertisement promotes equal opportunities and includes positive and negative points. 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></p> <p>Answers provide a sound assessment of how well the advertisement promotes equal opportunities and may include just positive or negative or both. Answers will be factually accurate, presented with some structure and use appropriate terminology. There may be some errors of grammar, punctuation and spelling.</p> <p><b>Level 1 (1–3 marks)</b></p> <p>Answer is likely to be identification with little or no assessment of the advertisement and may not link with promoting equal opportunities. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p><b>0 marks</b> = response not worthy of credit.</p>

## Examiner comments

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.

## Question 3(a)

- 3 Read the following extract from the CQC (Care Quality Commission) 'outstanding' inspection report for Rose Lodge Care Home.

Rose Lodge is a care home for 34 older people living with the early stages of dementia. The manager and staff focus on providing person-centred care for all of the residents. Independence is encouraged, people are free to make their own decisions and are supported in their involvement with activities. A programme of activities and social events (different types of music and singing is a part of people's everyday lives) keeps people occupied and stimulated.

The CQC inspectors saw that people felt safe and well cared for. The home provides an environment that enables people to rediscover old interests and develop new ones, for example, crafts, art, gardening, photography. The atmosphere is constantly stimulating, either on a one-to-one basis or in group activities, but inspectors also commented on the home's calmness and the provision of a quiet room for contemplation or prayer.

Inspectors described Rose Lodge as a happy and vibrant place for people to live. The inspection found that managers were approachable and worked alongside staff as role models and to observe staff practice, and monitor attitudes and behaviour. Staff training was encouraged and staff said they felt supported in their work and valued as part of the team.

Adapted from: [http://www.cqc.org.uk/sites/default/files/20170413\\_celebratinggoodcare2017.pdf](http://www.cqc.org.uk/sites/default/files/20170413_celebratinggoodcare2017.pdf)

- (a) The staff at Rose Lodge are applying the values of care.

Identify **two** different values of care and give an example for each showing how it is being applied at Rose Lodge.

Value of care.....	<p><b>Two</b> values of care required. <b>One</b> mark each.</p> <p><b>Two</b> examples required. <b>One</b> mark each.</p>	.....
Example.....	<p><b>Values of care:</b></p> <ul style="list-style-type: none"> <li>• Promoting equality and diversity</li> <li>• Promoting (individual) rights and beliefs.</li> </ul>	.....
Value of care.....	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• providing choices, e.g. activities, social events</li> <li>• residents are free to make their own decisions</li> <li>• independence is encouraged</li> <li>• one to one or group activities</li> <li>• providing a wide range of activities, e.g. music, singing, crafts, photography, art, gardening</li> <li>• support provided, if needed, to enable individuals to take part</li> <li>• provision of a quiet/prayer room</li> <li>• providing person-centred care.</li> </ul>	.....
Example.....	<p>Some examples are interchangeable, but do not credit repeats.</p>	.....

[2]

[2]

## Mark Scheme Guidance

**Only accept examples from the case study.**

### Accept:

- one of: equality or diversity
- one of: rights or beliefs
- omission of 'individual' for rights/beliefs
- a correct example if VoC incorrect/not given.

Must have the prefix – 'promoting'

### Do not credit:

- early year's values of care
- confidentiality.

## Examiner comments

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.



## Exemplar candidate work

## Question 3(a) – Low level answer

- 3 Read the following extract from the CQC (Care Quality Commission) 'outstanding' inspection report for Rose Lodge Care Home.

Rose Lodge is a care home for 34 older people living with the early stages of dementia. The manager and staff focus on providing person-centred care for all of the residents. Independence is encouraged, people are free to make their own decisions and are supported in their involvement with activities. A programme of activities and social events (different types of music and singing is a part of people's everyday lives) keeps people occupied and stimulated.

The CQC inspectors saw that people felt safe and well cared for. The home provides an environment that enables people to rediscover old interests and develop new ones, for example, crafts, art, gardening, photography. The atmosphere is constantly stimulating, either on a one-to-one basis or in group activities, but inspectors also commented on the home's calmness and the provision of a quiet room for contemplation or prayer.

Inspectors described Rose Lodge as a happy and vibrant place for people to live. The inspection found that managers were approachable and worked alongside staff as role models and to observe staff practice, and monitor attitudes and behaviour. Staff training was encouraged and staff said they felt supported in their work and valued as part of the team.

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- (a) The staff at Rose Lodge are applying the values of care.

Identify **two** different values of care and give an example for each showing how it is being applied at Rose Lodge.

Value of care. providing a person-centred approach

Example. independence encouraged, free to make own decision, supported in involvement with activities e.g programme of activities. [2]

Value of care. Managers were approachable

Example. observed staff practice, monitor attitudes and behaviour, staff training. [2]

### Commentary

The candidate has not identified the two values of care required, these are 'promoting equality and diversity' and 'promoting individual rights and beliefs', and so gains no marks for this part of the question.

The first example given is correct, it is clearly taken from the case study and is relevant to the values of care and so gains a mark.

The second example provided does not answer the question for two reasons. Firstly it refers to management actions whereas the question requires examples relating to staff (staff are identified as being separate from management in the last paragraph); secondly it does not relate to applying either of the values of care.

To improve the answer the candidate needs to ensure that they know the values of care that are applied in a care setting such as Rose Lodge and also need to be able to identify examples of those values of care in practice.

## Exemplar candidate work

## Question 3(a) – High level answer

- 3 Read the following extract from the CQC (Care Quality Commission) 'outstanding' inspection report for Rose Lodge Care Home.

Rose Lodge is a care home for 34 older people living with the early stages of dementia. The manager and staff focus on providing person-centred care for all of the residents. Independence is encouraged, people are free to make their own decisions and are supported in their involvement with activities. A programme of activities and social events (different types of music and singing is a part of people's everyday lives) keeps people occupied and stimulated.

The CQC inspectors saw that people felt safe and well cared for. The home provides an environment that enables people to rediscover old interests and develop new ones, for example, crafts, art, gardening, photography. The atmosphere is constantly stimulating, either on a one-to-one basis or in group activities, but inspectors also commented on the home's calmness and the provision of a quiet room for contemplation or prayer.

Inspectors described Rose Lodge as a happy and vibrant place for people to live. The inspection found that managers were approachable and worked alongside staff as role models and to observe staff practice, and monitor attitudes and behaviour. Staff training was encouraged and staff said they felt supported in their work and valued as part of the team.

Adapted from: [http://www.cqc.org.uk/sites/default/files/20170413\\_celebratinggoodcare2017.pdf](http://www.cqc.org.uk/sites/default/files/20170413_celebratinggoodcare2017.pdf)

- (a) The staff at Rose Lodge are applying the values of care.

Identify **two** different values of care and give an example for each showing how it is being applied at Rose Lodge.

Value of care... Promoting equal and fair treatment.....  
 Example... The residents all have their own.....  
 ...decisions granted to them to make themselves..... [2]

Value of care... Promoting beliefs, religion and needs.....  
 Example... There is a quiet room for contemplation.....  
 ...or the residents individual prayers..... [2]

### Commentary

This is a high level answer because 'promoting beliefs' is a correct identification of a value of care and the two examples given of the values of care being applied are appropriate and are specific examples taken from the case study.

However, 'promoting equal and fair treatment' is not one of the values of care. The candidate should have stated 'promoting equality and diversity' in order to gain full marks.

## Question 3(b)

(b) State **one** piece of legislation that supports the rights of individuals with conditions such as dementia.

**One** mark for identification of legislation.

[1]

Any one from:

- Care Act
- Equality Act
- Human Rights Act
- Mental Capacity Act
- Mental Health Act.

**Mark Scheme Guidance**

**Exact name of the act is required.**

Date not required.

Must state 'Act'.

**Examiner comments**

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

### Question 3(c)

(c)\* Identify and analyse ways that the management promotes good practice at Rose Lodge Care Home.

**Ways the management promote good practice:**

- **Approachable managers** – staff know concerns will be listened to and taken seriously. Open, transparent and effective management structure.
- **Managers work alongside staff** – develops a team ethos, all working together to achieve high standards of care, share good practice.
- **Role models** – provides mentoring to help staff and give them advice and support.
- **Observe staff practice** – aware of what is happening, ensures policies implemented, identifies if further training required.
- **Monitor attitudes and behaviour** – enables managers to identify areas for improvement, give praise for good practice. Feedback enables staff to reflect and improve. Encourage staff training – ensures staff are up-to-date in knowledge and skills. Enables staff to follow the correct procedures. Ensures consistency in care and good standards.
- **Support and value staff** – leads to effective staff providing a consistently good standard of care.
- **Good staffing levels** – ensures a full range of activities and a high standard of care can be provided.
- **Person-centred care** – needs met/choice.
- **Good relationships** – staff/management/residents/trust/feel safe.
- **Range of activities provided** – good practice examples, stimulating environment.

Accept other appropriate ways.

[10]

## Mark Scheme Guidance

Content	Levels of response
<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is <b>analysis</b>. 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 analysis</li> <li>• at least two ways</li> <li>• explicit reference to role of management</li> <li>• well-developed line of reasoning</li> <li>• clear and logical structure</li> <li>• QWC – high</li> </ul> <p><b>Level 2 – checklist</b></p> <ul style="list-style-type: none"> <li>• sound analysis of how some aspects of good practice are promoted</li> <li>• a line of reasoning in the most part relevant</li> <li>• logical structure</li> <li>• QWC – mid</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>• one or more aspects of good practice identified with little or no analysis</li> <li>• presented in an unstructured way</li> <li>• limited information</li> <li>• list like/muddled</li> <li>• QWC – low</li> </ul>	<p><b>Level 3 (8–10 marks)</b></p> <p>Answers will provide a detailed analysis of at least two ways that the management promote good practice. Answers are coherent, clear and logically structured. There will be few errors, if any, of grammar, punctuation and spelling.</p> <p><b>Level 2 (5–7 marks)</b></p> <p>Answers will provide a sound analysis of how the management promote good practice. Answers are presented with some structure and are relevant to the situation. There may be some errors of grammar, punctuation and spelling.</p> <p><b>Level 1 (1–4 marks)</b></p> <p>Answer covers one or more aspects of good practice but with little analysis of how the management promote good practice. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p><b>0 marks</b> – response not worthy of credit.</p>

## Examiner comments

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 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.

## Question 4(a)

- 4 (a) Sally is on a six week placement at a residential nursing home. She is on duty at reception, on her own, when she receives a telephone call from someone who says he is the son of one of the residents. He asks Sally for some information about the resident.

How should Sally respond to this situation? Choose the **three** most appropriate actions from the list below.

Tick **three** only.

Possible actions:	Tick <b>three</b> only
Ask him to e-mail proof of identification so she can check that he is who he says he is.	
Tell him that it is the nursing home's policy not to give out any information over the phone regardless who he is.	✓
Tell him the information he has asked for – he is the resident's son and has a right to know.	
Explain to him that she is on a placement and does not know where the information is kept. Take his number and promise to phone back when she has found it.	
Check the residents file so that she can give him accurate information.	
Ask him to call back in 30 minutes when a member of staff will be available to deal with his request.	✓
Ask him to stay on hold while she fetches a resident to speak to him.	
Tell him she is only on a placement and isn't authorised to give out information about residents over the 'phone.	✓

[3]

### Mark Scheme Guidance

#### 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.

#### Examiner comments

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.



## Mark Scheme Guidance

### Question 4(b):

Content	Levels of response
<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is <b>justification</b>.</p> <p>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 justification of at least two of the chosen answers</li> <li>• related to Sally</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 2 – checklist</b></p> <ul style="list-style-type: none"> <li>• sound justification of one or two of the chosen answers</li> <li>• related to Sally</li> <li>• understanding of the situation will be evident</li> <li>• a line of reasoning in the most part relevant</li> <li>• QWC – mid</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>• descriptive (upper end) list like (low end)</li> <li>• lacking an understanding of the situation</li> <li>• basic information presented in an unstructured way</li> <li>• may not be specifically linked to Sally</li> <li>• QWC – low</li> </ul> <p><b>Credit valid justification points if 4(a) is incorrect.</b></p>	<p><b>Level 3 (5–6 marks)</b></p> <p>Answer provides a detailed justification which clearly addresses the 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 (3–4 marks)</b></p> <p>Answer provides a sound justification which addresses the situation. Answers will be coherent, factually accurate and use appropriate terminology. There may be some errors of grammar, punctuation and spelling.</p> <p><b>Sub-max of 3</b> – for one justification done well.</p> <p><b>Level 1 (1–2 marks)</b></p> <p>Answer provides a limited or basic justification. Answers may be descriptive or at the bottom end list like. Answers may be muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p><b>0 marks</b> – response not worthy of credit.</p> <p><b>Do not credit re-iteration of the situation.</b></p>

### Question 4(c):

**Exact name of the act/regulation is required.**

Date not required.

Must state 'Act'.

Must have correct initials/wording for GDPR.

### Examiner comments

**Question 4(b)** – 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.

**Question 4(c)** – This question was very well answered by the majority – though some candidates did invent the 'Confidentiality Act' and so did not gain the mark.



## Question 5

- 5 (a) Give four different ways nursery staff could ensure a safe and healthy environment for the children in their care.

1.. **Four** ways required. **One** mark each. ....

**Safe:**

- .... • DBS screening of staff
- 2.. • policies – safeguarding/bullying
- .... • adequate staff to pupil ratio/supervision
- .... • risk assessments
- .... • follow health and safety guidelines/legislation
- 3.. • staff ID badges/lanyards
- .... • sign visitors in and out
- .... • first aid procedures/first aid available
- 4.. • staff trained in fire safety procedures/first aid/manual handling/safeguarding
- .... • fire safety measures/procedures in place, e.g. fire exits, registers available to check
- .... • all present, fire blankets, fire extinguishers etc
- .... • equipment considerations – cleaning, sharp, choking hazards, toy safety
- .... • ensuring safe collection of children, e.g. ID, password, nominated person etc
- .... • security – locks on gates, external doors; CCTV at external doors/reception

[4]

**Healthy:**

- give them opportunities for plenty of exercise
- provide healthy food/meals/snacks
- awareness of children's allergies
- infection control/following food hygiene regulations
- regular cleaning – equipment, floors etc
- teach correct hand washing procedure.

Accept other appropriate ways, but do not credit repeats.

- (b)\* Describe how an early years setting could ensure its resources and environment promote gender equality.

Promoting gender equality in an early years setting: ....

**Resources:**

- have male and female staff
- staff trained in equality
- books/dvds that show both men and women in leading roles – not stereotypical roles
- have mixed sports teams
- curriculum – boys and girls have access to the same subjects/sports/play activities
- colours of resources/toys not stereotypically matched to gender
- do not have 'boys toys' and 'girls toys'
- do not have 'girls' and 'boys' dressing up clothes
- gender neutral toys e.g. Lego.

**Environment:**

- displays should reflect equal opportunities for men and women female pilot, male nurse etc
- non-sexist language used by staff in the setting
- encourage girls and boys to play together
- colours of displays not stereotypically matched to gender
- male and female staff to share jobs – not men doing lifting and women cleaning

Accept other appropriate ways.

[6]

## Mark Scheme Guidance

### Question 5(a):

Any four points from the list.

#### Do not credit:

- CCTV on its own
- all doors locked
- 'premises secure' on its own.

### Question 5(b):

Content	Levels of response
<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> 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>• at least two ways</li> <li>• ways explicitly relevant to promoting gender equality</li> <li>• reference to resources <u>and</u> environment</li> <li>• clear and logical structure</li> <li>• QWC – high</li> </ul> <p><b>Level 2 – checklist</b></p> <ul style="list-style-type: none"> <li>• sound description</li> <li>• one or two ways</li> <li>• resources and/or environment</li> <li>• just one way, done well, sub-max 3</li> <li>• ways are mostly linked to promoting gender equality</li> <li>• presented with some structure</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>• list like/muddled</li> <li>• QWC – low</li> </ul>	<p><b>Level 3 (5–6 marks)</b></p> <p>Answers provide a detailed description of ways an early year's setting could ensure its resources and environment promote gender equality. Answers will be coherent 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></p> <p>Answers provide a sound description of ways an early year's setting could ensure its resources and/or environment promote gender equality. Answers will be presented with some structure and use appropriate terminology. There may be some errors of grammar, punctuation and spelling.</p> <p><b>Sub-max of 3</b> if only one way done well.</p> <p><b>Level 1 (1–2 marks)</b></p> <p>Answer provides a limited description of one or more ways an early year's setting could ensure its resources and/or environment promote gender equality. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p><b>0 marks</b> – response not worthy of credit.</p>

## Examiner comments

**Question 5(a)** – 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.

**Question 5(b)** – 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.

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'.

## Exemplar candidate work

## Question 5(b) – Low level answer

(b)\* Describe how an early years setting could ensure its resources and environment promote gender equality.

The setting should have a range of toys which are accessible to both girls and boys and staff should be non-judgemental for example if a boy wishes to play with a doll which is perceived as a 'girl's toy'.

Boys and girls should be treated equally with the same opportunities. Treating both genders equally does not mean treating them the same. Staff should not favour one gender more than another by giving them the better play area etc.

Books should be non-gender specific and the pupils should have the choice which book they wish to use. [6]

### Commentary

This is a low level answer because it lacks detail. The first paragraph refers to a 'range' of toys, this is a very vague statement, no examples of the types of toys are suggested and there is no indication of what the candidate means by 'accessible' for boys and girls. The last paragraph of the answer mentions 'non-gender specific' books which is a good suggestion, but does not develop this by giving an example or description of how this would promote gender equality.

A valid reference to staff having non-judgemental attitudes is made and then the second paragraph references providing the 'same opportunities' and 'not favouring one gender'. Whilst valid, these points are not described in any detail and need developing with actual examples of the 'same opportunities' and how to 'not favour one gender' in the use of resources, in order to gain higher marks.

The point at the end of the answer about 'choice' is not relevant to promoting gender equality.

The candidate has provided a limited description that briefly demonstrates basic understanding of the topic. To improve this response more specific examples should be given that clearly relate to resources and the environment. These could include, for example, having male and female staff in the setting, displays that reflect equal opportunities such as female pilots and male nurses, combined with description of how these promote gender equality.

## Exemplar candidate work

## Question 5(b) – Medium level answer

(b)\* Describe how an early years setting could ensure its resources and environment promote gender equality.

An early years setting would be include numerous toys. This promotes gender equality because the toys are shared out for the children of either gender to play with. This includes the encouragement from teachers to children to play with any toy despite its stereotypical view. For example, a boy encouraged to play with dolls and babies.

Also resources such as gender-neutral activities could be used to promote gender equality. For example, music or art. This [6] or giving them their own choice.

5(b) will let children decide for themselves what they want to do. It gives them an equal choice.

Also by having staff members of both genders, this promotes a gender equality environment. It demonstrates to the children that they are able to become a teacher regardless of their gender.

### Commentary

This response is a medium level answer as it gives a description of some relevant ways the setting could promote gender equality. The answer has a clear structure and is presented in paragraphs, each paragraph focussing on a different aspect.

The first paragraph begins vaguely by suggesting that 'sharing out' toys for both genders to play with. It is developed a little by the candidate referring to teachers supporting the children to make non-stereotypical choices. This paragraph could be improved by giving specific examples of gender neutral toys to minimise the 'boys toys' and 'girls toys' attitude.

In the second paragraph the description is developed to some extent with specific examples of gender-neutral activities – music and art. The answer then focusses incorrectly on ‘choice’ which is not relevant. The candidate would have gained more marks by developing the description of the music and art activities to demonstrate how they would promote gender equality.

The final paragraph is the strongest part of this response. An example is given, staff of both genders, and then the candidate clearly relates this to creating an environment that promotes gender equality.

To improve this response the candidate needs to add further description to the first two paragraphs to clearly say how the suggestions given actually promote gender equality, with reference to, for example, demonstrating or modelling gender neutral behaviour and attitudes.

## Exemplar candidate work

## Question 5(b) – High level answer

(b)\* Describe how an early years setting could ensure its resources and environment promote gender equality.

Toys such as cars and dolls should not be restricted to boys or girls alone. Staff can encourage children to play with a variety of toys and to share them with each other. Staff can play alongside them and introduce them all to different toys. The environment around the children should be colourful and have pictures of boys and girls playing together. Group activities can be encouraged ~~between~~ and role play of different jobs regardless of children being male or female, such as a job of a nurse is given to a boy and a mechanic to a girl. Children must have the same opportunities. Colouring books and story books must have both genders and both genders as heroines of the story. [6]

### Commentary

This is a high level response that shows good understanding of gender equality and the context. The response provides a 'description' and so meets the requirements of the question's command verb. The answer also covers the role of both resources and environment in promoting gender equality. The answer is well structured and logically developed.

The first part of the answer provides a description linked to the resources provided by the early years setting. The description is developed to some extent by stating that the staff should ensure children have a variety of toys and that they should encourage all children to play with them. A good example of a resource is given of books having both genders in them and as heroines/heroes of the story.

Throughout the response there is emphasis on the environment promoting gender equality and the importance of all of the children being given the same opportunities. Examples are given to develop the description such as having pictures showing boys and girls playing together, staff encouraging boys and girls to play together and share activities. The activities involve staff actively supporting the children to break stereotypes such as female nurses and male mechanics, demonstrating the candidates understanding of creating an environment which positively promotes gender equality.

Though a high level response the answer could be improved by giving further detail about the resources and activities, for example having gender neutral toys such as Lego and mixed sports teams. Description of the environment could also include reference to staff using non-sexist language and challenging any used by the children.



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