

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 2025

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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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

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 RM Assessor 50% and 100% (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 the RM Assessor messaging system, or by email.
5. **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.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects 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 a tick 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 any way 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 is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*
10. For answers marked by levels of response:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

Annotations

Annotation	Meaning
	Tick – correct answer
	Cross – incorrect answer
	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
	Not Relevant - ‘noted but no credit given’
	Blank Page

Question		Answer		Marks	Guidance
1	a	Actions		Tick (✓) 3 only	3 [3x1] Annotation: The number of ticks must match the number of marks awarded. No other answers are acceptable If more than three boxes are ticked: mark the first three only
		A	Consult with a senior member of staff to understand how to deal with the situation.	✓ A	
		B	Explain to Jamal that he needs to be more outgoing and play with the other children.		
		C	Have an informal chat with Jamal to find out if there is anything worrying him	✓ C	
		D	Phone Jamal's parents to discuss the situation	✓ D	
		E	Wait to see if he gets more confident - he is probably just going through a 'quiet phase'		
		F	Write up the incidents in a private diary to monitor the situation		

Question	Answer	Marks	Guidance
1	b* Level 3 (7-8 marks) - Detailed justification of at least two of the correct answers - Clear understanding of the situation will be evident <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i> Level 2 (4-6 marks) - sound justification of one or two of the correct answers - Some understanding of how the ways are relevant to the context will be evident <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence</i> Level 1 (1-3 marks) - Descriptive / list like - Lacking an understanding of how to deal with the situation - Basic information - May have chosen incorrect options <i>There is an attempt at a logical structure with a line of reasoning.</i> 0 marks = response not worthy of credit Max top of L2 if incorrect answers in 1a chosen but well-justified. SEEN for a zero mark response	8	Indicative points may include: - It is important to keep senior staff informed. There may be a potential problem that needs to be dealt with, such as bullying. The senior staff may be aware of additional information about the child which may be shared on a 'need to know' basis. Senior staff will know how to deal with the situation and provide advice. Senior staff will know how to deal with the situation / give advice. - A chat would help to confide in the support teacher, he would feel more comfortable and who needs to know why he doesn't enjoy playing football and talking with the others anymore. - There may be an important reason why Jamal does not want to play with the others. For example, he could be a victim of Jack bullying or being picked on by the others. If so, this issue would need to be addressed by the support teacher. - A conversation with parents may throw light on the situation. He may just be a quiet individual or there might be something happening at home that is causing him to withdraw e.g. birth of a new sibling, parents separating, an illness or bereavement in the family etc. - Legal obligations/following policies / working in partnership with parents This list is not exhaustive, accept other appropriate justification.

1	c	Two marks for an impact and a clear description. Two required. Question requires impacts on mental health – not social or physical health Potential impacts on mental health: • anxiety • depression • disempowered / scared • feel worthless / not valued • low self confidence • low self-esteem • poor health • self-harm / aggression • withdrawn Example description of impacts: • disempowered - they may feel a lack of control in their life • low self-esteem/confidence - leads to feeling worthless Accept other suitable impacts	4 [2x2]	Annotation: The number of ticks must match the number of marks awarded. Two marks for a clear description of impact One mark for an identification or some understanding but a lack of clarity Do not accept: • 'stress' – is too vague • 'feel different' • upset
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Question		Answer	Marks	Guidance														
2	a	Identify the four protected characteristics in the list below: <table><thead><tr><th>Protected characteristics</th><th>Tick (✓) 4 only</th></tr></thead><tbody><tr><td>Disability</td><td>✓</td></tr><tr><td>Equal and fair treatment</td><td></td></tr><tr><td>Gender</td><td>SEEN</td></tr><tr><td>Language</td><td></td></tr><tr><td>Marriage and civil partnership</td><td>✓</td></tr><tr><td>Religion or belief</td><td>✓</td></tr></tbody></table>	Protected characteristics	Tick (✓) 4 only	Disability	✓	Equal and fair treatment		Gender	SEEN	Language		Marriage and civil partnership	✓	Religion or belief	✓	4 (4x1)	Annotation: For a tick against ‘gender’ use SEEN If more than four boxes are ticked: Mark the first four only (discounting gender) Max three marks
Protected characteristics	Tick (✓) 4 only																	
Disability	✓																	
Equal and fair treatment																		
Gender	SEEN																	
Language																		
Marriage and civil partnership	✓																	
Religion or belief	✓																	
		final																

Question		Answer	Marks	Guidance
2	b	How a GP Surgery can make its services accessible: • automatic doors • individuals with poor vision are collected by staff from the waiting room • carpark spaces near the entrance • hand rails • hearing loop • information available in different formats - Braille, large print, easy read etc • Interpreter / translator • leaflets provided in a range of different languages • lift/elevator • male and female staff • wheelchair ramps Accept other suitable ways.	4 [2x2]	Annotation: The number of ticks must match the number of marks awarded. Two marks for a clear example of how a GP Surgery can make services accessible. One mark for an identification or some understanding but a lack of clarity Not: Dietary options

Question	Answer	Marks	Guidance
2 c	Two ways Ofsted inspections help child care settings to achieve high standards: • Raises awareness of standards people can expect from care settings • Inspection improves the standards of care provided • Individuals are provided with information that enables a choice of somewhere with a good rating • Ofsted inspections rate child care settings from 'outstanding' to 'inadequate' • A report is published that identifies good practice or identifies what needs to be improved • Is a quality assurance system – identifies what is done well and what needs improving Aspects of service provision inspected include: ○ Effectiveness of leadership and management ○ Quality of teaching, learning and assessment learning ○ Personal development, behaviour, and welfare ○ Outcomes for children ○ Effectiveness of safeguarding Accept other suitable ways.	4 [2x2]	Annotation: The number of ticks must match the number of marks awarded. Two marks for a clear example of how Ofsted inspections help child care settings to achieve high standards. One mark for an identification or some understanding but a lack of clarity

Question	Answer	Marks	Guidance
2 d	Level 3 (5-6 marks) - Detailed outline of at least two actions that could be used to challenge discriminatory practice - Clear understanding of the actions will be evident <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i> Level 2 (3-4 marks) - Sound outline of one or two actions that could be used - Some understanding of the actions will be evident <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence</i> Level 1 (1-2 marks) - Descriptive / list like - Lacking an understanding of the actions - Basic information <i>There is an attempt at a logical structure with a line of reasoning.</i> 0 marks = response not worthy of credit	6	Annotation: The number of ticks will not necessarily correspond to the marks awarded. SEEN for a zero mark response Indicative points may include: Challenge at the time - To raise their awareness - speak to the individual and explain how they are discriminating - Ask them to reflect - on their actions, or what they said - Encourage them to speak with the person they have discriminated against - and apologise Challenge afterwards through procedures - Show the individual the relevant policy e.g. confidentiality, bullying, equal opportunities so they learn etc - Discuss at senior management level – so they can address the issue with training or disciplinary action to raise awareness - Make complaint/use procedures means of redress Challenge through long-term pro-active campaigning - Provide regular training for staff over time - to raise awareness of correct ways of working - Send the person who has been discriminating - on an equality and diversity course - Run sessions or workshops - about the values of car Accept other suitable actions Actions may apply to victims or witnesses.

Question	Answer	Marks	Guidance
3 a	Level 3 (7-8 marks) - Detailed explanation of at least two ways of promoting gender equality in the nursery - Clear understanding of promoting gender equality will be evident <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i> Level 2 (4-6 marks) - Sound explanation of one or two ways of promoting gender equality in the nursery - Some understanding of how the ways are relevant to the context will be evident <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence</i> Level 1 (1-3 marks) - Descriptive / list like - Lacking an understanding of how to promote gender equality - Basic information <i>There is an attempt at a logical structure with a line of reasoning.</i> 0 marks = response not worthy of credit	8	Annotation: The number of ticks will not necessarily correspond to the marks awarded. SEEN for a zero mark response Indicative points may include: Resources promoting gender equality - have male and female staff - staff trained in equality - books / dvds that show both men and women in leading roles – not stereotypical roles - have mixed sports teams - curriculum – boys and girls have access to the same subjects / sports / play activities - colours of resources / toys not stereotypically matched to gender - do not have ‘boys toys’ and ‘girls toys’ – gender neutral eg Lego - do not have ‘girls’ and ‘boys’ dressing up clothes Environment promoting gender equality - displays should reflect equal opportunities for men and women e.g. female pilot, male nurse etc - non-sexist language used by staff in the setting - encourage girls and boys to play together - colours of displays not stereotypically matched to gender - male and female staff to share jobs – not men doing lifting and women cleaning

Question	Answer	Marks	Guidance
3	b Keeping children safe and maintaining a healthy environment: • Security measures in place – staffed reception, staff lanyards, keypad entry system, signing in and out. Passwords used by guardians • Electrical equipment regularly checked and PAT tested • Regular maintenance checks on equipment and toys • Hand hygiene • Risk assessments • Gates locked against intruders • Accurate registers Working in partnership with parents • Open mornings / inviting parents in to see children taking part in activities • Parents invited in to discuss progress and how they can help • Daily diary kept for parents to have suggesting activities parents can do with their child • Informal chat / talking to parents regularly raising awareness of what they can do • Open evening talk about how parents can get involved with / support their child's learning Making the welfare of the child paramount: • Having a safeguarding policy in place so all staff are aware of procedures to follow to report safeguarding issues. • Train staff in safeguarding procedures / having a named safeguarding lead to report concerns to • Make staff aware of safety procedures – fire drill, first aid provision, supervision, risk assessments staff/child ratio etc. • All staff DBS checked to prevent unsuitable people from working with the children • Using a child-centred approach so that children are never humiliated, abused or smacked • Registered list / password / photos of people with permission to collect a child	6 [3x2]	Annotation: The number of ticks must match the number of marks awarded. Two marks for a clear example with further detail that shows a good understanding One mark for an identification with some understanding but a lack of clarity Max two marks per value This list is not exhaustive, accept other appropriate and relevant examples. Some answers may be interchangeable – do not award marks for same example used twice.

Question		Answer	Marks	Guidance
4	(a)	Methods of maintaining patient confidentiality in a care home: • Meetings with or about the resident to be held in a private room so no-one can overhear the discussion. • Files / resident information to be kept in secure place – locked filing cabinet • Limited access to resident's personal files – relevant staff who need to know only • Have electronic records to ensure only those with password can access • Destroying / shredding old/out of date information • Information shared on a need-to-know basis. Accept other suitable methods of maintaining confidentiality.	3 [3x1]	One mark for an identification - three required Do not credit: • 'locked away' - on its own • Leaving information out • Data protection – is too vague

Question		Answer	Marks	Guidance
4	b	Two examples of how staff can maintain care home residents right of choice: • Offer a range of activities for residents to choose to take part in • Giving residents a choice of whether to take part in activities • Supplying a range of different menu options • Residents deciding which clothes to wear today • Choosing time to get up or go to bed • Providing both a TV lounge and a quiet room • Providing an optional programme of social events and outings Accept other suitable examples.	4 [2x2]	Two marks for a clear example with further detail that shows a good understanding One mark for an identification with some understanding but a lack of clarity

Question	Answer	Marks	Guidance
4 c	Level 3 (5-6 marks) - Detailed description of at least two aspects of the advocate's role - Clear understanding of the role will be evident <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i> Level 2 (3-4 marks) - Sound explanation of one or two aspects of an advocate's role - Some understanding of the advocate's role will be evident <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence</i> Level 1 (1-2 marks) - Descriptive / list like (low end) - Lacking an understanding of the role of an advocate - Basic information <i>There is an attempt at a logical structure with a line of reasoning.</i> 0 marks = response not worthy of credit	6	The number of ticks will not necessarily correspond to the marks awarded. SEEN for a zero mark response Indicative content may include: Role of an advocate: - Attending a meeting with an individual - Attending a meeting for an individual - Helping an individual to find or access information they need - Writing letters on the individual's behalf - Speaking on behalf of the individual at a case conference to express their wishes An advocate will: - Be completely independent and represent the individual's views - Ensure an individual's rights and needs are recognised - Represent an individual's wishes and views - Speak on behalf of an individual who cannot speak for themselves - Act in the best interests of the person they are representing

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