

Cambridge TECHNICALS LEVEL 3

Cambridge
TECHNICALS
2016

HEALTH AND SOCIAL CARE

Combined feedback on the January 2017 exam
paper (including selected exemplar candidate
answers and commentary)

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

Version 2

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INTRODUCTION

This resource brings together the questions from the January 2017 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 Question 5a.

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 11 January 2017 – Afternoon
Time allowed: 1 hour 30 minutes

You must have:
• none

First Name: [] Last Name: []
Centre Number: [] Candidate Number: []
Date of Birth: []

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.
- Additional paper may be used if required but you must clearly show your candidate number, centre number and question number(s).

INFORMATION

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

| FOR EXAMINER USE ONLY | |
|-----------------------|-----------|
| Question No | Mark |
| 1 | (10) |
| 2 | (15) |
| 3 | (10) |
| 4 | (15) |
| 5 | (10) |
| Total | 60 |

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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 2017

Oxford Cambridge and RSA Examinations

OCR
Oxford Cambridge and RSA

Cambridge Technicals
Health and Social Care

Level 3 Cambridge Technicals Certificates in Health and Social Care
05830, 05831

Level 3 Cambridge Technicals Diplomas in Health and Social Care 05832, 05833, 05871

OCR Report to Centres January 2017

Oxford Cambridge and RSA Examinations

GENERAL EXAMINER COMMENTS ON THE PAPER

For the first series of this examination unit, the majority of candidates attempted all of the questions. Those candidates who had clearly learned and understood the subject content were able to demonstrate the breadth and depth of their knowledge, particularly for the levelled response questions.

To enable candidates to achieve high marks, centres need to reference the Learning Outcomes in the specification to guide the candidates about the terminology and specialist vocabulary that will be used in the questions. In this paper, for example, LO3 national quality assurance initiatives, LO1 types of support networks, LO1 values of care and LO2 disempowerment were areas that some candidates seemed unfamiliar with.

Centres also need to guide candidates to follow the question command verb in order to help them to interpret the requirements correctly. Those candidates who paid full attention to the command verbs, correctly 'describing', 'explaining', 'analysing' and 'identifying' were able to give accurate responses that fully addressed the demand of the questions.

Some candidates extended their responses on to additional paper; it is very helpful for examiners if candidates indicate at the end of the question that it is being continued on the extra paper. It is a concern that for some centres these extra pages were often not securely attached to the examination paper, especially as some candidates did not write their name, candidate number or centre on the extra pages.

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>

Question 1

- 1 Following an inspection, Beach View Adult Nursing Home has been graded as 'Outstanding' by the Care Quality Commission (CQC).

Read the extract below taken from the inspection report, then answer question 1(a).

Residents told us they enjoyed the food and were provided with suitable amounts of food and drink of their choice.

A flexible approach to mealtimes was used to ensure residents could access suitable amounts of food and drink that met their individual preferences. This helped residents to maintain healthy weights.

Health care professionals were contacted when additional support and help was required to ensure resident's health care needs were met.

Beach View - Outstanding Inspection Report

- (a) Which **three** of the following are examples of good practice during meal times at Beach View Adult Nursing Home?

Tick **three** boxes only.

☐

To promote equality all residents have the same food at mealtimes.

☒

Staff offer privacy to those who have difficulties eating; for example they can eat their meal in their own room.

☐

At dinner residents are encouraged to restrict their fluid intake, this helps the residents avoid having to make toilet visits during the night.

☐

Relatives and friends are discouraged from visiting during meal times.

☐

Meal times are:
breakfast 8 – 8.45am, lunch 12 – 12.45pm, dinner 6 – 6.45pm

☒

Residents are provided with paper serviettes, rather than bibs, to protect clothing.

☐

Staff make sure all food provided is soft and does not require much chewing, because some residents have difficulties with chewing and swallowing.

☒

Staff make sure food is available and accessible between mealtimes.

[3]

- (b) State **three** ways that national quality assurance initiatives, such as Care Quality Commission inspections, can help to improve practice in health and social care services.

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

..... Any three points from:

2..... **National initiatives - impact on practice:**

- • encourages a person-centred approach to care and provision
- • individual needs met – checks/monitors/standards
- 3..... • promotes empowerment
- • promotes accessible services
- • provides a system of redress if rights are breached/poor treatment
- • sets out the standards of care required
- • provides clear guidelines for practitioners to follow
- • raises standards of care by monitoring service provision
- • identifies policies organisational policies required - bullying, confidentiality, equal opportunities, data handling
- • targets set so care settings know how to improve
- • provides guidance / advice on how to improve and achieve high standards
- • inspection reports identify good practice / what needs improving
- • identifies where staff training is needed
- • ensures legislation is being followed / law upheld

[3]

- (c) Give **two** ways that staff could maintain confidentiality at Beach View Adult Nursing Home.

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

..... Any two ways from:

2..... **Ways of maintaining confidentiality:**

- • residents personal notes being stored securely – example of this
- • information only shared on a 'need to know' basis (accept
- • named circumstances for disclosure) i.e. doctors / family directly
- • involved in caring for the individual
- • staff not discussing a resident where others can hear
- • use a private office/room for meeting with the resident or their family to discuss treatment or care
- • staff not gossiping to friends/family about a residents circumstances
- • clear policies

[2]

Accept other appropriate ways.

- (d) Identify **two** values of care, other than confidentiality, that staff at Beach View Adult Nursing Home should apply in their day-to-day work.

- 1 **Two required. One mark each.**
- 2
 - Promoting equality and diversity
 - Promoting individual rights and beliefs [2]

Mark scheme guidance

1 (a)

Annotation:

The number of ticks must match the number of marks awarded.

For an **incorrect** answer use the **cross**.

No other answers are acceptable.

If more than three boxes are ticked:

Mark the first three only.

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

1 (b)

Annotation:

The number of ticks must match the number of marks awarded.

For **incorrect** answers use the **cross** or appropriate annotation from the following:



Do not accept:

- providing Halal meals
- provides training
- obtains service user views / feedback

Not looking for specific suggestions for improving practice – looking for 'ways' (i.e. how) practice is influenced, checked or monitored

1 (c)

Annotation:

The number of ticks must match the number of marks awarded.

For **incorrect** answers use the **cross** or appropriate annotation from the following:

**Do not credit:**

“not tell anyone anything” or similar – confidentiality does have to be broken in certain circumstances

1 (d)

Annotation:

The number of ticks must match the number of marks awarded.

For **incorrect** answers use the **cross** or appropriate annotation from the following:

**Can accept just:**

- promoting equality **OR** promoting diversity (only credit one)
- promoting rights **OR** promoting beliefs (only credit one)

Do not accept:

- early years values of care
 - ‘equality and diversity’
 - ‘rights and beliefs’
- } Must state ‘**promoting**’/‘**Maintaining**’

Examiner comments

1(a)

Most candidates were able to gain at least two marks. Making sure ‘all food provided is soft’ was the most common incorrect response.

1(b)

Candidates generally found this question challenging. Many misread the question and wrote about ways individuals or settings could improve their practice. The response needed to focus on the impact national initiatives have on care settings, which is how they can help to improve practice. Examples include - setting standards, providing guidelines, identifying training needs, producing inspection reports that indicate where improvements are required and checking that legislation is being implemented. Candidates who were able to give specific examples and, in some cases, with reference to particular initiatives, such as the Care Certificate, were able to gain full marks.

1(c)

Well answered by the majority of candidates. There were, however, some very vague responses such as ‘keep information safe’ without saying how, ‘do not tell anyone a resident’s private information’ without recognising that sometimes information has to be shared on a need to know basis.

1(d)

Many candidates seemed to be unfamiliar with the values of care; they were unable to accurately name the individual values of care, with many responses missing out key vocabulary, for example, ‘promoting’ or ‘equality’. The values of care are outlined in section 1.2 of LO1 in the specification for this unit.

Question 2

- 2 Dharshini is 4 years old. At nursery school she is very quiet and withdrawn. Her teacher has noticed that she avoids playing and talking with some of the children in her class.

(a) How should the nursery teacher respond to this situation? Choose the **three** most appropriate actions from the list below.

Tick **three** boxes only.

- ☒ Consult with a senior member of staff to check how to deal with the situation – the other children might be bullying Dharshini.
- ☐ Ask all the nursery school staff to observe Dharshini to make sure she is ok.
- ☐ Tell Dharshini that she needs to be more outgoing and play with the other children.
- ☒ Have an informal chat with Dharshini to find out if there is anything worrying her.
- ☒ Phone Dharshini's parents to discuss the situation.
- ☐ Make Dharshini take part in group activities to help improve her social skills.
- ☐ Record the behaviours in a private diary.
- ☐ Wait to see if she gets better – she is probably just going through a 'quiet phase'.

[3]

(b)* Justify your choice of answers for question 2(a).

Examples of justification:

- It is important to keep senior staff informed. There may be a potential problem that needs to be dealt with, such as bullying. The senior staff may be aware of additional information about the child which may be shared on a 'need to know' basis. Senior staff will know how to deal with the situation and provide advice. Senior staff will know how to deal with the situation / give advice.
- An informal chat would help Dharshini to confide in the teacher, who needs to know why she doesn't enjoy playing and talking with the others.
- There may be an important reason why Dharshini does not want to play with the others. For example she could be a victim of bullying or being picked on by the others. If so, this issue would need to be addressed by the nursery teacher.

- A conversation with parents may throw light on the situation. She may just be a quiet individual or there might be something happening at home that is causing her to withdraw e.g. birth of a new sibling, parents separating, an illness or bereavement in the family etc.
- Legal obligations/following policies / working in partnership with parents.

This list is not exhaustive, accept other appropriate justification.

[8]

(c)* It has been found that Dharshini is being bullied by children in her class.

Describe **one** way that the nursery staff could challenge this discriminatory behaviour.

Ways of challenging discriminatory behaviour:

Challenge at the time

- explain to the children how they are discriminating, to raise their awareness
- make the children reflect on their actions/what they have done
- encourage the children to apologise

Challenge afterwards through procedures

- refer the children and their parents/carers to the nursery schools' bullying policy
- instigate disciplinary action against the children – e.g. exclusion - makes them aware of the seriousness of the issue; provides a basis for changing individual's attitudes
- consult with senior staff to address the issue

[4]

Challenge through long-term proactive campaigning

- deliver awareness sessions about bullying for all of the children
- informing parents and children about the nursery's bullying policy
- staff training – to raise awareness of correct ways of working to address the issue

Only **one** way required.

Mark scheme guidance

2 (a)

Annotation:

The number of ticks must match the number of marks awarded.

For an **incorrect** answer use the **cross**.

No other answers are acceptable.

If more than three boxes are ticked:

Mark the first three only.

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.

2 (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 justification.</p> <p>Level 3 checklist</p> <ul style="list-style-type: none"> • detailed justification of at least two of the chosen answers • related to Dharshini • clear understanding of the situation will be evident • well-developed line of reasoning • logically structured • QWC – high <p>Level 2 checklist</p> <ul style="list-style-type: none"> • sound justification of one or two of the chosen answers • related to Dharshini • understanding of the situation will be evident • a line of reasoning in the most part relevant • QWC – mid <p>Level 1 checklist</p> <ul style="list-style-type: none"> • descriptive (upper end) list like (low end) • lacking an understanding of the situation • basic information presented in an unstructured way • may not be specifically linked to Dharshini • QWC – low <p>Credit valid justification points if 2(a) is incorrect Do not credit any re-iteration of the situation.</p> | <p>Level 3 (7-8 marks)</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>Level 2 (4-6 marks)</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 noticeable errors of grammar, punctuation and spelling.</p> <p>Sub-max of 4 – for one justification done well.</p> <p>Level 1 (1-3 marks)</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>0 marks = response not worthy of credit</p> |

2 (c)

| 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>Level 2 checklist</p> <ul style="list-style-type: none"> • detailed description of a relevant example / way • example/way fully relates to the situation • well-developed, clear and logically structured • QWC – high <p>Level 1 checklist</p> <ul style="list-style-type: none"> • limited / basic description • likely to identify several ways with little or no description • may not link to the situation • limited structure • QWC – mid-low <p>Do not credit:</p> <ul style="list-style-type: none"> • go to the press / TV • sack Dharshini's teacher • books in different languages/menu choices/disability access/celebrating cultures • any re-iteration of the situation. | <p>Level 2 (3–4 marks)</p> <p>Answer provides a detailed description of how discriminatory behaviour could be challenged. Description will clearly relate to the context. Answers will be coherent, and factually correct. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 1 (1–2 marks)</p> <p>Answer provides a limited or basic description of how of how discriminatory behaviour could be challenged. Answers may not link to the context. List like or muddled answers should be placed in this band. Errors of grammar and spelling may be noticeable and intrusive.</p> <p>0 marks = response not worthy of credit</p> <p>Annotation:</p> <p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p>SEEN</p> <p>for a zero mark response</p> |

Examiner comments

2(a)

Well answered by the majority of candidates who gained at least two marks out of the three available. The most common incorrect answers were 'make Dharshini take part in group activities' and 'ask all the nursery staff to observe' and 'record ... in a private diary'.

2(b)

Good answers were provided when candidates developed their justification with clear reasons why they would take the actions. For example, informing senior staff, this was expanded upon by explaining they would have the experience and knowledge to provide advice and may know additional information about Dharshini's circumstances. Weaker responses just 'reworded' or repeated the wording of their 2(a) choices, or described the situation rather than giving any justification for the chosen actions.

2(c)

This question required a description of 'one way' discriminatory behaviour could be challenged. Candidates who gave multiple ways with little or no description limited their marks to level 1. The answer needs to be developed to achieve level 2, giving some description of how the action taken would raise awareness, educate or follow procedures to deal with the situation. Some answered incorrectly on way of promoting equality and diversity rather than dealing with bullying, which was in fact the focus of the question.

Question 3

- 3 Key aspects of current legislation are listed in the table below. Match each key aspect with the correct piece of legislation.

Choose the legislation from the list of options numbered 1-8 below the table.

Write your chosen number in the answer column.

Each option may be used once, more than once, or not at all.

| Key aspects of current legislation Choose an answer from the list of options below | | Answer number |
|---|---|------------------|
| (a) | Local authorities have a primary responsibility to promote individual wellbeing. | 1 |
| (b) | All adults have the right to make their own decisions. | 5 |
| (c) | Encourages partnership working, information should always be shared between agencies. | 6 |
| (d) | Individuals have the right to find out what information organisations store about them. | 7 |
| (e) | Brought together previous legislation that protected people from discrimination. | 4 |
| (f) | Empowers and protects vulnerable people who are unable to make their own decisions. | 5 |
| (g) | Identifies nine protected characteristics. | 4 |
| (h) | Staying safe, being healthy, enjoying and achieving, make a positive contribution and economic well-being are universal ambitions for every child and young person, whatever their background or circumstances. | 6 |
| (i) | Local clinical commissioning groups are responsible for health service provision. | 3 |
| (j) | Prohibits both direct and indirect discrimination, harassment and victimisation. | 4 |

List of options:

1. The Care Act 2014
2. Children and Families Act 2014
3. The Health and Social Care Act 2012
4. The Equality Act 2010
5. The Mental Capacity Act 2005
6. The Children Act 2004
7. The Data Protection Act 1998
8. The Human Rights Act 1998

[10]

Mark scheme guidance

Annotation:

The number of ticks must match the number of marks awarded.

For an **incorrect** answer use the **cross**.

Accept the answer number or the correct name of the Act from the list.

No other answers are acceptable.

If more than one answer number or Act is given:

No mark should be awarded.

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

It is important that candidates realise that only one answer should be given in each box. If more than one number is written in a box, zero marks are awarded. If a candidate needs to change their answer, the incorrect one should be clearly crossed out and the alternative answer clearly written next to it.

Question 4

- 4 Read the following case study, then answer questions 4(a), 4(b) and 4(c)

Martin lives in a small community home with four other people. Martin has multiple learning disabilities and requires full support for both his physical and social/emotional well-being. Let's share a moment with Martin to try and understand what life is like for him.

How I spent my morning!

I was woken up by a staff member at 6:30am as usual. She switched the radio onto Radio One and turned it up nice and loud. She was really helpful and chose my clothes for me. Two carers helped me into the bath and it was very interesting hearing all about the new pub they'd been to. I can't remember the last time I went to a pub so it was good to hear all about it.

So here I am sat in the same seat at the breakfast table. I have sat in this seat for the past ten years – I have never complained so I must like it? I wait for half an hour for the others to join me and have my usual breakfast of Weetabix. The toast looks nice. I wonder what it tastes like?

I drink my lukewarm tea – I am not able to have a hot cup because of something called a risk assessment, although I am not sure what that means. It must be important.

After breakfast I sit in the lounge and watch television. News Today must be my favourite programme because I watch it at the same time every morning. Most of my days are like this. I would like to go out and meet more people, but I know it is difficult for the staff as they are really busy.

Adapted from: <http://www.brandontrust.org/media/61383/i-am-not-a-task.pdf>

- (a) Give **three** examples of discriminatory practice from the case study above.

- 1..... One mark for each correct example, **three** required.
- **Discriminatory practice in the case study:**
- 2.....
- staff choice of radio station
 - staff choice of wake-up time
 - staff choice of clothes – Martin not asked
 - not involving Martin in conversation during his bath / carers not interacting with him
- 3.....
- ignoring Martin while bathing him
 - Martin not consulted about where to sit for breakfast
 - not individualised care – Martin had to wait 30 mins until the others were all ready for breakfast
 - Martin not given a choice of what to have for breakfast
 - prevented from having a hot drink – no adaption for Martin's needs e.g. insulated cup, supervision
 - Martin not given opportunity to choose TV programme
 - no choice of activity – TV every day
 - social deprivation, same activities with same people every day
 - all activities 'routine' so no stimulation or variety of experience for Martin
- [3]

- carers not explaining the risk assessment to him / blaming risk assessment
- carers stereotyping / labelling him

Accept other appropriate relevant **examples**.

(b) Identify **three** rights that have not been maintained for Martin.

1..... **One** mark for each correct answer, **three** required.

2..... choice

3..... equal and fair treatment

consultation

protection from harm and abuse

[3]

(c)* Explain the possible impact of discriminatory practice on Martin. Use the following headings.

Poor health and well-being

Poor health and well-being:

- dehydration if Martin doesn't like drinking the lukewarm tea or other drinks he is given without consultation
- malnutrition if he stops eating breakfast due to boredom or dislike of what is provided e.g. Weetabix / eating disorders
- self-harm due to depression / lack of stimulation / social interaction
- mental health issues
- general health could deteriorate due his poor treatment, could become depressed, unfit, lack exercise, weight gain

Disempowerment

Disempowerment:

- Martin could feel marginalised / unimportant
- feel a lack of control over his life
- could become disengaged with life, loose interest
- demoralised, not want to bother doing anything
- think his carers know best, just accept whatever happens / doesn't complain
- may lead to behaviour changes, may become aggressive or unco-operative
- lack of independence / feels he can't make decisions

Low self-confidence**Low self-confidence:**

- the way he is treated restricts his opportunities and prevents him gaining any confidence / does not help to empower him
- could develop low self-esteem, feel he is not capable of doing anything
- feel frustrated because he isn't allowed to do anything for himself
- learned helplessness / 'induced disability' / loose motivation
- doesn't have the courage / scared to tell them what he wants / needs

Accept other appropriate relevant explanations.

Can be interchangeable, but not repeats.

[9]

Mark scheme guidance

4 (a)

Annotation:

The number of ticks must match the number of marks awarded.

For **incorrect** answers use the **cross** or appropriate annotation from the following:



Answers should provide a practical **example** of discriminatory practice.

Do not accept:

- repetition of rights from part (a) answer must be an example
- example must be from / relevant to the case study
- vague statements such as 'he was treated unfairly' 'no choice'
- a description of what discriminatory practice is e.g. labelling, prejudice, stereotyping
- re-iteration of the case study

4 (b)

Annotation:

The number of ticks must match the number of marks awarded.

For an **incorrect** answer use the **cross**.

No other answers are acceptable.

Do not accept:

- confidentiality
 - right to life
- rights have to be relevant to this case study

If more than one right is given on each line:

Mark the first response on each line

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.

4 (c)

Annotation:

The number of ticks must match the number of marks awarded.

For **incorrect** answers use the **cross** or appropriate annotation from the following:



Mark for the explanation, not for specific points.

Three marks:

- a full and detailed explanation
- clear understanding of the impact is demonstrated
- logical and relevant information linked to Martin
- QWC – high

Two marks:

- a sound explanation
- some understanding of impact demonstrated
- mostly relevant to Martin
- QWC – mid

One mark:

- a simplified explanation which lacks clarity
- basic information / list of effects
- limited relevance
- QWC – low

Do not credit:

- simple re-iteration of the situation
- definitions of the terms

Examiner comments

4(a)

Many candidates just repeated sections from the case study – sometimes going on to extra paper to do so. This was unnecessary. Candidates should be guided by the number of answer lines provided for their answer. Some candidates' responses just listed rights. Good correct responses clearly gave a specific example of discriminatory staff practice, such as 'staff not allowing Martin to choose what he wants to eat for breakfast'.

4(b)

Very well answered by the majority of candidates. Marks were lost when candidates stated rights that were not appropriate to the case study, such as 'confidentiality', which was not a relevant issue here.

4(c)

There were some very good responses gaining full or almost full marks, this was where the candidate kept their focus on the impacts for Martin. Often candidates used specific examples of physical, emotional and social impacts to develop their explanations, these included lack of exercise leading to being unfit or overweight, lack of motivation/stimulation, feeling worthless, lack of independence. All of which clearly link to the headings provided.

Some candidates repeated information directly from the case study, re-telling Martin's story, often causing them to write unnecessarily at length on extra paper, this work rarely gained any marks. Some candidates limited their marks by giving definitions of the terms in the headings provided, this was not required and did not gain any marks.

Question 5

- 5 Willowfield Day Centre provides activity sessions and lunch for young people with physical disabilities. The young people who attend are culturally diverse.

(a)* Identify and analyse ways staff at the day centre could promote equality and diversity.

Promoting Equality:

- all to be treated fairly irrespective of age, race, gender, religion, disability, ethnicity, sexuality etc
- everyone given the same choices and opportunities regardless of differences
- treating people according to their needs
- ensuring all areas and resources are accessible to all – ramps, automatic doors, hearing loop, sign language, information in different formats and languages
- non-discriminatory language and behaviour e.g. no racist, sexist comments or actions
- not patronising or excluding individuals
- challenging discrimination – if a care worker witnesses any discriminatory behaviour it would be reported, and challenged with the individual concerned

Promoting diversity:

- recognition of differences / everyone is seen as being different / differences are valued
- activities/resources/food reflect different cultures/beliefs/faith
- celebrate range of festivals with the young people
- Providing for individual dietary, cultural, religious, mobility, needs:
 - meals e.g. Halal, kosher, diabetic, gluten free, vegetarian etc.
 - meet cultural, religious requirements e.g. female care assistant
 - mobility – activities accessible by all, transport provided, trips to wheelchair accessible venues etc.
 - communication needs – info in Braille, hearing loop, staff who can sign

Do not credit: 'Treating all the young people the same'.

[7]

- (b) Three types of support networks for young people with disabilities are listed below.
Give **one** different example of a support provider for each of the networks listed.

Advocacy services

Support groups

Informal support

Three examples required. **One** mark each.

Advocacy services

- SEAP
- MENCAP
- Empower Me
- British Institute of Learning Disabilities
- CAB
- NSPCC
- social services

Support groups

- MIND
- Headway
- Childline
- NSPCC
- CAB
- CAMHS
- Faith groups

Informal support

- friends
- family
- neighbours

Accept other appropriate examples.
NO REPEATS

[3]

Mark Scheme Guidance

5 (a)

| 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 analysis.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 – checklist</p> <ul style="list-style-type: none"> • detailed analysis • at least two ways • ways explicitly relevant to the young people with disabilities and/or culturally diverse • QWC – high <p>Level 2 – checklist</p> <ul style="list-style-type: none"> • sound analysis • ways are mostly relevant to the young people with disabilities • QWC – mid <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • Likely to identify ways with little or no analysis • basic information • limited relevance to young people with disabilities • List like/muddled • QWC - low | <p>Level 3 (6–7 marks) Answers provide a detailed analysis of at least two ways of promoting equality and diversity. Answers are explicitly relevant to a day centre for young people with physical disabilities and a culturally diverse demographic. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (3–5 marks) Answers provide a sound explanation of one or two ways of promoting equality or diversity. Some relevance to the setting. Answers will be coherent, factually accurate and use appropriate terminology. There may be some noticeable errors of grammar, punctuation and spelling. Sub-max of 4 for one way done well</p> <p>Level 1 (1–2 marks) Answer provides way(s) of promoting equality and/or diversity. May not be explicitly linked to the setting. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p>0 marks = response not worthy of credit</p> |

5 (b)

Annotation:

The number of ticks must match the number of marks awarded.

For **incorrect** answers use the **cross** or appropriate annotation from the following:

**If more than one example is given on each line:**

Mark the first response on each line

Do not accept:

- Age UK
- NICE
- OFSTED
- Advocate
- 'carer' for informal support

Examiner comments

5(a)

A large number of candidates did not analyse the ways they suggested. Many were able to give numerous ways that staff at the day centre could promote equality and diversity, but without analysis - the key command verb in this question – so marks were limited to level 1. Some candidates also did not make any reference to young people with disabilities who were the focus of the question. Making adaptations to ensure the day centre and activities provide access and inclusivity for the young people was rarely referred to.

Common good responses included, treating for individual needs by foods/halal, vegetarian, prayer rooms to provide acceptance and respect for differences, feeling included, or access for all by providing ramps and wide door for wheelchair users and adapting activities e.g. wheelchair football to provide equal opportunities for all so no one is excluded.

For levelled questions such as this one, where 'ways' are required, candidates need to focus on two ways and provide a detailed analysis of those two ways. If done well, this would enable them to achieve high marks.

5(b)

Many candidates were familiar with support networks and were able to gain full marks. However, some candidates seemed to lack this knowledge and gave examples of rights or values of care. This question states the support networks should be for young people, so candidates who stated 'Age UK' did not gain a mark, this was a frequent incorrect answer. Other common incorrect responses were for informal support, examples include 'teacher', 'nurse' and 'counsellor'.

Exemplar candidate work

Question 5a – Low level answer

Low level answer

- 5 Willowfield Day Centre provides activity sessions and lunch for young people with physical disabilities. The young people who attend are culturally diverse.

(a)* Identify and analyse ways staff at the day centre could promote equality and diversity.

Staff at the day centre could promote equality and diversity by celebrating different religions culture. for example on christmas they should have a christmas party which would allow the rest of the students to take part and know what happens. Another example could be celebrating with having posters in different languages so all people are able to read it and understand. They should have a variety of staff who are able to translate to other

[7] 2

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|---|---|---|
| 5 | a | languages. They can promote equality by treating all students equally regardless of race, gender culture, all students would be treated according to their needs. |
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Commentary

The candidate has identified 'celebrating different religions culture for example christmas they should have a christmas party' (sic) as a way of promoting equality and diversity. There is no analysis of how this would promote equality and diversity, just a statement that this 'would allow the rest of the students to take part and know what happens'. This does not address the question of how equality and diversity can be promoted as the benefits of 'taking part' and 'knowing 'what happens have not been given.

Other 'ways' are then listed. 'Posters in different languages' – no suggestion is given of the content of the posters or what having the posters in different languages would achieve. Staff who 'are able to translate to other languages' – again no detail or analysis of how this would promote equality or diversity. 'Treating all students equally regardless of race, gender, culture' – examples of how students could be treated with equality are not provided. 'All students would be treated according to their needs' – no details are provided of how this could be achieved.

Analysis of how having the posters / multilingual staff / ways of meeting needs promote equality and diversity is required for a higher mark. Also the answer does not address the needs of students with physical disabilities at all, as it focusses on culture.

To gain more marks the answer needs developing to provide further detail of how the ways promote equality and diversity. For example suggesting a 'way' of meeting individual needs such as by providing appropriate meals - halal, vegetarian, Kosher with some detail about how this promotes acceptance and respect for differences. Also the candidate has not referred to the fact that the students have physical disabilities. Providing wheelchair access for all by having ramps is a 'way' that could have been suggested.

For levelled questions such as this one, where 'ways' are required, candidates answers need to focus on two ways and provide some analysis of those two ways, this would enable them to achieve middle level marks. Multiple ways with limited or no analysis will not gain as many marks and the response will only achieve marks in the lower mark band.

Question 5a – Medium level answer

Medium level answer

- 5 Willowfield Day Centre provides activity sessions and lunch for young people with physical disabilities. The young people who attend are culturally diverse.

(a)* Identify and analyse ways staff at the day centre could promote equality and diversity.

This is a candidate style answer.

Promoting equality and diversity in the day centre can be done by having wheelchair access available. Having a range of foods available from different cultures and vegetarian options will make everyone feel they are accepted and welcome at the centre and will introduce all the young people to food from different cultures which improves their understanding of differences.

A range of activities should be available.

4 marks

[7]

Commentary

The candidate has provided a sound analysis of one way of promoting equality and diversity. The answer was awarded the 'sub-max' of 4 marks for one 'way' done well. The 'way' suggested is having a range of different foods available. The analysis provided suggests this is a way of introducing the young people to a range of cultures with the aim of improving their understanding and acceptance of differences.

The candidate also states two other ways of promoting equality and diversity, that is 'having wheelchair access available' and a 'range of different activities should be available'. The candidate does not provide any further detail or analysis of these two ways. So it is not clear how they would promote equality and diversity.

For this answer to gain higher marks one of the additional ways requires development. Suggestions for how wheelchair access could be provided are needed, for example wide doorways, access ramps. How this promotes equality and diversity should be detailed in the answer, for example enabling everyone to enter the building without difficulty or having to ask for assistance. This would show respect and make them feel welcome and valued.

The candidate suggests that a 'range of activities should be available'. This is a very vague statement with no analysis or further detail. To gain marks the candidate needs to suggest a specific activity or types of activities and how those activities can promote equality and diversity.

Where 'ways' are required, candidates answers need to focus on two ways and provide detailed analysis of those two ways, this would enable them to achieve higher level marks.

Question 5a – High level answer

High level answer

- 5 Willowfield Day Centre provides activity sessions and lunch for young people with physical disabilities. The young people who attend are culturally diverse.

(a)* Identify and analyse ways staff at the day centre could promote equality and diversity.

The staff at the day centre could promote equality and diversity by having a range of food for everyone because some people are vegetarian or only eat halal meat, if substitutes are available it will make the young people feel welcome and wanted rather than de-valued. The staff also need to ensure that the Day centre is accessible to all people, this means that doors need to be wide enough for wheelchair users and gaps in between tables also need to be big enough. [7] 7

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| 5 | a | <p>If the Day centre isn't accessible for all young people who wish to go to the sessions then the individuals will feel isolated and left out which can be upsetting for them and embarrassing. When providing activity sessions the staff need to take into consideration the disabilities that the service users have and whether that activity is suitable for them and if if not how they can adapt that activity. This is important to ensure that everyone has equal access to each activity, it is important that</p> <p>the people attending the sessions are given equal opportunity in regards to the activities available because it will ensure that they do not feel any less valued than the other people.</p> |
|---|---|--|

Commentary

The candidate has provided ways of promoting equality and diversity with analysis that is relevant to young people with physical disabilities and who are culturally diverse.

The first way identified is having a 'range of food available' and the analysis given includes specifying vegetarian and Halal to meet individual needs and goes on to say that this will enable the individuals to feel 'welcome and wanted' rather than de-valued.

The candidate then goes on to identify a second 'way' of promoting equality and diversity this focusses on the access needs of the young people with physical disabilities. Practical examples of ensuring access for all are given – wide doorways and space between tables for wheelchair users and staff adapting activities so that everyone has an equal opportunity to take part. The analysis also includes points about making all individuals feel valued and avoiding making some individuals feel isolated and 'left out' and also avoiding upset and embarrassment if they cannot take part.

The candidate has addressed all aspects of the question. The answer includes ways that are clearly identified and analysed in the context of lunch and activities for individuals with physical disabilities.

For levelled questions such as this one, where 'ways' are required, candidates should focus on two ways and provide a detailed analysis of those two ways. The candidate has done this enabling high Level marks to be achieved.



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