

## **Cambridge Technicals**

### **Health and Social Care**

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

Level 3 Cambridge Technical in Health and Social Care

**05830 - 05833**

### **Mark Scheme for June 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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Question	Answer	Mark	Guidance						
1	<p data-bbox="230 308 286 339"><b>(a)</b> One mark for each correct answer, <b>three</b> required.</p> <table border="1" data-bbox="304 456 1225 788"> <tbody> <tr> <td data-bbox="304 456 432 564">✓</td> <td data-bbox="432 456 1225 564">Note the information on Sarah's confidential personal record file.</td> </tr> <tr> <td data-bbox="304 564 432 673">✓</td> <td data-bbox="432 564 1225 673">Tell the parent that other staff who work with Sarah will need to know about the situation.</td> </tr> <tr> <td data-bbox="304 673 432 788">✓</td> <td data-bbox="432 673 1225 788">Consult with the nursery manager to check how to deal with the situation.</td> </tr> </tbody> </table>	✓	Note the information on Sarah's confidential personal record file.	✓	Tell the parent that other staff who work with Sarah will need to know about the situation.	✓	Consult with the nursery manager to check how to deal with the situation.	<p data-bbox="1294 308 1361 371"><b>3</b> (3x1)</p>	<p data-bbox="1395 308 1568 339"><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p data-bbox="1395 443 1921 475">For an <b>incorrect</b> answer use the <b>cross</b>.</p> <p data-bbox="1395 579 1865 611"><b>No other answers are acceptable.</b></p> <p data-bbox="1395 715 1899 778"><b>If more than three boxes are ticked:</b> Mark the first three only.</p> <p data-bbox="1395 850 2056 1066"><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>
✓	Note the information on Sarah's confidential personal record file.								
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Question		Answer	Marks	Guidance	
				Content	Levels of response
1	(b)	<p><b>Examples of justification:</b></p> <ul style="list-style-type: none"> <li>it is good practice to check how to deal with a situation correctly, to ensure appropriate action is taken / obtain advice</li> <li>important to have up to date, accurate records</li> <li>the parent has a right to know that the information will be shared</li> <li>important information about individuals in care settings should be shared on a ‘need to know’ basis to inform the care provided</li> <li>enables staff to provide individualised / person-centred care / child’s welfare is paramount</li> <li>staff working with Sarah ‘need to know’ about something serious that will be affecting her emotionally</li> <li>enables staff to be understanding of Sarah’s situation</li> <li>it is good practice to keep senior staff such as the nursery manager informed</li> <li>senior staff may be aware of additional information about the child which may be shared on a ‘need to know’ basis</li> <li>only sharing information on a ‘need to know’ basis follows confidentiality guidelines / policy / legislation</li> </ul> <p>This list is not exhaustive, accept other appropriate justification.</p>	5	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is justification.</p> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>detailed justification for 2 or more actions</li> <li>related to the situation</li> <li>clear understanding of the issues will be evident</li> <li>logically structured</li> <li>QWC – high</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>some justification (upper end) list like (low end)</li> <li>basic information presented in an unstructured way</li> <li>may not be specifically linked to the context</li> <li>QWC – mid-low</li> <li>Sub max 3 if only one choice justified</li> </ul> <p><b>Credit <u>valid</u> justification points if 1(a) is incorrect</b></p> <p>Watch out for repetition of the wording from</p>	<p><b>Level 2 (4–5 marks)</b> Answer provides a detailed justification of appropriate actions staff should take. Justification 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><b>Level 1 (1–3 marks)</b> Answer provides a limited or basic justification of appropriate actions staff should take. 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. <b>Sub max 3</b> if only one choice justified</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	
				Content	Levels of response
		<b>Do not credit any re-iteration of the situation.</b>		part (a)	
1	(c)	<p><b>Aspects of good practice:</b></p> <ul style="list-style-type: none"> <li>• applying the values of care</li> <li>• working in partnership with parents/guardians and families</li> <li>• builds relationships/ trust / between staff and parents/carers</li> <li>• making the welfare of the child paramount</li> <li>• encouraging children’s learning and development</li> <li>• opportunity for parents to ask questions</li> <li>• parents get to know the staff who are caring for their child</li> <li>• providing important information – parents informed about routines, policies etc</li> <li>• familiarises parents with the learning / nursery environment</li> <li>• promotes an inclusive approach</li> <li>• sharing of information / concerns / progress update</li> <li>• timing accessible – parents can attend after</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 analysis.  <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 analysis</li> <li>• clear knowledge &amp; understanding of aspects of good practice</li> <li>• explicitly linked to the nursery context</li> <li>• appropriate terminology</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 analysis</li> <li>• some reference to aspects of good practice</li> <li>• some reference to the nursery context, but may be implicit</li> <li>• mostly relevant and accurate information</li> <li>• QWC - mid</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>• limited / basic analysis</li> <li>• basic information</li> <li>• may not be specifically linked to the nursery context</li> </ul>	<p><b>Level 3 [6-7 marks]</b>  Answers provide a detailed analysis of how holding the information evening demonstrates good practice. 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 [3-5 marks]</b>  The answer provides a sound analysis of how holding the information evening demonstrates good practice. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 1 [1-2 marks]</b>  Answer provides a limited or basic analysis of how holding the information evening demonstrates good practice. May be a description/identification only. 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 not worthy of credit.</b></p>

Question	Answer	Marks	Guidance	
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	<p>work / refreshments</p> <p>This list is not exhaustive, accept other appropriate reasons.</p> <p>Do not accept the following repeats from the scenario <u>unless analysis is given</u>:</p> <ul style="list-style-type: none"> <li>• knowledge</li> <li>• help child effectively</li> <li>• how they work in the nursery</li> <li>• talk to staff</li> </ul> <p>(annotate 'R')</p>		<ul style="list-style-type: none"> <li>• limited structure, may be list like or muddled</li> <li>• QWC – low</li> </ul>	<p><b>SEEN</b> for a zero mark response</p>

Question	Answer	Marks	Guidance
2	<p>(a) <b>Three</b> examples required. <b>Two</b> marks each.</p> <p>Examples of the following:</p> <p><b>Choice</b></p> <ul style="list-style-type: none"> <li>• food options – <i>dietary needs and preferences, vegetarian, Halal, Kosher etc</i></li> <li>• what they want to wear, <i>allowing time for choosing – empowerment, control, independence</i></li> <li>• when they have a bath or shower – <i>to suit the individual not the care worker</i></li> <li>• how they receive help – <i>assess needs, consult on options</i></li> <li>• meal times – <i>to suit the individual not the care worker</i></li> <li>• bed times – <i>to suit the individual not the care worker</i></li> <li>• accepting their refusal – <i>of advice, treatment, medication</i></li> </ul>	<p><b>6</b></p> <p>(3x2)</p>	<p><b>Annotation:</b></p> <p>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <span style="border: 1px solid black; padding: 2px;">^</span> <span style="border: 1px solid black; padding: 2px;">TV</span> <span style="border: 1px solid black; padding: 2px;">REP</span> <span style="border: 1px solid black; padding: 2px;">SEEN</span> </div> <p><b>Example 2 mark answer:</b></p>

	<p><b>Protection from harm and abuse</b></p> <ul style="list-style-type: none"> <li>• Sharon is DBS/CRB checked – <i>approved safe to work in care</i></li> <li>• referral to other care practitioners if needed – <i>GP, social worker, support group to meet needs</i></li> <li>• reporting concerns about the individual – <i>unexplained bruising, not eating, depression, deteriorating health or mobility</i></li> <li>• attend training – <i>e.g. manual handling, safeguarding</i></li> <li>• provide a safe environment – <i>hygiene measures, electrical safety, security measures/check if house is secure / risk assessments</i></li> <li>• ensure nutrition and hydration needs met – <i>to promote individuals health and well-being</i></li> </ul> <p><b>Confidentiality</b></p> <ul style="list-style-type: none"> <li>• not gossiping about the individual – <i>circumstances, financial information, health, personal information/ private information</i></li> <li>• personal notes / records stored securely – <i>locked away, computer password if electronic information</i></li> <li>• ‘need to know’ basis – <i>information only shared with others involved in the individual’s care</i></li> <li>• not speaking about the person where others can hear – <i>use a separate room, ask others to leave</i></li> </ul> <p>This list is not exhaustive, accept other appropriate examples.</p>	<p>The care assistant can ensure that there is a choice of food (1) to suit the individual’s needs, e.g. vegetarian or Halal (1)</p> <p>Two part answer – example and a link to how it promotes rights.</p> <p><b>Do not credit:</b></p> <ul style="list-style-type: none"> <li>• what the care worker should <b>not</b> do</li> <li>• multiple examples</li> <li>• definitions of the rights</li> <li>• <b>all</b> personal information must be kept private.</li> </ul>
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Question	Answer	Marks	Guidance
2	<p>(b) <b>Two</b> benefits required. <b>One</b> mark each.</p> <p><b>Benefits for Sharon of having completed the care certificate:</b></p> <ul style="list-style-type: none"> <li>• confidence in knowing she can do her job to the required standard</li> <li>• knowledge of how to provide quality care / fully trained</li> <li>• know what it means to be caring</li> <li>• skills to provided quality care</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 <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <span style="border: 1px solid black; padding: 2px;">^</span> <span style="border: 1px solid black; padding: 2px;">TV</span> <span style="border: 1px solid black; padding: 2px;">REP</span> <span style="border: 1px solid black; padding: 2px;">SEEN</span> </div>

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	<ul style="list-style-type: none"> <li>• know how to provide safe / high standards of care / able to improve her work standard</li> <li>• know how to provide compassionate care/ respect / trusting relationship</li> <li>• provides clear guidelines for her to follow</li> <li>• provides a basis for future career development / job opportunities / adds to CV / may earn more money-better job</li> <li>• better understanding of equality, rights, diversity</li> <li>• better understanding of appropriate legislation</li> </ul> <p><b>Accept reference to specific Care Certificate standards, e.g.</b></p> <ul style="list-style-type: none"> <li>• support the individual using person centred values</li> <li>• understand the importance of effective communication at work</li> <li>• maintain the privacy and dignity of the individual(s) in their care</li> <li>• support individuals in making choices about their care</li> <li>• understand the principles of hydration, nutrition and food safety</li> <li>• understand the needs and experiences of people with mental health conditions, dementia or learning disabilities</li> <li>• protect people from harm and abuse</li> <li>• understand risk assessment</li> <li>• move and assist safely</li> </ul>		<p><b>Only credit benefits for Sharon</b>, not the individuals receiving care.</p> <p>Do not accept ‘fully qualified’ – qualification is in the question.</p>

Question	Answer	Marks	Guidance
2	<p>(c) Definition required. <b>Two</b> marks.</p> <p><b>‘Valuing diversity’</b></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</p>



Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>recognition of differences</li> <li>everyone is seen as being different / unique</li> <li>differences are valued</li> <li>acceptance of individual differences</li> <li>respecting individual differences / needs</li> </ul> <p>Wording of answers does not have to exactly match that on the mark scheme.</p>		<p>annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <span style="border: 1px solid black; padding: 2px;">^</span> <span style="border: 1px solid black; padding: 2px;">TV</span> <span style="border: 1px solid black; padding: 2px;">REP</span> <span style="border: 1px solid black; padding: 2px;">SEEN</span> </div> <p><b>Two marks for any two different points</b></p> <p>No credit for <b>examples</b> of valuing diversity.</p> <p>Please read the quality of response given. Beware of answers that just repeat the term that is being defined.</p>

Question	Answer	Marks	Guidance	
			Content	Levels of response
3 (a)	<p><b>Impact of discrimination on the family:</b></p> <ul style="list-style-type: none"> <li>Feel frustrated because they can't enjoy fun times together like other families.</li> <li>Siblings may become disengaged, loose interest - may become resentful, un-co-operative, argumentative.</li> <li>Parents feel demoralised due to not being able to go somewhere as a whole family / have to separate.</li> <li>Resentful of the unfair treatment they are</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 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>two or more impacts</li> <li>explicitly linked to the family context</li> <li>well-developed line of reasoning</li> <li>logically structured</li> <li>QWC - high</li> </ul>	<p><b>Level 3 [6–7 marks]</b> Answers provide a detailed explanation of the impact of discrimination on Stella's family. 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> The answer provides a sound explanation of the impact of discrimination on Stella's family. Answers will be factually correct. There may be some noticeable</p>

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	<p>experiencing.</p> <ul style="list-style-type: none"> <li>Demoralised – not want to bother doing anything together, give up trying – spend less time together as a family.</li> <li>Disempowered – lack of control, unimportant due to lack of provision.</li> <li>Accepting – give up / stop trying to find somewhere accessible for them all.</li> <li>Health and well-being deteriorates – stress, upset, depression, mental health issues / PIES effects.</li> <li>Restricted opportunities for siblings.</li> <li>Anger – due to lack of support and facilities.</li> <li>Family feel isolated / marginalised</li> <li>Financial cost to family of paying for specialised activity sessions</li> <li>Affects parent’s relationship – tensions due to having to split up and go to different places / specialist settings</li> </ul>		<p><b>Level 2 – checklist:</b></p> <ul style="list-style-type: none"> <li>sound explanation</li> <li>one or more impacts</li> <li>some reference to the family context, but may be implicit</li> <li>mostly relevant and accurate information</li> <li>QWC – mid</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>some explanation (upper end) list like (low end)</li> <li>basic information presented in an unstructured way</li> <li>may not be specifically linked to the family context</li> <li>QWC – low</li> </ul> <p><b>Do not credit:</b> impacts specifically on Stella – impact on <b>the family</b> is required.</p>	<p>errors of grammar, punctuation and spelling. <b>Sub-max 4</b> for one impact done well.</p> <p><b>Level 1 [1-3 marks]</b> Answer provides a limited or basic explanation of the impact of discrimination on Stella’s family. May be a description/identification only. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p><b>0 marks –</b> response not worthy of credit. <b>SEEN</b> for a zero mark response</p>

Question	Answer	Marks	Guidance
3	<p data-bbox="232 217 277 248"><b>(b)</b></p> <p data-bbox="315 217 898 248"><b>Two</b> descriptions required. <b>Two</b> marks each.</p> <p data-bbox="315 316 1099 379"><b>Ways support groups can help individuals experiencing discrimination:</b></p> <ul data-bbox="315 419 1099 1358" style="list-style-type: none"> <li data-bbox="315 419 1032 451">• advice and information about what help is available</li> <li data-bbox="315 491 976 555">• raise awareness of disability issues people are experiencing</li> <li data-bbox="315 595 752 627">• campaign to improve facilities</li> <li data-bbox="315 667 1066 730">• opportunities to meet others in the same situation e.g. days out, trips</li> <li data-bbox="315 770 954 802">• provide respite care / people to support them</li> <li data-bbox="315 842 1088 874">• stage events to gain publicity for improvements needed</li> <li data-bbox="315 914 999 946">• fund raise to provide better support and facilities</li>   <li data-bbox="315 1034 629 1066">• provide legal advice</li>   <li data-bbox="315 1169 629 1201">• provide an advocate</li>   <li data-bbox="315 1289 1099 1353">• offer counselling / someone to talk to / phone line / social networks / online help</li> </ul>	<p data-bbox="1178 217 1245 280"><b>4</b> (2x2)</p>	<p data-bbox="1283 217 1451 248"><b>Annotation:</b></p> <p data-bbox="1283 248 1984 312">The number of ticks must match the number of marks awarded.</p> <p data-bbox="1283 352 1962 416">For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div data-bbox="1361 427 1731 507" style="border: 1px solid black; padding: 5px; text-align: center;"> <span data-bbox="1395 459 1462 491">^</span> <span data-bbox="1473 459 1541 491">TV</span> <span data-bbox="1552 459 1619 491">REP</span> <span data-bbox="1630 459 1697 491">SEEN</span> </div> <p data-bbox="1283 624 1451 655"><b>Two marks:</b></p> <p data-bbox="1283 655 1939 687">A full description that clearly shows understanding.</p> <p data-bbox="1283 727 1435 759"><b>One mark:</b></p> <p data-bbox="1283 759 1749 791">A basic description that lacks clarity</p> <p data-bbox="1283 863 1939 895">No credit for <b>examples</b> of specific support groups.</p> <p data-bbox="1283 1031 1895 1062">Answer does not have to link to the case study.</p>

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	<ul style="list-style-type: none"><li>• build people's confidence / empowerment</li></ul>		

Question		Answer	Marks	Guidance	
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3	(c)	<p><b>Equality Act</b></p> <ul style="list-style-type: none"> <li>Covers discrimination on the basis of a 'protected characteristic' – i.e. disability</li> <li>Prohibits discrimination in education, employment, access to goods and services, housing on the grounds of disability</li> <li>Covers direct and indirect discrimination on the grounds of disability</li> <li>Covers victimisation/harassment based on disability</li> <li>Reasonable adjustments have to be made by services and organisations for those with disabilities. e.g. provision of ramps, hearing loops etc.</li> <li>Discrimination due to perception association is now an offence. ie. provides protection for people discriminated against because they are associated with someone who has a protected characteristic (this means there is now also protection for carers of individuals with a disability)</li> <li>Encourages 'positive action'. For example encouraging people with disabilities to apply for jobs where they are under-represented and guaranteeing an interview if all other selection criteria are met.</li> </ul>	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 outline.</p> <p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>detailed outline</li> <li>at least <b>two</b> aspects</li> <li>factually correct</li> <li>explicitly linked to disabilities</li> <li>correct use of terminology</li> <li>clear and logically structured</li> <li>QWC – mid-high</li> </ul> <p><b>Level 1 checklist</b></p> <ul style="list-style-type: none"> <li>limited / basic outline</li> <li>evidence of one or several aspects attempted</li> <li>may not be linked to disability</li> <li>may be muddled and lack technical detail</li> <li>QWC –low</li> </ul>	<p><b>Level 2 (3–4 marks)</b> Answer provides a detailed outline of how the Equality Act promotes the rights of individuals with physical disabilities. Answers will be coherent, and factually correct. There will be few errors of grammar, punctuation and spelling.</p> <p><b>Level 1 (1–2 marks)</b> Answer provides a limited or basic description of how of how discriminatory behaviour could be challenged. 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>SEEN</b> for a zero mark response</p>

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4	<p data-bbox="230 308 275 339"><b>(a)</b> One mark for each correct answer, <b>four</b> required.</p> <table border="1" data-bbox="304 448 1232 927"> <thead> <tr> <th data-bbox="304 448 1021 536"><b>Action:</b></th> <th data-bbox="1021 448 1232 536"><b>Letter</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="304 536 1021 632">Arrange a meeting with the most senior member of the care setting's management.</td> <td data-bbox="1021 536 1232 632"><b>A</b></td> </tr> <tr> <td data-bbox="304 632 1021 727">Talk to your supervisor and discuss the issue.</td> <td data-bbox="1021 632 1232 727"><b>D</b></td> </tr> <tr> <td data-bbox="304 727 1021 823">Consult the care setting's 'whistleblowing policy'.</td> <td data-bbox="1021 727 1232 823"><b>F</b></td> </tr> <tr> <td data-bbox="304 823 1021 927">'Whistleblow' by contacting the appropriate regulatory body e.g. CQC, Ofsted.</td> <td data-bbox="1021 823 1232 927"><b>G</b></td> </tr> </tbody> </table>	<b>Action:</b>	<b>Letter</b>	Arrange a meeting with the most senior member of the care setting's management.	<b>A</b>	Talk to your supervisor and discuss the issue.	<b>D</b>	Consult the care setting's 'whistleblowing policy'.	<b>F</b>	'Whistleblow' by contacting the appropriate regulatory body e.g. CQC, Ofsted.	<b>G</b>	<p data-bbox="1294 339 1361 403"><b>4</b> (4x1)</p>	<p data-bbox="1395 308 1574 339"><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p data-bbox="1395 443 1921 475">For an <b>incorrect</b> answer use the <b>cross</b>.</p> <p data-bbox="1395 579 1865 611"><b>No other answers are acceptable.</b></p> <p data-bbox="1395 715 1888 778"><b>If more than four boxes are ticked:</b> Mark the first four only.</p> <p data-bbox="1395 914 2067 1129"><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>
<b>Action:</b>	<b>Letter</b>												
Arrange a meeting with the most senior member of the care setting's management.	<b>A</b>												
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Consult the care setting's 'whistleblowing policy'.	<b>F</b>												
'Whistleblow' by contacting the appropriate regulatory body e.g. CQC, Ofsted.	<b>G</b>												

Question	Answer	Marks	Guidance
4	<p data-bbox="226 416 277 448"><b>(b)</b></p> <p data-bbox="315 416 741 448"><b>One</b> reason required. <b>One</b> mark.</p> <p data-bbox="315 517 999 580"><b>Reasons care workers may choose not to raise a concern:</b></p> <ul data-bbox="315 624 1093 1353" style="list-style-type: none"> <li data-bbox="315 624 987 687">• fear of victimisation / being bullied / scared / feel powerless</li> <li data-bbox="315 727 779 759">• worried they might lose their job</li> <li data-bbox="315 799 1093 831">• workplace culture want to fit in / not supported by others</li> <li data-bbox="315 871 927 903">• might be difficult to prove / lack of evidence</li> <li data-bbox="315 943 965 975">• don't know the procedure for raising a concern</li> <li data-bbox="315 1015 949 1046">• don't know who to go to, to raise the concern</li> <li data-bbox="315 1086 792 1118">• do not know the law well enough</li> <li data-bbox="315 1206 1070 1238">• don't want to get involved / report a colleague or friend</li> <li data-bbox="315 1326 725 1358">• worried it might be stressful</li> </ul>	<p data-bbox="1167 416 1249 480"><b>1</b> (1x1)</p>	<p data-bbox="1285 416 1980 512"><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p data-bbox="1285 552 1957 616">For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div data-bbox="1361 632 1727 711" style="border: 1px solid black; padding: 5px; display: inline-block;"> <span data-bbox="1391 663 1458 687">^</span> <span data-bbox="1473 663 1541 687">TV</span> <span data-bbox="1556 663 1624 687">REP</span> <span data-bbox="1639 663 1706 687">SEEN</span> </div> <p data-bbox="1285 855 1621 887">Mark the first answer only.</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>worried it might take up a long time</li> <li>feel they would not be taken seriously / believed</li> </ul>		

Question	Answer	Marks	Guidance	
			Content	Levels of response
4 (c)	<p><b>How mentoring for staff helps promote good practice:</b></p> <ul style="list-style-type: none"> <li>provides experienced professional guidance for new or less experienced practitioners</li> <li>personalised teaching relevant to the individuals specific skills needs</li> <li>feedback is relevant to the care setting and the role of the member of staff</li> <li>enables feedback to be fairly immediate</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 explanation.</p> <p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 2 checklist:</b></p> <ul style="list-style-type: none"> <li>detailed explanation</li> <li>at least two ways</li> <li><b>explicitly linked to mentoring</b></li> <li>well-developed line of reasoning</li> <li>logically structured</li> <li>QWC - high</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>sound explanation (upper end) limited explanation (low end)</li> <li>link to mentoring may be implicit</li> </ul>	<p><b>Level 2 (4–5 marks)</b> Answer provides a detailed explanation of how mentoring staff helps promote 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 sound or limited explanation of how mentoring staff helps promote good practice. 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><b>0 marks = response not worthy</b></p>



Question		Answer	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> <li>constructive feedback to improve performance and recognise good practice</li> <li>provides support, encouragement and advice</li> <li>provides guidance on procedures, policies, standard ways of working, legislation, regulations</li> <li>someone to answer questions, give advice</li> <li>helps inform reflective practice for future improvements</li> </ul>		<ul style="list-style-type: none"> <li>basic information presented in an unstructured way</li> <li>QWC – mid-low</li> </ul> <p><b>Do not accept:</b></p> <ul style="list-style-type: none"> <li>teamwork</li> <li>'keeps them up to date' (with what?)</li> </ul>	<p>of credit</p> <p><b>SEEN</b> for a zero mark response</p>

Question		Answer	Marks	Guidance
5	(a)	<p>Definition required. <b>Two</b> marks.</p> <p><b>System of</b></p> <ul style="list-style-type: none"> <li>a way of obtaining justice</li> <li>the process of setting right a situation that was wrong</li> <li>to rectify a situation</li> <li>making a complaint / how to</li> </ul> <p><b>Redress</b></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; display: inline-block;"> <span style="border: 1px solid black; padding: 2px;">^</span> <span style="border: 1px solid black; padding: 2px;">TV</span> <span style="border: 1px solid black; padding: 2px;">REP</span> <span style="border: 1px solid black; padding: 2px;">SEEN</span> </div> <p>Please read the quality of response given. Beware of answers that just repeat the term that is being defined.</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"><li>• to make a situation right / put things right</li><li>• obtaining some form of compensation / sanctions imposed e.g. fines, taken to court</li><li>• having your rights restored</li><li>• to put a situation right / make amends</li></ul> <p>Wording of answers does not have to exactly match that on the mark scheme.</p>		<p><b>One mark</b> for aspect of it being a system <b>One mark</b> for understanding redress</p>

Question		Answer	Marks	Guidance
5	(b)	<p>Identification required. <b>One</b> mark.</p> <ul style="list-style-type: none"> <li><b>Health and Social Care Act (2012)</b></li> </ul>	<p><b>1</b> (1x1)</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; display: inline-block;"> <span style="border: 1px solid black; padding: 2px 5px;">^</span> <span style="border: 1px solid black; padding: 2px 5px;">TV</span> <span style="border: 1px solid black; padding: 2px 5px;">REP</span> <span style="border: 1px solid black; padding: 2px 5px;">SEEN</span> </div> <p><b>No other answers are acceptable.</b></p> <ul style="list-style-type: none"> <li>date not required</li> <li>wording must be exact</li> <li>must state 'Act'</li> </ul>

Question	Answer	Marks	Guidance
5	<p>(c) <b>Two</b> aspects required. <b>One</b> mark each.</p> <p><b>Bold = aspects of Data Protection Act – look for this terminology</b> Example in practice underneath which may be credited.</p> <p><b>Processed fairly and lawfully</b></p> <ul style="list-style-type: none"> <li>don't collect and use SU personal information without SU permission and only use it on a <b>'need to know' basis</b></li> </ul> <p><b>Used only for the purposes for which it was intended</b></p> <ul style="list-style-type: none"> <li>hold information for a clear purpose and only use it for that purpose</li> </ul> <p><b>Adequate and relevant but not excessive</b></p> <ul style="list-style-type: none"> <li>only collect and use information that is needed; do not collect unnecessary information</li> </ul> <p><b>Accurate and kept up-to-date</b> inaccurate data should be destroyed or corrected; staff have responsibility to ensure information is correct</p> <p><b>Kept for no longer than is necessary</b></p> <ul style="list-style-type: none"> <li>delete or destroy information when it is no longer needed – securely deleting or shredding sensitive or personal data</li> </ul> <p><b>Processed in line with the rights of the individual</b></p> <ul style="list-style-type: none"> <li>people have a right to know information is being held about them, how their information is being used, to have any errors corrected, and to prevent any data being used for advertising or marketing</li> </ul> <p><b>Secured</b></p> <ul style="list-style-type: none"> <li>non-authorized staff/people should not be allowed to access the information; it should be kept in secure conditions; stored safely; there should be clear guidelines for who can have access</li> </ul>	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="1608 587 1973 671" style="border: 1px solid black; padding: 5px; text-align: center;"> <span style="border: 1px solid black; padding: 2px 5px;">^</span> <span style="border: 1px solid black; padding: 2px 5px;">TV</span> <span style="border: 1px solid black; padding: 2px 5px;">REP</span> <span style="border: 1px solid black; padding: 2px 5px;">SEEN</span> </div> <p>Wording of answers does not have to exactly match that on the mark scheme.</p> <p><b>Do not credit answers that refer to methods of maintaining confidentiality.</b></p>

Question	Answer	Marks	Guidance
	<p><b>Not transferred to other countries</b></p> <ul style="list-style-type: none"> <li>information should not be transferred outside the EU unless the service user has given consent</li> </ul>		

Question	Answer	Mark	Guidance												
5	<p><b>(d)</b> One mark for each correct answer, <b>five</b> required.</p> <table border="1"> <thead> <tr> <th>Statements</th> <th>Option number</th> </tr> </thead> <tbody> <tr> <td>Janet, a nursing assistant, avoids working with a new nurse on her ward. She says to her friends it is because the new nurse is too young and is inexperienced.</td> <td>4 Stereotyping</td> </tr> <tr> <td>Alice is a primary school teacher. She believes that girls are always better behaved than boys.</td> <td>4 Stereotyping</td> </tr> <tr> <td>John is a social worker, he fills in a needs assessment form for Caroline. John thinks it would take too long to go through the form with Caroline.</td> <td>1 Disempowerment</td> </tr> <tr> <td>A care assistant always gives Joan her tea in a mug because Joan has shaky hands and so struggles to hold a cup and saucer.</td> <td>2 Good practice</td> </tr> <tr> <td>Sam, a residential care home assistant, chooses clothes every morning for George. George has dementia and Sam hasn't got the time to wait for him to make the choices himself.</td> <td>1 Disempowerment</td> </tr> </tbody> </table>	Statements	Option number	Janet, a nursing assistant, avoids working with a new nurse on her ward. She says to her friends it is because the new nurse is too young and is inexperienced.	4 Stereotyping	Alice is a primary school teacher. She believes that girls are always better behaved than boys.	4 Stereotyping	John is a social worker, he fills in a needs assessment form for Caroline. John thinks it would take too long to go through the form with Caroline.	1 Disempowerment	A care assistant always gives Joan her tea in a mug because Joan has shaky hands and so struggles to hold a cup and saucer.	2 Good practice	Sam, a residential care home assistant, chooses clothes every morning for George. George has dementia and Sam hasn't got the time to wait for him to make the choices himself.	1 Disempowerment	5 (5x1)	<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 answer is given in the box:</b> No mark should be awarded.</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>
Statements	Option number														
Janet, a nursing assistant, avoids working with a new nurse on her ward. She says to her friends it is because the new nurse is too young and is inexperienced.	4 Stereotyping														
Alice is a primary school teacher. She believes that girls are always better behaved than boys.	4 Stereotyping														
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