

**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 2019

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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


These are the annotations to be used when 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
	be ‘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 each way explained, three required.</p> <p>Food</p> <ul style="list-style-type: none"> • meet cultural needs – Halal, kosher, vegetarian etc. • meet dietary needs – coeliac, vegetarian, gluten free, nut free etc. • provide different foods that cater for different belief systems • provide Halal food for Muslims / Kosher for Jewish individuals • provide vegetarian food for those who do not eat meat <p>Music</p> <ul style="list-style-type: none"> • musical instruments from around the world • introduce songs from a range of cultures • visits to a variety of different types of music performances • play music from different cultures • tie in with topics they are teaching e.g. Diwali and and Indian music <p>Dress</p> <ul style="list-style-type: none"> • inclusive school uniform • respect religious requirements • 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 <p>Some answers are interchangeable, e.g. festivals, 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>Two marks: A full explanation of one way that clearly shows an understanding of how the school staff could value the aspect of diversity.</p> <p>One mark:</p> <ul style="list-style-type: none"> • a simplified explanation which lacks clarity and is ‘vague’ • a list of two or more ways <p>Do not accept:</p> <ul style="list-style-type: none"> • examples not related to the given aspects • repetition e.g. ‘culture’ • impact e.g. valued / respected

Question		Answer	Marks	Guidance
1	(b)	<p>One mark for a correct way identified.</p> <p>Making the welfare of the child paramount:</p> <ul style="list-style-type: none"> • The child's needs come first • Use a child-centred approach • Never humiliate a child • Never abuse, smack or hit a child • Safeguarding procedures / having a named safeguarding lead to report concerns to • Safety procedures – fire drill, first aid provision, supervision, risk assessments etc. • Child consulted - wishes considered if mature enough • All staff DBS checked • Registered list / password / photos of people with permission to collect a child <p>Accept other appropriate ways.</p>	1 (1x1)	<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; text-align: center;">  </div> <p>Credit specific general points:</p> <ul style="list-style-type: none"> • ensure gates are closed to protect children • provide a hot meal during the day • ensure no child is being discriminated against <p>Do not credit vague answers such as:</p> <ul style="list-style-type: none"> • ensure the child is happy • resolve any issues as soon as possible

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
1	(c)*	<p>Pros: Regular staff meetings provide opportunities for:</p> <ul style="list-style-type: none"> • Sharing best practice • Discussing what went well / celebrate success • Discussing what could be improved in future/reflection • Share concerns / raise issues / poor practice • Problem solving / partnership working • Giving updates / information / standards • Communicate children's' needs • Getting opinions from staff / advice • Giving reminders of policies / procedures. • Training / professional development can be a part of staff meetings • meetings can identify areas where members of staff need more support <p>Cons: Assessment points:</p> <ul style="list-style-type: none"> • Meetings take time – people are busy • After school or before school – teachers and staff may need the time for preparation and planning • Some staff may be absent / on a course / meeting parents etc. And miss the meeting so unaware of issues raised • While staff are at a meeting they are not working – cost, staffing implications • Some staff have a negative attitude and do not like 'meetings' • Staff may be tired after a full day's work – may not gain the most benefit from a meeting after school. • Mentoring / observation may be more effective 	8	<p>The number of ticks will not necessarily correspond to the marks awarded. Focus of the question is assessment.</p> <p>Level 3 checklist</p> <ul style="list-style-type: none"> • How staff meetings help to apply best practice • Detailed assessment of having staff meetings – pros and cons • Well-developed line of reasoning • Logically structured • QWC - high <p>Level 2 checklist</p> <ul style="list-style-type: none"> • Some reference to how staff meetings help to apply best practice • Some assessment – may be only pros • A line of reasoning in the most part relevant • QWC – mid <p>Level 1 checklist</p> <ul style="list-style-type: none"> • Limited/no information about how staff meetings help apply best practice • Basic assessment presented in an unstructured way • List like/muddled • QWC – low <p>Must have pros and cons for Level 3</p>	<p>Level 3 (7–8 marks) Answers will provide a detailed assessment how of regular staff meetings help to apply best practice. Answers are coherent, clear and logically structured. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (4–6 marks) Answers will provide some assessment of how regular staff meetings help to apply best practice. Answers are presented with some structure and are relevant to the situation. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1 (1–3 marks) Answer provides a basic assessment of how regular staff meetings help to apply best practice. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p>0 marks – response not worthy of credit.</p>

Question	Answer / Indicative content	Marks	Guidance	
			Content	Levels of response
2	(a)*	6	<p>The number of ticks will not necessarily correspond to the marks awarded. Focus of the question is analysis</p> <p>Level 3 checklist</p> <ul style="list-style-type: none"> Detailed analysis of relevant effects Balanced - both mental health and physical health and wellbeing Logically structured QWC - high <p>Level 2 checklist</p> <ul style="list-style-type: none"> Sound analysis Relevant effects QWC - mid <p>Sub-max of 3 – if only mental or physical health</p> <p>Level 1 checklist</p> <ul style="list-style-type: none"> Limited / basic analysis Likely to identify several effects that are not developed or just one effect with limited analysis Limited structure / list like QWC – low <p>Must have both mental health and physical health and well-being for Level 3</p>	<p>Level 3 (5-6 marks) Answer provides a detailed analysis of effects which clearly addresses Lola's situation. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (3-4 marks) Answer provides a sound analysis. Answers are presented with some structure and are relevant to Lola's situation. There may be some errors of grammar, punctuation and spelling. Sub-max of 3 – if only mental or physical health, but done well.</p> <p>Level 1 (1–2 marks) Answer provides a limited or basic analysis. Answers may be muddled, or list-like, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p>0 marks – response not worthy of credit.</p>
	<p>Effects on mental health:</p> <ul style="list-style-type: none"> lack of confidence / confidence destroyed anxiety eating disorder / self-harm / suicidal depressed lack of motivation feeling worthless / low self-esteem low self-confidence social anxiety / not want to speak to anyone not wanting to be involved in activities not leaving the house not wanting to speak to anyone found it difficult to go to school <p>Effects on physical health and well-being:</p> <ul style="list-style-type: none"> not eating / eating disorder / malnutrition weight loss health deteriorates / poor immune system self-harm – physical effects staying in bed / not leaving the house lack of exercise – health effects fatigue / lack of energy / weak / tired <p>Some answers are interchangeable, but do not credit repeats. Accept appropriate alternative effects</p>			

Question	Answer	Marks	Guidance
2	<p>(b) Two descriptions required. Two marks each.</p> <p>Ways support groups can help individuals experiencing bullying:</p> <ul style="list-style-type: none"> • advice and information about what help is available • raise awareness of bullying issues • campaigns to prevent bullying • opportunities to meet others in the same situation e.g. share experiences and coping strategies • offer counselling / someone to talk to / without being judged • provide a phone line / social networks / online help • provide legal advice • provide an advocate • build people's confidence / empowerment / encourage them to talk about it • provides a listening ear – someone is listening to you • explain how to report it / how to complain • contact police / school / parents in cases - safeguarding situations 	<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> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Two marks: A full description that clearly shows understanding of how a support group could help.</p> <p>One mark: A basic description that lacks clarity</p> <p>No credit for examples of specific support groups.</p>

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
2 (c)*	<p>Impacts of having a bullying policy:</p> <ul style="list-style-type: none"> • individuals will know what do / who to speak with / how to report if they are being bullied • raises awareness of bullying - helps people (including the bullies) recognise what type of behaviour is considered to be bullying • defines what bullying is / types / signs • helps prevent / reduce bullying • gives individuals confidence to report and challenge bullies through procedures / empowers them • guidance - staff will know their responsibilities / what is expected / professional conduct is clear • ensures legal requirements are met • provides a system of redress / gives rights • helps individuals feel safe and secure / supported • helps develop trust between SU and SP • helps them feel they will be listened to / taken seriously • means cases of bullying will be investigated • means they will be able to concentrate / focus on school work and not worry about being bullied 	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 analysis.</p> <p>Level 2 checklist</p> <ul style="list-style-type: none"> • Detailed analysis of how the policy impacts individuals • Two or more relevant impacts • Well-developed, clear and logically structured • QWC - high <p>Level 1 checklist</p> <ul style="list-style-type: none"> • Limited / basic analysis • Likely to identify several points that are not developed or just one point explained • Limited structure / list like • QWC – mid-low 	<p>Level 2 (4–5 marks) Answer provides a detailed analysis of the impact on individuals of having a bullying policy. Answers will be coherent, and factually correct. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 1 (1–3 marks) Answer provides a limited or basic analysis of the impact on individuals of having a bullying policy List like or muddled answers should be placed in this band. Errors of grammar and spelling may be noticeable and intrusive.</p> <p>0 marks = response not worthy of credit.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>SEEN for a zero mark response</p>

Q	Answer	Marks	Guidance
3(a)	<p>Four aspects required. One mark each.</p> <p style="text-align: center;">Children and Families Act 2014.</p> <p>Family courts and justice</p> <ul style="list-style-type: none"> • A 26 week deadline for the family court to rule on care proceedings / speeds up decision making • When parents split up the courts should help parents to do what is right for their child, not what parents might want. • If safe and in the child's best interests, courts to take the view that after separation both parents should be involved in their children's lives. • Replaces contact and residence orders with a single order called a child arrangements order. <p>SEND (Children with special educational needs and disabilities)</p> <ul style="list-style-type: none"> • Education and Health Care Plans (EHC plans) introduced • Children's needs are assessed in a holistic way with EHC plans. • Rights to a personal budget for children with EHC plans. • Families have to be involved in discussions and decisions about children's care and education when writing an EHC plan. • Local authority must inform young people and parents of support they are entitled to so they are aware of the choices available. • More support to be provided to schools for children with medical conditions in order to meet their needs. This extends choice of children to attend mainstream school if they choose to. • Aims to get education, health care and social care services working together <p>Role of the Children's Commissioner</p> <ul style="list-style-type: none"> • Gives the Commissioner stronger powers • Has to focus on the rights of all children, including those in care or living away from home • Role is increased from representing 'the views and interests' of children to 'promoting and protecting' the rights of children / ensures that children have the best outcome <p>Parents who have a new child</p> <ul style="list-style-type: none"> • Mothers, fathers and adopters can opt to share parental leave so each can take time off work when they have a new baby. • Fathers or a mother's partner can take unpaid leave to attend up to two antenatal appointments. • Allows both parents have time off to go to clinic appointments before their baby is born • Allows people who are going to adopt a child have time off work to see the child and go to meetings about adoption. 	<p>4 (4x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>Answers do not have to use the exact wording of the mark scheme, alternative, appropriate wording may be credited</p> <p>For SEND accept general points about rights to provision and support.</p>

Question	Answer	Marks	Guidance																		
3	<p data-bbox="170 252 636 284">(b) Five aspects, one mark each.</p> <table border="1" data-bbox="246 360 1397 858"> <thead> <tr> <th data-bbox="246 360 1205 414">Role</th> <th colspan="2" data-bbox="1205 360 1397 414">Answer:</th> </tr> </thead> <tbody> <tr> <td data-bbox="246 414 1205 507">Considers whether a drug or treatment benefits patients.</td> <td data-bbox="1205 414 1301 507">NICE</td> <td data-bbox="1301 414 1397 507">C</td> </tr> <tr> <td data-bbox="246 507 1205 592">Improves outcomes for individuals using NHS and social care settings.</td> <td data-bbox="1205 507 1301 592">NICE</td> <td data-bbox="1301 507 1397 592">C</td> </tr> <tr> <td data-bbox="246 592 1205 683">Provides information for individuals so that they know their rights under equality law.</td> <td data-bbox="1205 592 1301 683">EHRC</td> <td data-bbox="1301 592 1397 683">B</td> </tr> <tr> <td data-bbox="246 683 1205 767">Publishes inspection reports and if the setting does not meet the required standards can issue warning notices and fines.</td> <td data-bbox="1205 683 1301 767">CQC</td> <td data-bbox="1301 683 1397 767">A</td> </tr> <tr> <td data-bbox="246 767 1205 858">Registers and licences care services.</td> <td data-bbox="1205 767 1301 858">CQC</td> <td data-bbox="1301 767 1397 858">A</td> </tr> </tbody> </table>	Role	Answer:		Considers whether a drug or treatment benefits patients.	NICE	C	Improves outcomes for individuals using NHS and social care settings.	NICE	C	Provides information for individuals so that they know their rights under equality law.	EHRC	B	Publishes inspection reports and if the setting does not meet the required standards can issue warning notices and fines.	CQC	A	Registers and licences care services.	CQC	A	5 (5x1)	<p data-bbox="1568 252 2038 352">Annotation: The number of ticks must match the number of marks awarded.</p> <p data-bbox="1568 389 2063 421">For incorrect answers use the cross.</p> <p data-bbox="1568 491 2092 592">No other answers are acceptable. Accept the answer letter or the initials of the organisation e.g. CQC</p> <p data-bbox="1568 660 2107 724">If more than one answer is given in the box: No mark should be awarded.</p> <p data-bbox="1568 852 2119 1098">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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3 (c)	<p>One description with an example required, two marks.</p> <p>Indirect discrimination:</p> <ul style="list-style-type: none"> • Unintentionally discriminating against an individual / group without meaning to / without knowing. • No provision for different dietary requirements so Halal, vegetarian or gluten free food not available. • Offering services at limited times, e.g. a health clinic or football practice only on Friday afternoons or on a Sunday which could conflict with religious observance. • Policies/practices applied equally to everyone which disadvantage certain groups, e.g. part-time staff not eligible to be promoted above a certain grade or uniform policy not allowing hair to be covered – discriminates against women who wear a veil / men who wear turbans. • Having a condition that makes it unfavourable for some, e.g. no head wear allowed, height restrictions, clean shaven. • Not providing information in different formats, e.g. leaflets about going into hospital, information about different procedures or medical tests not available in different languages or formats. 	<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> <div style="border: 1px solid black; padding: 5px; text-align: center;"> A TV REP SEEN </div> <p>One mark: A basic statement or identification or a definition only</p> <p>Two marks: A specific example described well. or a definition and an example</p> <p>Question does not ask for a definition it asks for an example. One mark if only a definition is given - use omission mark.</p>

Question	Answer	Marks	Guidance
3 (d)	<p>Two types identified. One mark each.</p> <p>Types of abuse:</p> <ul style="list-style-type: none"> • domestic • emotional • exploitation • financial • institutional • mate crime • neglect • physical • psychological / mental • sexual • verbal 	<p>2 (2x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> TV REP SEEN </div> <p>Do not credit:</p> <ul style="list-style-type: none"> • bullying • discrimination • intentional / unintentional • labelling • racism • stereotyping • theft

Question	Answer	Marks	Guidance
4 (a)	<p>Two marks for each correct example. Two examples required.</p> <p>Being patronising:</p> <ul style="list-style-type: none"> • Tom losing patience with Rupesh because he has to repeat things as Rupesh has hearing problems • Tom makes derogatory comments such as calling him 'slow' just because he has mobility difficulties • insulting Rupesh by getting his name wrong (deliberately) i.e. 'slow Rupert' making Rupesh feel disempowered <p>Prejudice:</p> <ul style="list-style-type: none"> • 'Rupesh is a silly foreign name' is a racist comment • 'Rupesh is a silly name' is a discriminatory comment • 'Slow Rupert' due to his being overweight is discriminatory <p>Some examples are interchangeable, but do not credit repeats.</p>	4 (2x2)	<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; margin: 10px auto; width: fit-content;"> ^ TV REP SEEN </div> <p>One mark for identification of example from the scenario One mark for additional description</p> <p>Do not credit definitions.</p>

Question	Answer	Marks	Guidance
4	<p>(b) Three marks for an explanation. One mark for each valid point.</p> <p>Maintaining confidentiality:</p> <ul style="list-style-type: none"> • Important information about individuals in care settings should be shared on a 'need to know' basis to inform the care provided. • Report to a senior member of staff to check how to deal with a situation correctly, to ensure appropriate action is taken / obtain advice. • Tell only the staff working with Rupesh on a 'need to know' basis – they do need to be aware that something is affecting him, but not necessarily the full details. • Only sharing information on a 'need to know' basis follows confidentiality guidelines / policy / legislation. • Record what Rupesh has told her - important to have up to date, accurate records that may provide evidence at a later date. <p>Looking for <u>what</u> she would do and <u>reason why</u></p>	3 (3x1)	<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; margin: 10px auto; width: fit-content;"> ^ TV REP SEEN </div> <p>Only credit responses that relate to the scenario. (Link may be implicit)</p> <p>One mark for <u>what</u> she would do</p> <p>Plus</p> <p>Two marks for reason/s why</p>

Question	Answer	Marks	Guidance																		
4 (c)	<table border="1"> <thead> <tr> <th data-bbox="315 284 1310 387">Possible actions</th> <th data-bbox="1310 284 1424 387">Tick three only</th> </tr> </thead> <tbody> <tr> <td data-bbox="315 387 1310 491">Listen to Rupesh but do nothing because that is what Rupesh has requested.</td> <td data-bbox="1310 387 1424 491"></td> </tr> <tr> <td data-bbox="315 491 1310 595">Discuss the issue with her supervisor and arrange for Tom to have a mentor.</td> <td data-bbox="1310 491 1424 595">✓</td> </tr> <tr> <td data-bbox="315 595 1310 699">Make a note about Rupesh's comments in her personal diary for future reference and check if he feels the same in a few weeks.</td> <td data-bbox="1310 595 1424 699"></td> </tr> <tr> <td data-bbox="315 699 1310 802">Listen to Rupesh and sympathise with him, but explain that the staff are very busy and sometimes don't have time to do things properly.</td> <td data-bbox="1310 699 1424 802"></td> </tr> <tr> <td data-bbox="315 802 1310 906">Chat informally with a colleague to get another opinion about what to do.</td> <td data-bbox="1310 802 1424 906"></td> </tr> <tr> <td data-bbox="315 906 1310 1010">Privately, speak to Tom and tell him that he should not be treating Rupesh like this and should reflect on how he could treat Rupesh with more respect.</td> <td data-bbox="1310 906 1424 1010">✓</td> </tr> <tr> <td data-bbox="315 1010 1310 1114">Provide Rupesh with information about the Day Centre complaints procedure and who to contact.</td> <td data-bbox="1310 1010 1424 1114">✓</td> </tr> <tr> <td data-bbox="315 1114 1310 1217">Observe Tom working with Rupesh for a couple of weeks to make sure that what Rupesh has said is actually happening.</td> <td data-bbox="1310 1114 1424 1217"></td> </tr> </tbody> </table>	Possible actions	Tick three only	Listen to Rupesh but do nothing because that is what Rupesh has requested.		Discuss the issue with her supervisor and arrange for Tom to have a mentor.	✓	Make a note about Rupesh's comments in her personal diary for future reference and check if he feels the same in a few weeks.		Listen to Rupesh and sympathise with him, but explain that the staff are very busy and sometimes don't have time to do things properly.		Chat informally with a colleague to get another opinion about what to do.		Privately, speak to Tom and tell him that he should not be treating Rupesh like this and should reflect on how he could treat Rupesh with more respect.	✓	Provide Rupesh with information about the Day Centre complaints procedure and who to contact.	✓	Observe Tom working with Rupesh for a couple of weeks to make sure that what Rupesh has said is actually happening.		3 (3x1)	<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 answers 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
4 (d)*	<p>Examples of justification:</p> <p>Discuss the issue with her supervisor and arrange for Tom to have a mentor.</p> <ul style="list-style-type: none"> follows correct procedures the supervisor needs to know what is going on and will be able to give advice Tom needs support in providing quality care and good practice - the supervisor can arrange this a mentor would provide advice, support and be a role model for good practice as has more experience Supervisor can speak to Tom to make him aware that it is wrong / or how to communicate properly <p>Privately, speak to Tom and tell him that he should not be treating Rupesh like this and should reflect on how he could treat Rupesh with more respect.</p> <ul style="list-style-type: none"> Tom needs to be made aware that the way he is treating Rupesh is unacceptable he needs to be made aware of correct ways of working and non-discriminatory practice encourages him to be a reflective practitioner speaking privately to Tom maintains confidentiality <p>Provide Rupesh with information about the Day Centre complaints procedure and who to contact.</p> <ul style="list-style-type: none"> supports Rupesh's rights so he knows how to get help so he knows he is being listened to and taken seriously so he knows someone will help empowers Rupesh enables him to take action <p>This list is not exhaustive, accept other appropriate justification. Do not credit re-iteration of the situation.</p>	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 justification.</p> <p>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 justification of at least two of the chosen answers Related to the context Clear understanding of the situation will be evident Well-developed line of reasoning Logically structured QWC - high <p>Level 2 checklist</p> <ul style="list-style-type: none"> Sound justification of one or two of the chosen answers Related to the context Understanding of the situation will be evident A line of reasoning in the most part relevant QWC - mid <p>Level 1 – checklist</p> <ul style="list-style-type: none"> Descriptive (upper end) list like (low end) Lacking an understanding of the situation Basic information presented in an unstructured way May not be specifically linked to the situation QWC – low 	<p>Level 3 (6-7 marks) Answer provides a detailed justification which clearly addresses the situation. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (4-5 marks) Answer provides a sound justification which addresses the situation. Answers will be coherent, factually accurate and use appropriate terminology. There may be some errors of grammar, punctuation and spelling. Sub-max of 4 – if only one justification, but done well.</p> <p>Level 1 (1–3 marks) Answer provides a limited or basic justification. Answers may be descriptive or, at the bottom end of this level, list like. Answers may be muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p>0 marks = response not worthy of credit.</p>

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

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Facsimile: 01223 552553

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