

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

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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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Question	Answer	Marks	Guidance						
1	<p data-bbox="230 228 275 260">(a)</p> <p data-bbox="304 228 958 260">One mark for each correct answer, three required.</p> <table border="1" data-bbox="304 373 1189 707"> <tbody> <tr> <td data-bbox="304 373 432 485">✓</td> <td data-bbox="432 373 1189 485">staff offer privacy to those who have difficulties eating; for example they can eat their meal in their own room</td> </tr> <tr> <td data-bbox="304 485 432 596">✓</td> <td data-bbox="432 485 1189 596">residents are provided with serviettes, rather than bibs, to protect clothing</td> </tr> <tr> <td data-bbox="304 596 432 707">✓</td> <td data-bbox="432 596 1189 707">staff make sure food is available and accessible between mealtimes</td> </tr> </tbody> </table>	✓	staff offer privacy to those who have difficulties eating; for example they can eat their meal in their own room	✓	residents are provided with serviettes, rather than bibs, to protect clothing	✓	staff make sure food is available and accessible between mealtimes	<p data-bbox="1279 228 1346 292">3 (3x1)</p>	<p data-bbox="1397 228 2007 323">Annotation: The number of ticks must match the number of marks awarded.</p> <p data-bbox="1397 363 1917 395">For an incorrect answer use the cross.</p> <p data-bbox="1397 499 1865 531">No other answers are acceptable.</p> <p data-bbox="1397 635 1895 699">If more than three boxes are ticked: Mark the first three only.</p> <p data-bbox="1397 738 2074 970">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.</p>
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Question		Answer	Marks	Guidance
1	(b)	<p>Three ways required. One mark each.</p> <p>Any three points from:</p> <p>National initiatives - impact on practice:</p> <ul style="list-style-type: none"> • encourages a person-centred approach to care and provision • individual needs met – checks/monitors/standards • 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 	<p>3 (3x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;">  </div> <p>Do not accept:</p> <ul style="list-style-type: none"> • providing Halal meals • provides training • obtains service user views / feedback <p>Not looking for specific suggestions for improving practice – looking for ‘ways’ (i.e. how) practice is influenced, checked or monitored</p>

Question	Answer	Marks	Guidance
1	<p>(c) Two ways required. One mark each.</p> <p>Any two ways from:</p> <p>Ways of maintaining confidentiality:</p> <ul style="list-style-type: none"> • 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 <p>Accept other appropriate ways.</p>	<p>2 (2x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>Do not credit:</p> <p>“not tell anyone anything” or similar – confidentiality does have to be broken in certain circumstances</p>

Question		Answer	Marks	Guidance
1	(d)	<p>Two required. One mark each.</p> <ul style="list-style-type: none"> Promoting equality and diversity Promoting individual rights and beliefs 	<p>2 (2x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>Can accept just:</p> <ul style="list-style-type: none"> promoting equality OR promoting diversity (only credit one) promoting rights OR promoting beliefs (only credit one) <p>Do not accept :</p> <ul style="list-style-type: none"> early years values of care 'equality and diversity' } Must state 'rights and beliefs' } 'promoting'/'Maintaining'

Question	Answer	Mark	Guidance						
2	<p data-bbox="230 231 275 263">(a) One mark for each correct answer, three required.</p> <table border="1" data-bbox="304 379 1196 711"> <tbody> <tr> <td data-bbox="304 379 412 491">✓</td> <td data-bbox="412 379 1196 491">consult with a senior member of staff to check how to deal with the situation – the other children might be bullying Dharshini</td> </tr> <tr> <td data-bbox="304 491 412 603">✓</td> <td data-bbox="412 491 1196 603">have an informal chat with Dharshini to find out if there is anything worrying her</td> </tr> <tr> <td data-bbox="304 603 412 711">✓</td> <td data-bbox="412 603 1196 711">phone Dharshini’s parents to discuss the situation</td> </tr> </tbody> </table>	✓	consult with a senior member of staff to check how to deal with the situation – the other children might be bullying Dharshini	✓	have an informal chat with Dharshini to find out if there is anything worrying her	✓	phone Dharshini’s parents to discuss the situation	<p data-bbox="1279 231 1352 296">3 (3x1)</p>	<p data-bbox="1397 231 2007 328">Annotation: The number of ticks must match the number of marks awarded.</p> <p data-bbox="1397 368 1917 400">For an incorrect answer use the cross.</p> <p data-bbox="1397 504 1865 536">No other answers are acceptable.</p> <p data-bbox="1397 639 1895 705">If more than three boxes are ticked: Mark the first three only.</p> <p data-bbox="1397 745 2074 975">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.</p>
✓	consult with a senior member of staff to check how to deal with the situation – the other children might be bullying Dharshini								
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Quest	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
2	<p>b</p> <p>Examples of justification:</p> <ul style="list-style-type: none"> 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 <p>This list is not exhaustive, accept other appropriate justification.</p>	8	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is 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) 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) 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. Sub-max of 4 – for one justification done well</p> <p>Level 1 (1–3 marks) 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>

Question		Answer	Marks	Guidance	
				Content	Levels of response
2	(c)	<p>Ways of challenging discriminatory behaviour:</p> <p>Challenge at the time</p> <ul style="list-style-type: none"> 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 <p>Challenge afterwards through procedures</p> <ul style="list-style-type: none"> 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 <p>Challenge through long-term proactive campaigning</p> <ul style="list-style-type: none"> 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 <p>Only one way required.</p>	4	<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) 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) 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: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>SEEN for a zero mark response</p>

Question	Answer			Marks	Guidance																																	
3	<table border="1"> <thead> <tr> <th data-bbox="304 248 831 284">Key Aspect of current legislation</th> <th data-bbox="837 248 958 284"></th> <th data-bbox="965 248 1149 284">Answer</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 288 831 384">The Care Act 2014</td> <td data-bbox="837 288 958 384">(a)</td> <td data-bbox="965 288 1149 384">1</td> </tr> <tr> <td data-bbox="304 389 831 485">The Mental Capacity Act 2005</td> <td data-bbox="837 389 958 485">(b)</td> <td data-bbox="965 389 1149 485">5</td> </tr> <tr> <td data-bbox="304 489 831 585">The Children Act 2004</td> <td data-bbox="837 489 958 585">(c)</td> <td data-bbox="965 489 1149 585">6</td> </tr> <tr> <td data-bbox="304 590 831 686">The Data Protection Act 1998</td> <td data-bbox="837 590 958 686">(d)</td> <td data-bbox="965 590 1149 686">7</td> </tr> <tr> <td data-bbox="304 691 831 786">The Equality Act 2010</td> <td data-bbox="837 691 958 786">(e)</td> <td data-bbox="965 691 1149 786">4</td> </tr> <tr> <td data-bbox="304 791 831 887">The Mental Capacity Act 2005</td> <td data-bbox="837 791 958 887">(f)</td> <td data-bbox="965 791 1149 887">5</td> </tr> <tr> <td data-bbox="304 892 831 987">The Equality Act 2010</td> <td data-bbox="837 892 958 987">(g)</td> <td data-bbox="965 892 1149 987">4</td> </tr> <tr> <td data-bbox="304 992 831 1088">The Children Act 2004</td> <td data-bbox="837 992 958 1088">(h)</td> <td data-bbox="965 992 1149 1088">6</td> </tr> <tr> <td data-bbox="304 1093 831 1189">The Health and Social Care Act 2012</td> <td data-bbox="837 1093 958 1189">(i)</td> <td data-bbox="965 1093 1149 1189">3</td> </tr> <tr> <td data-bbox="304 1193 831 1289">The Equality Act 2010</td> <td data-bbox="837 1193 958 1289">(j)</td> <td data-bbox="965 1193 1149 1289">4</td> </tr> </tbody> </table>			Key Aspect of current legislation		Answer	The Care Act 2014	(a)	1	The Mental Capacity Act 2005	(b)	5	The Children Act 2004	(c)	6	The Data Protection Act 1998	(d)	7	The Equality Act 2010	(e)	4	The Mental Capacity Act 2005	(f)	5	The Equality Act 2010	(g)	4	The Children Act 2004	(h)	6	The Health and Social Care Act 2012	(i)	3	The Equality Act 2010	(j)	4	10 (10x1)	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For an incorrect answer use the cross.</p> <p>Accept the answer number or the correct name of the Act from the list.</p> <p>No other answers are acceptable.</p> <p>If more than one answer number or Act is given: No mark should be awarded.</p> <p>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.</p>
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4	<p>(a) One mark for each correct example, three required.</p> <p>Discriminatory practice in the case study:</p> <ul style="list-style-type: none"> • 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 • 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 • carers not explaining the risk assessment to him / blaming risk assessment • carers stereotyping / labelling him <p>Accept other appropriate relevant <u>examples</u>.</p>	<p>3 (3x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> ^ TV REP SEEN </div> <p>Answers should provide a practical <u>example</u> of discriminatory practice.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • repetition of rights from part (a) answer must be an <u>example</u> • 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

Question		Answer	Marks	Guidance
4	(b)	<p>One mark for each correct answer, three required.</p> <ul style="list-style-type: none"> • choice • equal and fair treatment • consultation • protection from harm and abuse 	<p>3 (3x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For an incorrect answer use the cross.</p> <p>No other answers are acceptable.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • confidentiality • right to life <p>- rights have to be relevant to <u>this</u> case study</p> <p>If more than one right is given on each line: Mark the first response on each line</p> <p>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.</p>

Question	Answer	Marks	Guidance
4 (c)	<p>Poor health and well-being:</p> <ul style="list-style-type: none"> 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 <p>Disempowerment:</p> <ul style="list-style-type: none"> 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 <p>Low self-confidence:</p> <ul style="list-style-type: none"> 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 <p>Accept other appropriate relevant explanations.</p> <p>Can be interchangeable, but not repeats.</p>	9 (3x3)	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1653 427 2018 507" style="border: 1px solid black; padding: 5px; text-align: center;"> ^ TV REP SEEN </div> <p>Mark for the explanation, not for specific points.</p> <p>Three marks:</p> <ul style="list-style-type: none"> a full and detailed explanation clear understanding of the impact is demonstrated logical and relevant information linked to Martin QWC - high <p>Two marks:</p> <ul style="list-style-type: none"> a sound explanation some understanding of impact demonstrated mostly relevant to Martin QWC - mid <p>One mark:</p> <ul style="list-style-type: none"> a simplified explanation which lacks clarity basic information / list of effects limited relevance QWC - low <p>Do not credit:</p> <ul style="list-style-type: none"> simple re-iteration of the situation definitions of the terms

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
5	(a)	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 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>

Question	Answer	Marks	Guidance
5 (b)	<p>Three examples required. One mark each.</p> <p>Advocacy services</p> <ul style="list-style-type: none"> • SEAP • MENCAP • Empower Me • British Institute of Learning Disabilities • CAB • NSPCC • social services <p>Support groups</p> <ul style="list-style-type: none"> • MIND • Headway • Childline • NSPCC • CAB • CAMHS • Faith groups <p>Informal support</p> <ul style="list-style-type: none"> • friends • family • neighbours <p>Accept other appropriate examples. NO REPEATS</p>	<p>3 (3x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> ^ TV REP SEEN </div> <p>If more than one example is given on each line: Mark the first response on each line</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • Age UK • NICE • OFSTED • Advocate • ‘carer’ for informal support

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