



## **Cambridge Technicals**

### **Health and Social Care**

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

Level 3 Cambridge Technical Certificate/Diploma in Health and Social Care  
**05830 - 05871**

### **Mark Scheme for January 2018**

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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

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 each correct example, <b>two</b> required.</p> <ul style="list-style-type: none"> <li>• children are not adequately protected from the childminder's dog</li> <li>• food preparation areas are not clean</li> <li>• the childminder admits to sometimes falling asleep while caring for the children and so they are not always supervised</li> <li>• written records of children's accidents are not available.</li> <li>• there is no support for a child with disabilities or children with English as an additional language.</li> <li>• documents and policies required are not available for this inspection</li> <li>• children's interests, individual needs and stage of development are not considered</li> </ul>	<p><b>2</b> (2x1)</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>For an <b>incorrect</b> answer use the <b>cross</b>.</p> <p>Answers do not have to use the exact wording of the mark scheme, alternative, appropriate wording may be credited.</p> <p><b>Must give an example, not just identify a value of care that is not being met.</b></p> <p><b>Do not credit:</b> Other examples of poor practice that are not provided in the question information.</p>

Question	Answer	Marks	Guidance
1 (b)	<p><b>Two</b> ways required. <b>Two</b> marks each.</p> <p><b>National initiatives – ways they help to improve practice:</b></p> <ul style="list-style-type: none"> <li>• <b>inspection reports identify good practice / what needs improving</b> – so practitioners know their strengths and weaknesses</li> <li>• <b>provides clear guidelines for practitioners to follow</b> – so they know what is expected</li> <li>• <b>targets set</b> – so practitioners know how to improve</li> <li>• <b>provides guidance / advice</b> – so practitioners know how to achieve high standards</li> <li>• <b>ensures legislation is being followed / law upheld / raise awareness of legislation</b> – e.g. risk assessments, accident records, hygiene standards/procedures</li> <li>• <b>identifies where staff training is needed</b> – so that practitioners will know how to provide care of the appropriate standard</li> <li>• <b>encourages a person-centred approach to care</b> – so that practitioners know how to meet individual needs</li> <li>• <b>Put into special measures/re-inspected</b> – so that improvements and progress are monitored.</li> </ul>	<p><b>4</b> (2x2)</p>	<p><b>Annotation:</b> 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>One mark:</b> Statement/identification of an appropriate way plus</p> <p><b>One mark:</b> Description of how that ‘way’ helps to improve practice</p> <p><b>Do not accept:</b></p> <ul style="list-style-type: none"> <li>• provides training</li> <li>• obtains service user views / feedback</li> <li>• giving support (TV)</li> <li>• provides a system of redress</li> </ul> <p>Not looking for specific suggestions for improving practice – looking for ‘ways’ (i.e. <b>how</b>) practice is influenced, checked or monitored</p>

Q	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
1	<p><b>(c)* Early Years values of care:</b></p> <ul style="list-style-type: none"> <li>• making the welfare of the child paramount</li> <li>• keeping children safe and maintaining a healthy environment</li> <li>• working in partnership with parents/guardians and families</li> <li>• encouraging children's learning and development</li> <li>• valuing diversity</li> <li>• ensuring equality of opportunity</li> <li>• anti-discriminatory practice</li> <li>• working with others/professionals</li> </ul> <p><b>No credit for just naming a value of care.</b></p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• the childminder has a first aid certificate- so children are safe/healthy</li> <li>• the childminder has a level two childcare qualification – helps ensure equality of opportunity maintenance of standards</li> <li>• there is a fully enclosed play area available for outside play- keeping children safe</li> <li>• there are effective/positive relationships with parents/carers of the children- maintain working partnerships</li> </ul>	9	<p>The number of ticks will not necessarily correspond to the marks awarded. Focus of the question is evaluation.</p> <p><b>Level 3 checklist</b></p> <ul style="list-style-type: none"> <li>• detailed evaluation</li> <li>• 2 strengths and 2 weaknesses</li> <li>• detailed links to 2 or more values of care</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>• some evaluation</li> <li>• strengths <b>and</b> weaknesses, may be unbalanced</li> <li>• if just strengths or weaknesses sub-max 5</li> <li>• some links to values of care</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>• basic evaluation presented in an unstructured way</li> <li>• limited/no information about values of care</li> <li>• list like/muddled</li> <li>• QWC – low</li> </ul>	<p><b>Level 3 (7–9 marks)</b> Answers will provide a detailed evaluation of the childminders care provision related to the values of care. Answers are coherent, clear and logically structured. There will be few errors, if any, of grammar, punctuation and spelling.</p> <p><b>Level 2 (4–6 marks)</b> Answers will provide evaluation of the childminders care provision related to the values of care. Answers are presented with some structure and are relevant to the situation. There may be some errors of grammar, punctuation and spelling. <b>Sub-max of 5</b> if just strengths or weaknesses done well or only one value of care.</p> <p><b>Level 1 (1–3 marks)</b> Answer provides a basic evaluation of the childminders care provision which may not relate to the values of care. Answers may be list like, muddled,</p>

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	<p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>• children are not adequately protected from the childminder's dog - children not safe</li> <li>• food preparation areas are not clean- children at risk</li> <li>• the childminder admits to sometimes falling asleep while caring for the children and so they are not always supervised – children at risk</li> <li>• written records of children's accidents and first aid treatment are not available.- can make children at risk damage working relationships/ continuity of care</li> <li>• documents and policies required are not available for the inspection- may indicate discriminatory practice</li> <li>• children's interests, individual needs and stage of development are not considered- not encouraging learning and development</li> <li>• there is no support for a child with disabilities or children with English as an additional language -may indicate discriminatory practice</li> </ul>			<p>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>

Question	Answer	Marks	Guidance
2	<p>(a) <b>Two</b> ways required. <b>One</b> mark each.</p> <p>Any two ways from:</p> <p><b>Ways of meeting cultural needs:</b></p> <ul style="list-style-type: none"> <li>• meals – Halal, kosher, vegetarian etc.</li> <li>• meet cultural requirements of the residents – e.g. female care assistant or GP</li> <li>• meet residents religious needs e.g., provide a prayer room, arrange transport to church/mosque etc</li> <li>• celebrate a range of festivals with the residents – Diwali, Hanukah, Easter, Christmas, Chinese New Year</li> <li>• provide activities/resources/books that reflect different cultures / beliefs / faith (accept specific example of these e.g. music. art, theatre trips)</li> <li>• individual needs met by staff – recognition of differences / everyone is seen as being different / differences are valued</li> <li>• employ staff with different language skills / provide information in a range of languages / welcome signs in different languages</li> </ul> <p>(<b>Culture</b> = the ideas, customs, values and social behaviour of a particular group of people)</p> <p>Accept other appropriate ways.</p>	2 (2x1)	<p><b>Annotation:</b> 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; width: fit-content; margin: 10px auto;"> <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><b>Do not credit:</b> Points not related to culture and vague answers e.g.</p> <ul style="list-style-type: none"> <li>• diabetic, gluten free meals</li> <li>• disability access</li> <li>• specialist communication methods</li> <li>• food that meets dietary requirements</li> <li>• serve a variety of meals</li> <li>• give food options</li> <li>• serve different food</li> <li>• celebrate different cultures ('culture' is in the question – additional detail needed e.g. 'celebrate festivals from different cultures')</li> </ul>

Question	Answer	Marks	Guidance						
2 (b)	<p>One mark for each correct example, <b>three</b> required.</p> <table border="1" data-bbox="304 320 1223 767"> <tr> <td data-bbox="304 320 1128 469">Have a chat with Paul and Hardeep together, explaining to them how some of the other residents feel upset because of their arguing.</td> <td data-bbox="1128 320 1223 469">✓</td> </tr> <tr> <td data-bbox="304 469 1128 617">Confidentially speak to Paul and Hardeep individually, to try and find out why they are always arguing.</td> <td data-bbox="1128 469 1223 617">✓</td> </tr> <tr> <td data-bbox="304 617 1128 767">Staff to observe them in the TV lounge listening to the arguments, identify ways in which a compromise might be achieved, without either Paul or Hardeep losing face.</td> <td data-bbox="1128 617 1223 767">✓</td> </tr> </table> <p>Candidates' answers may not use the exact wording as shown in the indicative content, alternative appropriate wording may be credited.</p>	Have a chat with Paul and Hardeep together, explaining to them how some of the other residents feel upset because of their arguing.	✓	Confidentially speak to Paul and Hardeep individually, to try and find out why they are always arguing.	✓	Staff to observe them in the TV lounge listening to the arguments, identify ways in which a compromise might be achieved, without either Paul or Hardeep losing face.	✓	3 (3x1)	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>For an <b>incorrect</b> answer use the <b>cross</b>.</p> <p><b>No other answers are acceptable.</b></p> <p><b>If more than three boxes are ticked:</b> Mark the first three only.</p> <p><b>Crossed Out Responses:</b> Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.</p>
Have a chat with Paul and Hardeep together, explaining to them how some of the other residents feel upset because of their arguing.	✓								
Confidentially speak to Paul and Hardeep individually, to try and find out why they are always arguing.	✓								
Staff to observe them in the TV lounge listening to the arguments, identify ways in which a compromise might be achieved, without either Paul or Hardeep losing face.	✓								

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
2 (c)*	<p><b>Examples of justification:</b></p> <ul style="list-style-type: none"> <li>A chat with both of them together will give each the chance to calmly put forward their views and be listened to. Offers an opportunity for the member of staff to mediate the situation and possibly agree on a solution with them.</li> <li>A chat with both of them together would help to clear the air, they might not realise that the other residents feel upset because of their arguing. Understanding this effect might help them to resolve the issue.</li> <li>Speaking to them individually and in confidence might enable them to explain what the real problem is, may open up more readily about what is going on.</li> <li>There may be a reason why they are arguing that is not related to the TV programme. Examples: Paul or Hardeep could be a victim of bullying or being picked on by the others or they could be the target of racist behaviour. If so it is important that staff obtain information about what is happening so that these issues could need to be addressed by the staff/senior staff.</li> </ul>	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 justification.</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 Paul and Hardeep</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 Paul and Hardeep</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> </ul>	<p><b>Level 3 (6-7 marks)</b> 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 (4-5 marks)</b> Answer provides a sound justification which addresses the situation. Answers will be coherent, factually accurate and use appropriate terminology. There may be some noticeable errors of grammar, punctuation and spelling. <b>Sub-max of 4</b> – for one justification done well.</p> <p><b>Level 1 (1–3 marks)</b> 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>

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
	<ul style="list-style-type: none"> <li>Observations might help the staff to understand what exactly the problem is. Staff could then share their observations and try to reach a solution to the problem that will be acceptable to everyone.</li> </ul> <p>This list is not exhaustive, accept other appropriate justification.</p>		<ul style="list-style-type: none"> <li>basic information presented in an unstructured way</li> <li>may not be specifically linked to Paul and Hardeep</li> <li>QWC – low</li> </ul> <p><b>Any justification points must relate to one of the three correct answers.</b></p>	<p><b>Do not credit any re-iteration of the situation.</b></p>

Question		Answer	Marks	Guidance
2	(d)	<p><b>One</b> mark for each correct answer, <b>three</b> required.</p> <ul style="list-style-type: none"> <li>• (freedom of) choice</li> <li>• (right to) confidentiality</li> <li>• protection from harm and abuse (must have both)</li> <li>• equal and fair treatment (must have both)</li> <li>• consultation</li> <li>• right to life</li> </ul>	<p><b>3</b> (3x1)</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>For an <b>incorrect</b> answer use the <b>cross</b>.</p> <p><b>No other answers are acceptable.</b></p> <p><b>If more than one right is given on each line:</b> Mark the first response on each line</p> <p><b>Crossed Out Responses:</b> Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.</p>

Question	Answer	Marks	Guidance
3	<p>(a) An outline required. <b>Three</b> marks.</p> <p><b>NICE's main responsibilities are to:</b></p> <ul style="list-style-type: none"> <li>• assess new drugs and treatments as they become available</li> <li>• provide evidence based guidelines on how particular conditions should be treated</li> <li>• provide guidelines on how public health and social care services can best support people</li> <li>• provide information services for those managing and providing health and social care</li> <li>• to improve outcomes for people using the NHS and other public health and social care services</li> </ul> <p><b>NICE considers whether a drug or treatment:</b></p> <ul style="list-style-type: none"> <li>• benefits patients</li> <li>• will help the NHS meet its targets, for example by improving cancer survival rates</li> <li>• is value for money or cost effective</li> <li>• should be available on the NHS</li> </ul>	3 (3x1)	<p><b>Annotation:</b> 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>Credit any three points from the list.</p> <p>Answers do not have to use the exact wording of the mark scheme, alternative, appropriate wording may be credited.</p> <p>Follow MS closely on this, many are confusing it with CQC.</p>

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Content
3	<p>(b) <b>A confidentiality policy helps to promote good practice by:</b></p> <ul style="list-style-type: none"> <li>providing guidance on how to maintain confidentiality</li> <li>providing guidance on when to maintain confidentiality and the circumstances when it is appropriate to break it / staff know how to handle situations</li> <li>helping to ensure everyone is working to the same standards / consistency of care for all</li> <li>ensuring staff know their responsibilities / what is expected / professional conduct is clear</li> <li>ensuring legal requirements are met</li> <li>providing a system of redress / gives rights</li> <li>helping prevent misuse of information / keeps information safe</li> <li>reassuring individuals that their information will be kept safe / confidential</li> <li>helps develop trust between SU and SP</li> </ul>	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 the policy promotes good practice</li> <li>two or more relevant points</li> <li>well-developed, clear and 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>likely to identify several points that are not developed or just one point explained</li> <li>limited structure / list like</li> <li>QWC – mid-low</li> </ul> <p><b>Do not credit:</b></p> <ul style="list-style-type: none"> <li>examples of ways to maintain confidentiality</li> </ul>	<p><b>Level 2 (4–5 marks)</b> Answer provides a detailed explanation of how having a confidentiality policy in a care setting promotes good practice. Answers will be coherent, and factually correct. There will be few errors of grammar, punctuation and spelling.</p> <p><b>Level 1 (1–3 marks)</b> Answer provides a limited or basic explanation of how having a confidentiality policy in a care setting promotes good practice. List like or muddled answers should be placed in this band. Errors of grammar and spelling may be noticeable and intrusive.</p> <p><b>0 marks</b> = response not worthy of credit.</p> <p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>SEEN</b> for a zero mark response</p>

Question			Answer	Marks	Guidance
3	(c)	(i)	<p>One mark for a correct identification.</p> <p>(The) <b>Health and Social Care Act</b> (2012)</p>	<p><b>1</b> (1x1)</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded. For an <b>incorrect</b> answer use the <b>cross</b>.</p> <p><b>No other answers are acceptable.</b></p> <p><b>'The' and date not required.</b></p> <p><b>Crossed Out Responses:</b> Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.</p>
3	(c)	(ii)	<p>One marks for an example. <b>One</b> required.</p> <p>Examples of impact:</p> <ul style="list-style-type: none"> <li>• patients involved in decision making for their care / given choices</li> <li>• empowers individuals receiving care / gives control</li> <li>• patients can choose their GP / consultant</li> <li>• choose which hospital to attend for treatment</li> <li>• choose which type of treatment</li> <li>• made aware of all the available treatment options</li> <li>• feel consulted / aware of what is going to happen</li> </ul>	<p><b>1</b> (1x1)</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded. For an <b>incorrect</b> answer use the <b>cross</b>.</p>

Question	Answer/Indicative Content	Mark	Guidance	
			Content	Levels of response
4	(a)* <p><b>Effects on mental health:</b></p> <p><b>Feeling worthless</b> – unimportant as the staff take no notice of her and are unapproachable; confidence erodes; feels neglected/isolated</p> <p><b>Depression</b> – feeling very low, losing motivation to continue with treatment</p> <p><b>Stressed</b> – anxiety and upset caused by the way she is treated / withdrawal symptoms due to late medication</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>Alcohol dependence</b> – unable to complete the detox programme so starts drinking again</p> <p><b>Effects on physical health:</b></p> <p><b>Existing illness may worsen</b> – physical effects of alcohol dependency not improved as she is struggling with the treatment</p> <p><b>Health deteriorates</b> – effects of the experience may bring on new illness / ill-health / withdrawal symptoms due to late medication</p> <p><b>Self-harm</b> – physical injury due to the poor treatment she is experiencing</p> <p><b>Lack of nutrition</b> – if she stops eating due to the poor treatment she is experiencing</p> <p>Answers do not have to use the exact wording of the mark scheme, alternative, appropriate wording and effects may be credited.</p>	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 explanation.</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 explanation</li> <li>• 2 or more mental <b>and</b> physical effects</li> <li>• effects explicitly relevant to Emily's situation</li> <li>• links between cause and effect</li> <li>• QWC - high</li> </ul> <p><b>Level 2 – checklist</b></p> <ul style="list-style-type: none"> <li>• sound explanation</li> <li>• 2 or more effects</li> <li>• if just mental OR physical effects max 4</li> <li>• effects are mostly relevant to Emily'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</li> <li>• limited relevance to Emily</li> </ul>	<p><b>Level 3 (5–6 marks)</b> Answers provide a detailed explanation of two or more effects of discriminatory practice on mental and physical health. Answers are explicitly relevant to Emily'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 (3–4 marks)</b> Answers provide a sound explanation of two or more effects of discriminatory practice on mental and physical health. Answers are mostly relevant to Emily's situation. Answers will be coherent, factually accurate and use appropriate terminology. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 1 (1–2 marks)</b> Answer provides one or more effects of discriminatory practice on mental and physical health. May not be explicitly linked to Emily's situation. 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 =response</b> not worthy of credit</p>

Question	Answer/Indicative Content	Mark	Guidance	
			Content	Levels of response
			<ul style="list-style-type: none"><li>• list like/muddled</li><li>• QWC – low</li></ul>	

Question	Answer	Marks	Guidance
4	<p>(b) <b>Two</b> actions required. <b>One</b> mark each.</p> <p>Any two points from:</p> <p><b>Actions challenging discriminatory behaviour:</b></p> <ul style="list-style-type: none"> <li>• challenge at the time</li> <li>• explain to the staff involved how they are discriminating, to raise their awareness</li> <li>• ask them to reflect on their actions/what they have done</li> <li>• encourage them to speak with Emily and apologise</li> <li>• report what she has seen to the senior nurse on the ward</li> <li>• suggest to the senior nurse that the staff need training to raise awareness of their discriminatory behaviour</li> <li>• refer to the hospital's whistleblowing policy / whistleblow</li> <li>• report to / consult with senior staff/management so they can address the issue</li> <li>• consult unions/ support organisations</li> <li>• contact CQC</li> <li>• help Emily to make her complaint</li> </ul> <p>Accept other appropriate and realistic actions.</p>	<p><b>2</b> (2x1)</p>	<p><b>Annotation:</b> 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>Do not accept:</b></p> <p>Generic answers such as:</p> <ul style="list-style-type: none"> <li>• challenge afterwards through procedures</li> <li>• challenge through long-term proactive campaigning</li> <li>• contact appropriate bodies</li> <li>• treat/look after Emily herself</li> </ul> <p>Must be a specific <u>action</u> that Gennelle would take.</p>

Question	Answer	Marks	Guidance
4	<p>(c) An outline required. <b>Two</b> marks.</p> <p><b>Ways a care organisation could monitor the care it provides:</b></p> <p><b>Complaints procedure</b> – allows analysis of number and type of complaints</p> <p><b>Comment boxes</b> – allows anonymous feedback about care provided from individuals who have received care</p> <p><b>Service user forums/groups</b> – to gain feedback / views</p> <p><b>Surveys/questionnaires</b> – for analysis of the standards of care provided</p> <p><b>Staff meetings</b> – to share concerns / share good practice / to communicate the needs of individuals requiring care</p> <p><b>Quality assurance procedures</b> - appraisals, reviews, mentoring to ensure staff understand good practice</p> <p><b>Ask service users</b> – to find out about how satisfied they are with their care / how they were treated / if they have any complaints</p> <p><b>Ask staff</b> – to gather views about the quality of care provided</p> <p><b>Mentoring</b> – experienced staff monitor and provide guidance</p> <p>Must be a ‘way’ that the <u>organisation</u> would use to <u>monitor</u> care provided.</p>	2 (2x1)	<p><b>Annotation:</b> 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="1451 448 1816 528" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p><b>One mark</b> for identification of a ‘way’ <b>One mark</b> for the description</p> <p><b>Do not credit:</b></p> <ul style="list-style-type: none"> <li>• observations</li> </ul>

Question	Answer		Marks	Guidance																																	
5	<table border="1"> <thead> <tr> <th data-bbox="309 236 999 268">Situations:</th> <th colspan="2" data-bbox="1005 236 1279 268">Answer</th> </tr> </thead> <tbody> <tr> <td data-bbox="309 272 999 405">A care assistant asks a student, who is on work experience, to help her use a hoist to move a patient as she is not allowed to lift a patient on her own.</td> <td data-bbox="1005 272 1167 405">breach of H&amp;S</td> <td data-bbox="1173 272 1279 405">3</td> </tr> <tr> <td data-bbox="309 410 999 510">Aftab has not been given a Zimmer frame to help him to walk so he has to spend most of the day in bed or in a chair.</td> <td data-bbox="1005 410 1167 510">inadequate care</td> <td data-bbox="1173 410 1279 510">1</td> </tr> <tr> <td data-bbox="309 515 999 616">Martin works at a residential school for young people with learning disabilities. 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He enjoys confusing them and often makes fun of them.	abuse	2	Charles is given his coffee by a care assistant in a plastic drinking cup with a lid and spout, she says 'there you are dear, that will stop you spilling it'.	being patronising	4	A care worker does some shopping for Janice who is 81 and always keeps the change. Janice has dementia so doesn't seem to notice or be bothered about small amounts of money missing each time.	abuse	2	Residents of a care home are allowed to wear their dirty clothes for several days in a row if they want to. This gives them freedom of choice.	inadequate care	1	Producing a care plan using simplified vocabulary for an individual with learning difficulties.	effective comms	6	Meals and drinks are provided in a care home at the same times every day. 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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>
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