

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 January 2021

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations to be used for marking Unit 2.

Annotation	Meaning
	Tick – correct answer
	Cross – incorrect answer
	Development of point (use only on questions where stated in the mark scheme)
	Level 1
	Level 2
	Level 3
	Benefit of doubt (This does count as a mark – so do not ‘tick’ as well)
	Omission mark
	Too vague
	Repeat
	To acknowledge additional pages/ notes were read
	Wavy line = ‘noted but no credit given’

For points questions: The number of ticks must match the number of marks awarded.

For Levels of Response questions: The number of ticks will not necessarily correspond to the marks awarded.

Question	Answer	Marks	Guidance
1	<p>(a) Two marks for an explanation, three required.</p> <p>Ways the retirement home provides for cultural differences:</p> <ul style="list-style-type: none"> • ‘a wide variety of meals, all dietary needs catered for’ Means that special diets will be catered for, e.g. Halal, kosher, vegetarian etc. to meet cultural / religious needs. • ‘male and female staff always available’ This meets the cultural requirements of some of the residents who will need a care assistant or GP of the same sex • ‘free transport available for individuals to go on visits’ Enables residents without their own transport to attend a mosque / church or other faith setting or event / celebration. • ‘a multi-faith space for contemplation or prayer’ Meets residents’ specific religious / faith needs; and also is a quiet space for meditation or contemplation for all residents. • ‘an extensive activities programme – music, dancing, crafts, quizzes etc.’ Provides opportunities to celebrate different cultures’ music, events, festivals - Diwali, Hanukah, Easter, Christmas, and Chinese New Year for example. • ‘staff get to know each and every resident’s care needs and personal preferences’ Staff will ask if there are any cultural or religious practices that they need to be aware of in order to respect and support their needs.– recognition of differences / everyone is seen as being different / differences are valued <p>Accept other appropriate explanations. Wording of examples does not have to exactly match that of the scenario.</p>	<p>6 (3x2)</p>	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> ^ TV REP SEEN </div> <p>Two marks for an explanation:</p> <p>One mark: For identification of an example <u>from the scenario.</u></p> <p>One mark: For how it provides for <u>cultural</u> differences.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • examples not related to the scenario/cultural differences • repetition <p>(Culture = the ideas, customs, values and social behaviour of a particular group of people)</p>

Question	Answer	Marks	Guidance
1	<p data-bbox="203 260 898 292">(b) One mark for a policy identified. Three required.</p> <p data-bbox="271 328 394 360">Policies:</p> <ul data-bbox="271 384 813 1102" style="list-style-type: none"> • Anti-discrimination • Bullying • Confidentiality • Data handling • Equal opportunities/Equal Opportunity • Evacuation / lockdown • Fire safety • First aid • Health and safety • Hydration and feeding • Manual handling • Incontinence pad changing • Risk assessment • Safeguarding <p data-bbox="271 1190 1021 1222">This list is not definitive, accept other appropriate policies.</p>	<p data-bbox="1357 260 1429 328">3 (3x1)</p>	<p data-bbox="1458 260 2096 347">Annotation: The number of ticks must match the number of marks awarded.</p> <p data-bbox="1458 387 2000 456">For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1738 469 2107 549" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p data-bbox="1458 727 1709 834">Do not credit:</p> <ul data-bbox="1473 762 1709 834" style="list-style-type: none"> • values of care • training

Question	Answer	Marks	Guidance																								
1	<p>(c) One mark for a correct identification. Three required.</p> <table border="1" data-bbox="280 331 1317 1177"> <thead> <tr> <th data-bbox="280 331 430 403">Answer letter</th> <th data-bbox="430 331 1146 403">Ways to resolve the conflict</th> <th data-bbox="1146 331 1317 403">Tick (✓) three only</th> </tr> </thead> <tbody> <tr> <td data-bbox="280 403 430 507">A</td> <td data-bbox="430 403 1146 507">Make sure that they are supervised at all times so that staff can intervene if they start arguing.</td> <td data-bbox="1146 403 1317 507"></td> </tr> <tr> <td data-bbox="280 507 430 611">B</td> <td data-bbox="430 507 1146 611">Confidentially speak to other residents, who are friends with them, to try and find out if they know anything about the cause of the arguments</td> <td data-bbox="1146 507 1317 611">✓</td> </tr> <tr> <td data-bbox="280 611 430 715">C</td> <td data-bbox="430 611 1146 715">Insist that the two residents attend anger management sessions to help the residents resolve their conflict.</td> <td data-bbox="1146 611 1317 715"></td> </tr> <tr> <td data-bbox="280 715 430 858">D</td> <td data-bbox="430 715 1146 858">Staff to observe the two residents, listen to their arguments and identify ways any issues could be addressed to help them not to have so many arguments.</td> <td data-bbox="1146 715 1317 858">✓</td> </tr> <tr> <td data-bbox="280 858 430 962">E</td> <td data-bbox="430 858 1146 962">Allocate each resident to a different lounge, so they don't have to be together and arguments are avoided.</td> <td data-bbox="1146 858 1317 962"></td> </tr> <tr> <td data-bbox="280 962 430 1066">F</td> <td data-bbox="430 962 1146 1066">Ask a couple of the staff to have an informal chat with the two residents to help find out why they are constantly arguing.</td> <td data-bbox="1146 962 1317 1066">✓</td> </tr> <tr> <td data-bbox="280 1066 430 1177">G</td> <td data-bbox="430 1066 1146 1177">Speak to them together and tell them their behaviour is unacceptable and they will have to leave the residential home.</td> <td data-bbox="1146 1066 1317 1177"></td> </tr> </tbody> </table>	Answer letter	Ways to resolve the conflict	Tick (✓) three only	A	Make sure that they are supervised at all times so that staff can intervene if they start arguing.		B	Confidentially speak to other residents, who are friends with them, to try and find out if they know anything about the cause of the arguments	✓	C	Insist that the two residents attend anger management sessions to help the residents resolve their conflict.		D	Staff to observe the two residents, listen to their arguments and identify ways any issues could be addressed to help them not to have so many arguments.	✓	E	Allocate each resident to a different lounge, so they don't have to be together and arguments are avoided.		F	Ask a couple of the staff to have an informal chat with the two residents to help find out why they are constantly arguing.	✓	G	Speak to them together and tell them their behaviour is unacceptable and they will have to leave the residential home.		<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.</p> <p>No other answers are acceptable.</p> <p>If more than three boxes are ticked: Mark the first three only.</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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Question	Answer	Marks	Guidance
1	<p>(d) Three marks for a justification, one required.</p> <p>B Confidentially speak to other residents, who are friends with them, to try and find out if they know anything about the cause of the arguments</p> <ul style="list-style-type: none"> • There may be a reason why they are arguing, for example bullying or being picked on, or they could be the target of discriminatory behaviour e.g. racism, sexism etc. • It is important that staff obtain information about what is happening so that senior staff can be made aware and any issues can be dealt with. <p>D Staff to observe the two residents, listen to their arguments and identify ways any issues could be addressed to help them not to have so many arguments.</p> <ul style="list-style-type: none"> • Observations might help the staff to understand what exactly the problem is. • Staff could then share their observations and try to reach a solution to the problem that will be acceptable to everyone. <p>F Ask a couple of the staff to have an informal chat with the two residents to help find out why they are constantly arguing.</p> <ul style="list-style-type: none"> • A chat with them will give each the chance to calmly put forward their views and be listened to. • Offers an opportunity for the members of staff to mediate the situation and possibly agree on a solution with them. • Speaking to them individually and in confidence might enable them to explain what the real problem is, may open up more readily about what is going on. • A chat with both of them together would help to clear the air and might help them to resolve their issues. <p>This list is not exhaustive, accept other appropriate justification.</p>	<p>3 (1x3)</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 data-bbox="1697 459 2063 536" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Three marks:</p> <ul style="list-style-type: none"> • A detailed justification • Clear understanding of the situation is demonstrated • Relevant information linked to the situation <p>Two marks:</p> <ul style="list-style-type: none"> • An appropriate justification • Relevant to the situation. <p>One mark: A basic statement with no elaboration.</p> <p>No repeats.</p> <p>Any justification points must relate to one of the three correct answers.</p>

Question	Answer	Marks	Guidance
2	<p>(a) Two marks for each way described. Three ways required.</p> <p>Working in partnership with parents/guardians and families Nina:</p> <ul style="list-style-type: none"> • gets to know the household/family • develops a supportive relationship • creates family tree to understand all the relationships • build a relationship so they open up about their lives • involves them in child protection meetings • encourages them to be actively involved <p>Working with other professionals Nina:</p> <ul style="list-style-type: none"> • carries out initial assessment and information gathering • meeting with health professionals who are involved with the family • meeting with education professionals involved with the family • sharing information <p>Keeping children safe: Nina:</p> <ul style="list-style-type: none"> • carries out initial assessment and information gathering • safeguarding procedures followed • protection from risks in the wider community, for example, becoming involved in gangs or being sexually exploited • if there are serious concerns, a child protection meeting is arranged • decides whether a child protection plan is needed <p>Accept other correct, appropriate, ways that relate to the scenario. Wording of examples does not have to exactly match that of the scenario. Some examples are interchangeable, but do not credit repeats.</p>	6 (3x2)	<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>For two marks: A full description including an example from the scenario that clearly shows an understanding of how Nina applies the value of care.</p> <p>One mark for:</p> <ul style="list-style-type: none"> • A simplified description which lacks clarity <p>OR</p> <ul style="list-style-type: none"> • Just a way (or ways) identified <p>Do not accept:</p> <ul style="list-style-type: none"> • examples not related to the scenario • repetition – must be a different example for each one

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
2	(b)*	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 explanation.</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 explanation At least two examples of effective communication Examples relevant to the context Link to supporting rights is explicit Well-developed line of reasoning logically structured QWC – high <p>Level 2 checklist</p> <ul style="list-style-type: none"> Sound description May have only one example of effective communication or several that need developing Examples mostly relevant to the context Link to supporting rights may be implicit QWC – mid <p>Level 1 – checklist</p> <ul style="list-style-type: none"> Basic explanation presented in an unstructured way May not relate to maintaining rights Limited relevance to the context May be list like QWC – low 	<p>Level 3 (7–8 marks) Answers will provide a detailed explanation of at least two examples of how Nina uses effective communication which are linked to supporting rights. The answer has a well-developed line of reasoning, is clear and logically structured. The information and examples given are relevant to the context. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (4-6 marks) Answers provide a sound explanation of one or two examples of how Nina uses effective communication with some link to supporting rights. Answers mostly relate to the context and will be coherent and have some structure. There may be some errors of grammar, punctuation and spelling. Sub-max of 4 if communication not linked to maintaining rights.</p> <p>Level 1 (1–3 marks) Answer provides a basic explanation of way(s) effective communication is used. Answers may not be linked to maintaining rights, or may not be fully relevant to the context. List like or muddled answers should be placed in this band.</p> <p>0 marks = response not worthy of credit SEEN for a zero mark response</p>
	<p>Examples of Nina using effective communication:</p> <ul style="list-style-type: none"> Engaging through play Asking open-ended questions Listening to the children / families Being open and honest Meetings involving all - children, parents, health and education professionals Sharing information Jargon-free explanations Encouraging active involvement Active listening / listening Developing supportive relationships Being open, honest and respectful Not assuming she knows everything <p>Supporting rights:</p> <ul style="list-style-type: none"> Safeguarding Protection from risks – gangs, sexual exploitation Enables disclosure Child protection meetings to address serious concerns Child protection plans Involvement of health and education professionals Encouraging active involvement of family Developing supportive relationships Family / children feel valued and respected Instils confidence and trust Meets individual needs Empowers children / families Raises self esteem Supports consultation / confidentiality <p>Some examples/rights are interchangeable.</p>			

Question	Answer	Marks	Guidance
3	(a) One mark for a correct identification. <ul style="list-style-type: none">(The) Equality Act (2010)	1 (1x1)	Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross . No other answers are acceptable. Must state 'Act' 'The' and date are not required. 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.

Question	Answer	Marks	Guidance																		
3	<p data-bbox="271 256 1328 328">(b) One mark for a correct identification. Four required.</p> <table border="1" data-bbox="259 328 1339 1251"> <thead> <tr> <th data-bbox="259 328 1171 402">Reasonable adjustments</th> <th data-bbox="1171 328 1339 402">Tick (✓) four only</th> </tr> </thead> <tbody> <tr> <td data-bbox="259 402 1171 509">Give Tom extra time to learn new tasks with the help of another member of staff.</td> <td data-bbox="1171 402 1339 509">✓</td> </tr> <tr> <td data-bbox="259 509 1171 616">Give Tom the job of collecting up cardboard and packaging to keep him away from complicated tasks.</td> <td data-bbox="1171 509 1339 616"></td> </tr> <tr> <td data-bbox="259 616 1171 722">Provide a detailed booklet of training information for Tom to read through in his own time.</td> <td data-bbox="1171 616 1339 722"></td> </tr> <tr> <td data-bbox="259 722 1171 829">Provide a one-to-one mentor to help Tom learn about accurate shelf-filling.</td> <td data-bbox="1171 722 1339 829">✓</td> </tr> <tr> <td data-bbox="259 829 1171 936">Provide a wheelchair ramp for easy access.</td> <td data-bbox="1171 829 1339 936"></td> </tr> <tr> <td data-bbox="259 936 1171 1043">Reduce Tom's hours on the till, only have him on the till at quiet times.</td> <td data-bbox="1171 936 1339 1043">✓</td> </tr> <tr> <td data-bbox="259 1043 1171 1150">Request that the social worker arranges for a carer to support Tom when he is working.</td> <td data-bbox="1171 1043 1339 1150">✓</td> </tr> <tr> <td data-bbox="259 1150 1171 1251">Suggest Tom spends his time washing dishes in the supermarket café, as it is a less demanding job.</td> <td data-bbox="1171 1150 1339 1251"></td> </tr> </tbody> </table>	Reasonable adjustments	Tick (✓) four only	Give Tom extra time to learn new tasks with the help of another member of staff.	✓	Give Tom the job of collecting up cardboard and packaging to keep him away from complicated tasks.		Provide a detailed booklet of training information for Tom to read through in his own time.		Provide a one-to-one mentor to help Tom learn about accurate shelf-filling.	✓	Provide a wheelchair ramp for easy access.		Reduce Tom's hours on the till, only have him on the till at quiet times.	✓	Request that the social worker arranges for a carer to support Tom when he is working.	✓	Suggest Tom spends his time washing dishes in the supermarket café, as it is a less demanding job.		4 (4x1)	<p data-bbox="1462 256 2121 347">Annotation: The number of ticks must match the number of marks awarded.</p> <p data-bbox="1462 379 1910 411">For incorrect answers use the cross.</p> <p data-bbox="1462 515 1928 547">No other answers are acceptable.</p> <p data-bbox="1462 651 1944 715">If more than four boxes are ticked: Mark the first four only.</p> <p data-bbox="1462 1034 2121 1241">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>
Reasonable adjustments	Tick (✓) four only																				
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			Content	Levels of response
3	(c)*	10	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is analyse.</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 • Two or more impacts analysed • clear links between cause and effect • impacts explicitly relevant to Tom’s situation • logically structured • QWC – high <p>Level 2 – checklist</p> <ul style="list-style-type: none"> • Sound analysis • Two impacts analysed or (at the lower end of the mark range) several that need developing • Impacts are mostly relevant to Tom’s situation • Some links between cause and effect • QWC – mid <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • Likely to identify effects with little or no analysis • Basic information presented in an unstructured way • Limited relevance to Tom’s situation • List like • QWC – low 	<p>Level 3 (8 - 10 marks) Answers provide a detailed analysis of the impacts of discriminatory practice on Tom. Answers are explicitly relevant to Tom’s situation and give clear links between cause and effect. The answer has a well-developed line of reasoning, is clear and logically structured. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (5 - 7 marks) Answers provide a sound analysis of the impacts of discriminatory practice on Tom. Answers are mostly relevant to Tom’s situation and include some reference that may be implicit, to links between cause and effect. Answers will be coherent and are presented with some structure. There may be some errors of grammar, punctuation and spelling. Sub-max of 5 if only one impact analysed well, or several that need developing.</p> <p>Level 1 (1 - 4 marks) Answer identifies one or more impacts of discriminatory practice with minimal analysis. May not be explicitly linked to Tom’s situation. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar punctuation and spelling may be noticeable and intrusive.</p> <p>0 marks = response not worthy of credit SEEN for a zero mark response</p>
	<p>Effects on mental health – depression, anxiety and upset caused by the way he is treated by the supervisor and his lack of support</p> <p>Loss of confidence - due to the supervisor complaining he is confused and can’t multi-task</p> <p>Feeling worthless/loss of self-esteem – unimportant as the supervisor says he is not skilled and too slow to do the job properly</p> <p>Disempowered - feels neglected and isolated as he does not receive enough help</p> <p>Self-harm – due to lack of control of the situation and the poor treatment he is experiencing / cry for help</p> <p>Frightened – scared of losing his chance at a permanent job, so doesn’t ask for help</p> <p>Effects on social well-being – become withdrawn, isolating himself, lack of confidence feels he doesn’t belong or is a burden on other staff</p> <p>Effects on physical health – may suffer from stress, lack of sleep due to worrying / eating disorders etc.</p> <p>Answers do not have to use the exact wording of the mark scheme, alternative, appropriate wording and effects may be credited.</p>			

Question	Answer	Marks	Guidance
4	<p>(a) One mark for an identification.</p> <p>Advocacy services</p> <ul style="list-style-type: none"> • British Institute of Learning Disabilities • CAB • EHRC • Empower Me • Headway • MENCAP • MIND • NSPCC • SEAP • social services <p>Must be an 'organisation'.</p> <p>Accept other correct appropriate examples.</p>	<p>1 (1x1)</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;"> ^ TV SEEN </div> <p>Do not accept:</p> <ul style="list-style-type: none"> • NICE • OFSTED • Advocate • SEND <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/Indicative Content	Marks	Guidance	
			Content	Levels of response
4	(b)*	6	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is description.</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 description • Two or more ways described • Relevant information with clear examples of ways that help could be provided • Coherent and logically structured • QWC - high <p>Level 2 – checklist</p> <ul style="list-style-type: none"> • sound description • one or more ways • mostly relevant information • may be only one way done well or several not fully explained • QWC – mid <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • Limited description • Basic information • may not be fully relevant • Limited knowledge and understanding • May be list like or muddled • QWC – low 	<p>Level 3 (5–6 marks) Answers will provide a detailed description of how an advocate could help an individual. The answer is clear and logically structured. The information presented is relevant. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2 (3–4 marks) Answers will provide a sound explanation of how an advocate could help an individual. The answer has some structure and the information presented is in the most part relevant. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1 (1–2 marks) Answer provides a limited description of how an advocate could help an individual. The answer provides basic information that may lack relevance. 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 SEEN for a zero mark response</p>

Question	Answer	Marks	Guidance																		
4	<p>(c) One mark for a correct identification. Four required.</p> <table border="1" data-bbox="277 363 1326 1347"> <thead> <tr> <th data-bbox="277 363 1115 453">Key aspects of the Mental Capacity Act</th> <th data-bbox="1115 363 1326 453">Tick (✓) four only.</th> </tr> </thead> <tbody> <tr> <td data-bbox="277 453 1115 564">Action taken or decisions made must always be done in the individual's best interests.</td> <td data-bbox="1115 453 1326 564" style="text-align: center;">✓</td> </tr> <tr> <td data-bbox="277 564 1115 676">Considers whether a drug or treatment will be of benefit for patients.</td> <td data-bbox="1115 564 1326 676"></td> </tr> <tr> <td data-bbox="277 676 1115 788">Created local clinical commissioning groups with responsibility for health service provision.</td> <td data-bbox="1115 676 1326 788"></td> </tr> <tr> <td data-bbox="277 788 1115 900">Gives people the right to make what others may regard as unwise or eccentric decisions.</td> <td data-bbox="1115 788 1326 900" style="text-align: center;">✓</td> </tr> <tr> <td data-bbox="277 900 1115 1011">Identifies nine protected characteristics against which discrimination is illegal.</td> <td data-bbox="1115 900 1326 1011"></td> </tr> <tr> <td data-bbox="277 1011 1115 1123">Individuals must be provided with support in order for them to make their own decisions</td> <td data-bbox="1115 1011 1326 1123" style="text-align: center;">✓</td> </tr> <tr> <td data-bbox="277 1123 1115 1235">Safeguards, empowers and protects vulnerable people who are unable to make their own decisions.</td> <td data-bbox="1115 1123 1326 1235" style="text-align: center;">✓</td> </tr> <tr> <td data-bbox="277 1235 1115 1347">States that 'No decision about me without me' should be the guiding principle behind the treatment of patients.</td> <td data-bbox="1115 1235 1326 1347"></td> </tr> </tbody> </table>	Key aspects of the Mental Capacity Act	Tick (✓) four only.	Action taken or decisions made must always be done in the individual's best interests.	✓	Considers whether a drug or treatment will be of benefit for patients.		Created local clinical commissioning groups with responsibility for health service provision.		Gives people the right to make what others may regard as unwise or eccentric decisions.	✓	Identifies nine protected characteristics against which discrimination is illegal.		Individuals must be provided with support in order for them to make their own decisions	✓	Safeguards, empowers and protects vulnerable people who are unable to make their own decisions.	✓	States that 'No decision about me without me' should be the guiding principle behind the treatment of patients.		4 (4x1)	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross.</p> <p>No other answers are acceptable.</p> <p>If more than four boxes are ticked: Mark the first three only.</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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Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
5*	<p>How applying the values of care promotes equality, diversity and rights:</p> <ul style="list-style-type: none"> • All service users receive appropriate care – meets individual needs • Staff all working to the same high standards • Rights, beliefs and preferences are respected • Raises self-esteem / confidence of service users • Provides access to those with physical disabilities or communication barriers or learning disabilities • Improves the quality of care • SU feeling safe / trusts staff / feels valued • Confidentiality is maintained • SU individual needs are met – e.g. health, nutrition, cultural • SU consulted about care preferences • Guides staff about good practice <p>Note Answers should refer to the adult values of care:</p> <ul style="list-style-type: none"> • Promoting equality and diversity • Promoting individual rights and beliefs • Maintaining confidentiality <p>Do not credit: References to early years values of care.</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 explanation.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 2 checklist:</p> <ul style="list-style-type: none"> • Detailed explanation • Clearly addresses how applying the values of care promotes equality, diversity and rights • Relevant information demonstrates clear understanding • Coherent and logically structured • QWC - high <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • Sound explanation (upper end) limited explanation (low end) • may only identify values of care rather than explain applying them • Some relevant information though lacking in detail • Limited knowledge and understanding of values of care • May be list like or muddled • QWC – mid-low <p>Level 1 for answers that: focus on the impact of values of care not being applied</p>	<p>Level 2 (4–5 marks) Answers provide a detailed explanation of how applying the values of care promotes equality, diversity and rights in adult health and social care settings. The answer is clear and logically structured. The information presented is relevant. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 1 (1–3 marks) Answer provides a sound or limited explanation of how applying the values of care promotes equality, diversity and rights in adult health and social care settings. The answer has some structure and the information presented is partly relevant. 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>SEEN for a zero mark response</p>

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