

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 & 05871

Mark Scheme for June 2024

MARKING INSTRUCTIONS

PREPARATION FOR MARKING

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the traditional 40% Batch 1 and 100% Batch 2 deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or by email.
5. Work crossed out:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional lined pages if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add an annotation to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in anyway relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the questionNote: Award 0 marks - for an attempt that earns no credit (including copying out the question)
8. Assistant Examiners will email a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

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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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9. Annotations

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

Question		Answer	Marks	Guidance
1	(a)	<p>Two marks for a clear DEFINITION.</p> <p>Valuing Diversity definition:</p> <ul style="list-style-type: none"> • A recognition of differences where everyone is seen as being unique • Individual differences and needs are respected • An acceptance of individual differences • Appreciating the differences between people • Celebrate the differences • Inclusivity / including differences e.g. religions <p>No credit for <u>examples</u> of valuing diversity.</p> <p>Wording of answers does not have to exactly match that on the mark scheme.</p>	<p>2 (1x2)</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> <p>Two marks for a clear definition.</p> <p>One mark for some understanding but a lack of clarity or understands diversity <u>but does not include the idea of 'valuing'</u></p> <p>Do not accept:</p> <ul style="list-style-type: none"> • a repetition of the question e.g. 'diversity is valued' • examples of diversity • celebrate festivals /food • providing a prayer room • treat everyone the same

Question			Answer	Marks	Guidance
1	(b)		<p>One mark for a value of care in childcare services. Three required.</p> <ul style="list-style-type: none"> • Anti-discriminatory practice • Encouraging children's learning and development • Ensuring equality of opportunity • Keeping children safe and maintaining a healthy environment / ensuring child safety • Maintaining confidentiality • Promoting child development • Safeguarding • Welfare of child paramount/child is paramount • Working in partnership with parents/guardians • Working with other professionals <p>Wording of answers does not have to exactly match that on the mark scheme.</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</p>

Question	Answer	Marks	Guidance
1 (c)*	<p>Ways that the school can value diversity:</p> <ul style="list-style-type: none"> • Food which meets cultural and/or dietary needs – Halal, kosher, vegetarian etc. • Celebrate different festivals e.g. Diwali • Dressing up area could have clothes from different cultures and parts of the world • Multi-cultural dress-up days • Encourage conversation about cultural similarities and differences • Resources which are adapted into audio/braille/large print wherever necessary • Resources which use multicultural themes Literature/music from different cultures • Actively avoiding using stereotypes in classroom resources and examples • Ensuring all students have equal access to participation and opportunities / reasonable adjustments eg ramps etc • Information provided in arrange of languages • Employ individuals from different cultures • Invite visitors to give talks about different cultures • Welcome signs in different languages • Lessons learning about different cultures / religions • Multicultural displays • Challenging discrimination <p>Accept other suitable / appropriate ways.</p>	6	<p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 (5-6 marks)</p> <ul style="list-style-type: none"> • Detailed explanation of at least two different ways that the school can value diversity. • Explicitly related to the scenario <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (3-4 marks)</p> <ul style="list-style-type: none"> • Sound description of one or two of the chosen answers • May have only one example of valuing diversity or several that need developing • Relevant to the scenario <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Level 1 (1-2 marks)</p> <ul style="list-style-type: none"> • Basic attempt at an explanation of one or two of the chosen answers • May not be specifically related to the scenario <p><i>There is an attempt at a logical structure with a line of reasoning.</i></p> <p>0 marks - response not worthy of credit.</p> <p>SEEN for a zero mark response</p>

Question	Answer	Marks	Guidance
1	<p>(d)*</p> <p>Pros:</p> <ul style="list-style-type: none"> • Empowering parents to report any issues they may have where their child might not have been treated fairly • Raises issues which should be addressed and so improves the quality of the education • Ensures poor practice is addressed and highlights vulnerable students/parents who may require extra support • Encourages partnership working and shows that the parents' voice is heard • Helps to communicate and meet the needs of particular children. • Can highlight training needs of staff • Helps to improve policies and procedures • Helps ensure concerns/incidents dealt with quickly <p>Cons:</p> <ul style="list-style-type: none"> • Parents might not attend the events where the complaints procedure is explained and not know how to complain. • The literacy skills of some parents might mean that they find writing down ideas difficult and off-putting. • Parents might think that their child will be affected adversely if they complain. • The idea of complaining might be seen as negative and not a learning opportunity by parents and the school • There may be more appropriate and effective means of voicing concerns/providing feedback – eg via PTA • Parents might prefer to offer feedback anonymously. • Relies upon users raising concerns /speaking out 	9	<p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 (7-9 marks)</p> <ul style="list-style-type: none"> • Clear reference to how providing information about complaints procedures promotes equality and diversity and rights • Detailed evaluation of complaints procedures – pros and cons <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (4-6 marks)</p> <ul style="list-style-type: none"> • Some reference to how complaints procedures promote equality and diversity and rights • Some evaluation – may be only pros or only cons • In the most part relevant <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence</i></p> <p>Level 1 (1-3 marks)</p> <ul style="list-style-type: none"> • Limited information of how complaints procedures promote equality and diversity and rights <p><i>There is an attempt at a logical structure with a line of reasoning.</i></p> <p>0 marks - response not worthy of credit.</p> <p>SEEN for a zero mark response</p>

Question			Answer	Marks	Guidance
2	(a)		<p>Reasons why individuals with <u>learning disabilities</u> may face barriers when applying for work. One reason required</p> <ul style="list-style-type: none"> • Employers may be prejudiced and assume that someone with learning disabilities is incapable of working • Employers may stereotype someone with learning disabilities e.g. assume that all people with Down's syndrome are the same. • Employers may label an individual with learning disabilities as being incapable of being reliable. • Employers may assume that the individual with learning disabilities will require too much extra support • Employers may not be willing to make 'reasonable adjustments' /provide accessibility • Will be discriminated against <p>Accept other suitable reasons.</p>	<p>2 (1x2)</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> <p>Two marks for one reason outlined.</p> <p>One mark for a reason which is not fully outlined eg employers may be prejudiced only – without elaboration</p>

Question			Answer	Marks	Guidance
2	(b)		<p>One mark for a right. Two required.</p> <ul style="list-style-type: none"> • Choice • Confidentiality • Protection from abuse or harm • Equal and fair treatment • Consultation • Right to life <p>Accept other suitable rights – but answers must relate to <u>health services</u></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</p>

Question			Answer	Marks	Guidance
2	(c)		<p>Ways an advocacy service can support an individual. Two required.</p> <ul style="list-style-type: none"> • Accompanying an individual to a meeting • Attending a meeting for an individual • Helping an individual to access information • Helping an individual to find or obtain information • Represent the individual's opinions / give them a voice • Represent the individual's wishes and views • Speak for individuals about their care • Speak on behalf of someone who cannot speak themselves • Speaking on behalf of an individual • Writing letters on an individual's behalf 	<p>2 (2x1)</p>	<p>Annotation:</p> <p>The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the mark scheme page 3.</p>

Question			Answer	Marks	Guidance
2	(d)		<p>One mark for an organisational policy that promotes anti-discriminatory practice.</p> <p>. Three required</p> <ul style="list-style-type: none"> • Behaviour • Bullying • Confidentiality • Data handling • Equal Opportunities • Safeguarding • Uniform/dress • Wearing of religious jewellery/garments/trousers – eg hijab <p>Accept other suitable policies that <u>promote anti-discriminatory practice</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</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • Risk assessment • Health and safety • Privacy

Question			Answer		Marks	Guidance										
2	(e)		<table><tr><td>Example of discriminatory practice</td><td>Tick one only</td></tr><tr><td>A job advert specifies that all candidates must only have UK qualifications.</td><td>✓</td></tr><tr><td>A pub owner asks a family with a child who has Down's syndrome to use the beer garden not the family room.</td><td></td></tr><tr><td>A woman is not offered a promotion because she is planning to have a family.</td><td></td></tr><tr><td>Providing a job reference which includes negative comments about an individual's mental health.</td><td></td></tr></table>		Example of discriminatory practice	Tick one only	A job advert specifies that all candidates must only have UK qualifications.	✓	A pub owner asks a family with a child who has Down's syndrome to use the beer garden not the family room.		A woman is not offered a promotion because she is planning to have a family.		Providing a job reference which includes negative comments about an individual's mental health.		1 (1x1)	Annotation: The number of ticks must match the number of marks awarded. No other answers are acceptable If more than one box is ticked: mark the first one only
Example of discriminatory practice	Tick one only															
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Providing a job reference which includes negative comments about an individual's mental health.																
			Answer must be INDIRECT.													

Question			Answer	Marks	Guidance
3	(a)		Either of: EHRC Equality and Human Rights Commission	1 (1x1)	Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross The abbreviation EHRC is acceptable

Question			Answer	Marks	Guidance
3	(b)		Way to ensure interviews comply with the Equality Act	Tick four only	4 (4x1) Annotation: The number of ticks must match the number of marks awarded. No other answers are acceptable If more than four boxes are ticked: mark the first four only
			Always ask the candidate 'do you have any questions'?		
			Ask candidates if they have a criminal record		
			Candidates should be selected on merit only.	✓	
			Ease your candidates into the interview before challenging them with difficult questions.		
			Ensure you give each candidate exactly the same amount of time.		
			Questions should be non-discriminatory	✓	
			The main questions asked should be the same for all candidates	✓	
			The people on the interviewing panel should be a representative mix (eg age, race, gender, disabilities)	✓	

Question	Answer	Marks	Guidance
3 (c)*	<p>Justifications</p> <p>Questions should be non-discriminatory</p> <ul style="list-style-type: none"> The questions should not discriminate against any of the 9 protected characteristics Examples of discriminatory questions related to a protected characteristic may be given. Eg Are you considering having children? How old are you? <p>The same questions should be asked to all interviewees</p> <ul style="list-style-type: none"> Ensures that each candidate is provided with the same experience Prevents asking a deliberately difficult question to a candidate who is less favoured by the panel <p>The people on the interviewing panel should be a representative mix (eg age, race, gender, disabilities)</p> <ul style="list-style-type: none"> Allows for a range of opinions/ less chance of bias. Prevents bias toward a particular group. Eg an all-female panel who would prefer to appoint a female care assistant. <p>Candidates should be selected on merit only.</p> <ul style="list-style-type: none"> No other factors other than the person's ability to do the job should influence the decision to appoint the care assistant eg female residents might not accept a male carer Avoid asking personal questions that could influence a decision. <p>Some justifications are interchangeable</p>	6	<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 (5-6 marks)</p> <ul style="list-style-type: none"> Detailed justification of at least two of the correct answers Clear understanding of how these ways comply with the Equality Act <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (3-4 marks)</p> <ul style="list-style-type: none"> sound justification of one or two of the correct answers Some understanding of how these ways comply with the Equality Act will be evident <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence</i></p> <p>Level 1 (1-2 marks)</p> <ul style="list-style-type: none"> Descriptive / list like (low end) Lacking an understanding of how interviews should comply with the Equality Act Basic information presented in an unstructured way May have chosen incorrect options <p><i>There is an attempt at a logical structure with a line of reasoning.</i></p> <p>0 marks = response not worthy of credit</p> <p>SEEN for a zero mark response</p>

Question		Answer	Marks	Guidance
3	(d)	<p>Four different ways the Care Certificate can improve quality of practice:</p> <p>The care assistant will</p> <ul style="list-style-type: none"> • know how to provide quality care / know what it means to be caring • learn skills to provide quality care • know how to provide safe / high standards of care / able to improve her work standard • know how to provide compassionate care/ respect / trusting relationship • have clear guidelines to follow • have a better understanding of equality, rights, diversity • have a better understanding of appropriate legislation • understanding of safeguarding • best practice is assessed <p>The Care Certificate is an agreed set of standards:</p> <ul style="list-style-type: none"> • provides professional development for staff • that define the knowledge, skills and behaviours expected • 15 minimum standards that should be covered if you are 'new to care' • and should form part of a thorough induction programme. • support the individual using person centred values • understand the importance of effective communication at work • maintain the privacy and dignity of the individual(s) in their care • support individuals in making choices about their care • understand the principles of hydration, nutrition and food safety • understand the needs and experiences of people with mental health conditions, dementia or learning disabilities • protect people from harm and abuse • understand risk assessment • move and assist safely <p>Accept alternative appropriate ways.</p>	<p>4 (4x1)</p>	<p>Annotation:</p> <p>The number of ticks must match the number of marks awarded.</p> <p>Do not credit:</p> <ul style="list-style-type: none"> • will know what they are doing • 'better training' • names of care standards a 'way' is required

Question			Answer	Marks	Guidance
4	(a)		Financial abuse	1	Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross

Question	Answer	Marks	Guidance
4 (b)*	<p>Impacts on Eve Disempowerment. Eve was determined to be as independent as possible. Now that her carer has betrayed her trust she may struggle to trust again and feel she has to go into a care home. She may lose the ability to trust herself and become more dependent on others – especially as she has Alzheimer’s. She may feel she is a burden on others. Low self-esteem and low self-confidence. Eve may feel stupid for trusting the carer and lose all self-confidence. She may feel guilty for wanting to stay at home. She may not feel able to trust her own judgement in the future. She might feel worthless. Effects on social well-being: Eve may become withdrawn and want to isolate herself for fear of being betrayed again. Effects on physical health: Eve may suffer from stress, lack of sleep due to worrying. She may take less care of herself. Impacts on Layla Layla may feel disempowered as she set up the arrangement and she was powerless to stop the financial abuse. She may feel responsible and guilty. Low self-esteem and low self-confidence: Layla may feel stupid that she trusted the carer and did not spot the abuse for two months. Poor health and well-being: Layla may lose sleep through worrying about the impact on her mum. She may suffer stress and anger at the abuse and this could make her ill. The possible decline in her mother’s health could affect her own health and well-being. The unfair treatment could make her furious with the home care agency. She may not be able to move on from the upset Alternative, appropriate wording and effects may be credited.</p>	8	<p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 (7-8 marks)</p> <ul style="list-style-type: none"> Detailed analysis At least two impacts for both Eve and Layla are analysed clear links between cause and effect impacts explicitly relevant to Eve’s /Layla’s situation <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (4-6 marks)</p> <ul style="list-style-type: none"> Sound analysis Two impacts analysed but maybe the impact(s) on Eve is analysed better than for Layla or vice versa Impacts are mostly relevant to Eve’s/Layla’s situation Some links between cause and effect <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence</i></p> <p>Level 1 (1-3 marks)</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 Eve’s/Layla’s situation May be list like <p><i>There is an attempt at a logical structure with a line of reasoning</i></p> <p>SEEN for a zero mark response</p>

Question			Answer	Marks	Guidance
4	(c)		<p>Explanations of how the Mental Capacity act support individuals.</p> <ul style="list-style-type: none"> • The Mental Capacity Act supports individuals who may lack capacity to make decisions. • It aims to empower and protect vulnerable people who are unable to make their own decisions • All adults have the right to make their own decisions. • When acting on behalf of someone without capacity, all decisions must be in their best interest. • All adults should be assumed to have the capacity to make their own decisions unless proved otherwise. <p>These should be linked to Eve or individuals like her. Eg Eve has been diagnosed with dementia and so needs support in making decisions. This act in particular benefits people with dementia, learning disabilities, or people who have suffered a stroke.</p>	<p>4 (2x2)</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> <p>Two marks for an explanation which is fully developed and linked to an individual like Eve.</p> <p>One mark for an explanation without elaboration</p>

Question		Answer	Marks	Guidance
4	(d)	<p>The Equality Act Prohibits discrimination on the grounds of ‘protected characteristics’: age is a protected characteristic</p> <p>The Care Act</p> <ul style="list-style-type: none"> Local authority must provide people with support and advocacy services. Support for carers who are family or friends. Information and advice available so that people can make their own decisions about their care and support. Adult safeguarding means the local authority must act to protect adults at risk of being abused or neglected. <p>The Health and Social Care Act (2012)</p> <ul style="list-style-type: none"> Patients are given greater freedom to choose services that meet their needs. Greater opportunity for patients’ views to be heard and taken into account. ‘No decision about me without me’ <p>Accept other appropriate legislation e.g. Human Rights Act</p>	<p>2 (2x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>Accept any other relevant legislation</p> <p>For two marks</p> <ul style="list-style-type: none"> One relevant piece of legislation an appropriate example which can be linked to Eve. <p>Do not accept: Mental Capacity Act</p>

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