

**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 2020**

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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 <b>does</b> count as a mark – so <b>do not</b> ‘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) <b>Two</b> marks for a description, <b>two</b> required.</p> <p><b>Types of discriminatory practice:</b></p> <ul style="list-style-type: none"> <li>• Ageism / stereotyping not taking Steve’s opinions seriously; assumption he would be better off in residential care.</li> <li>• Disregard of Steve’s need for independence, telling him he would be better off in a care home rather than living independently.</li> <li>• Physical abuse, inadequate care, rough handling while doing exercises.</li> <li>• Verbal abuse by making derogatory comments, telling him he is better off in a home / telling him he is silly / patronising / lack of respect</li> <li>• Emotional / mental / psychological / bullying abuse, making derogatory comments, telling Steve he is ‘silly’.</li> <li>• Incorrect manual handling, rough treatment.</li> <li>• Physiotherapist is patronising, telling Steve what he should do.</li> <li>• Direct discrimination – with description/example</li> <li>• Disability discrimination - telling him he would be better off in a care home assuming he can’t look after himself</li> </ul> <p><b>Alternative wording and examples are acceptable and interchangeable, but do not credit repeats.</b></p>	<p><b>4</b> (2x2)</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p><b>Two marks:</b> Answer includes detail that clearly shows an understanding of discriminatory practice.</p> <p><b>One mark:</b> A basic statement or identification with no elaboration.</p> <p><b>Do not credit:</b></p> <ul style="list-style-type: none"> <li>• examples not related to the scenario</li> <li>• repetition</li> <li>• ‘abuse’ on its own – type needed e.g. verbal/mental/psych etc</li> <li>• ‘labelling’ on its own – needs description</li> <li>• disempowerment</li> </ul> <p><b>Do not credit ‘effects’ or ‘impact’ of the discriminatory practice.</b></p>

Question		Answer	Marks	Guidance
1	(b)	<p><b>One</b> mark for a way identified. <b>Three</b> required.</p> <p><b>Ways Steve could challenge discrimination:</b></p> <ul style="list-style-type: none"> <li>• Challenge at the time / tell the physiotherapist how they are discriminating tell physio they are wrong to treat him like this</li> <li>• Ask the physiotherapist to reflect on their actions / what they have done</li> <li>• Report what has happened to senior staff / management company / employer</li> <li>• Report to regulatory body / CQC</li> <li>• Use the (hospital) complaints procedure / make a complaint</li> <li>• Ask a family member / friend to complain on his behalf / tell family</li> <li>• Get advice from CAB / PALS / family / friends / support group / advocacy service</li> </ul>	<p><b>3</b> (3x1)</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p><b>Do not credit:</b></p> <ul style="list-style-type: none"> <li>• challenge through long-term campaigns</li> <li>• ways not related to the scenario / Steve</li> </ul> <p>Needs to be a specific 'way'. Watch out for vague responses.</p> <p><b>The following are too vague:</b></p> <ul style="list-style-type: none"> <li>• record it</li> <li>• confront the physio</li> <li>• speak to physio / talk to physio</li> <li>• ask for a different physio</li> <li>• use system of address</li> <li>• whistleblow</li> <li>• contact Healthwatch</li> <li>• call the police</li> <li>• take legal action</li> <li>• look at policy / and take action</li> <li>• write a diary / report</li> <li>• look at the companies' policy</li> </ul>

Question	Answer/Indicative Content	Mark	Guidance	
			Content	Levels of response
1	(c)*	7	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is explanation.</p> <p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 – checklist</b></p> <ul style="list-style-type: none"> <li>• Detailed explanation</li> <li>• 2 or more impacts</li> <li>• Impacts relevant to Steve’s situation</li> <li>• Explicit links between cause and effect</li> <li>• Logically structured</li> </ul> <p><b>Level 2 – checklist</b></p> <ul style="list-style-type: none"> <li>• Sound explanation</li> <li>• 1 or 2 impacts</li> <li>• Impacts are mostly relevant to Steve’s situation</li> <li>• Some links between cause and effect though may be implicit</li> <li>• <b>sub-max 4</b> if only 1 impact or several not developed</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>• Limited attempt at explanation</li> <li>• Basic information presented in an unstructured way</li> <li>• Limited relevance to Steve</li> <li>• List like</li> </ul>	<p><b>Level 3 (6-7 marks)</b> Answers provide a detailed explanation of two or more impacts of discriminatory practice on Steve. Answers are explicitly relevant to Steve’s situation, linking cause and effect. <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><b>Level 2 (4–5 marks)</b> Answers provide a sound explanation of one or two impacts of discriminatory practice on Steve. The answer is coherent and the information presented is in the most part relevant to Steve’s situation, providing some links between cause and effect. <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence</i> <b>Sub-max of 4</b> if just one impact done well or several impacts not fully explained</p> <p><b>Level 1 (1–3 marks)</b> Answer provides a limited explanation and may only identify impacts of discriminatory practice. May not be explicitly linked to Steve’s situation. Answers may be basic, list like, muddled, demonstrating little knowledge or understanding. <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p><b>0 marks = response not worthy of credit</b></p> <p><b>SEEN</b> for a zero mark response</p>

Question	Answer	Marks	Guidance
2	<p>(a) <b>One</b> mark for an example of good practice. <b>Two</b> examples required.</p> <p><b>Examples of good practice:</b></p> <ul style="list-style-type: none"> <li>• Staff meetings are held regularly</li> <li>• Regular discussions around best practice</li> <li>• Reflective practice sessions</li> <li>• Discussion about what can be learned from any incidents</li> <li>• Needs of residents are discussed</li> <li>• Use of input from therapy team</li> <li>• Following agreed ways of working</li> <li>• Medicine administration records are completed</li> <li>• MAR shows when medication has been given</li> <li>• Photograph of resident on MAR to identify recipient</li> </ul> <p>Answers do not have to use the exact wording of the mark scheme, alternative, appropriate wording and effects may be credited.</p>	2 (2x1)	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Credit <b>any</b> two correct examples.</p> <p>Must be an <u>example</u> of good practice <u>from the scenario</u>.</p>

Question	Answer	Marks	Guidance
2	<p>(b) <b>One</b> mark for an example of poor practice. <b>Two</b> examples required.</p> <p><b>Examples of poor practice:</b></p> <ul style="list-style-type: none"> <li>• Staff not always supported in their role / not supervised</li> <li>• Gaps in training – not all staff attended training</li> <li>• Some staff not trained in safeguarding / moving and handling / substance misuse / fire safety</li> <li>• If medication is not administered no reason why is recorded on MAR / MAR not completed properly</li> <li>• Not able to identify reasons / trends why an individual hasn't had their medication</li> </ul> <p>Answers do not have to use the exact wording of the mark scheme, alternative, appropriate wording (can be direct from the text) may be credited.</p>	2 (2x1)	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Credit any two correct examples.</p> <p>Must be an <u>example</u> of poor practice <u>from the scenario</u>.</p> <p><b>Do not credit:</b></p> <ul style="list-style-type: none"> <li>• repeats of different types of training</li> <li>• 'medication was not always administered'- this is correct but the poor practice is not recording 'why' it was not administered</li> </ul> <p><b>The following are incorrect:</b></p> <ul style="list-style-type: none"> <li>• 'not all medication is recorded'</li> <li>• 'don't know if medicines are given or not'</li> </ul> <p>'Not supervised' must be in reference to staff – not residents.</p>



Question	Answer/indicative content	Marks	Guidance	
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2	(c)*	6	<p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded. This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is explanation.</p> <p><b>Level 3 – checklist</b></p> <ul style="list-style-type: none"> <li>Detailed explanation</li> <li>2 or more ways</li> <li>Logically structured with a well-developed line of reasoning</li> <li>Relevant information</li> </ul> <p><b>Level 2 – checklist</b></p> <ul style="list-style-type: none"> <li>Some explanation</li> <li>One or more ways</li> <li>Some relevant information</li> <li><b>Sub-max 3</b> for only one way done well or several points not fully explained</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>Limited explanation</li> <li>Basic information</li> <li>Information may not be fully relevant</li> <li>List like/muddled</li> </ul> <p><b>Do not accept:</b></p> <ul style="list-style-type: none"> <li>provides training</li> <li>giving support (TV)</li> <li>provides a system of redress</li> <li>what the setting itself could do to improve</li> </ul>	<p><b>Level 3 (5–6 marks)</b> Answers will provide a detailed explanation of how the CQC can help care settings to improve standards of care provided. The answer has a well-developed line of reasoning, is clear and logically structured. The information presented is relevant. <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><b>Level 2 (3–4 marks)</b> Answers will provide a sound explanation of how the CQC can help care settings to improve standards of care provided. The answer has some structure and the information presented is in the most part relevant. . <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence</i> <b>Sub-max of 3</b> if just one way done well or several not fully explained</p> <p><b>Level 1 (1–2 marks)</b> Answers will provide a limited explanation of how the CQC can help care settings to improve standards of care provided. List like answers should be placed in this level. Answers may be muddled, demonstrating little knowledge or understanding. <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p>

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	<ul style="list-style-type: none"> <li><b>Care setting can be put into special measures / re-inspected</b> – so that improvements and progress are monitored – i.e. quality assurance.</li> </ul> <p>Not looking for specific suggestions for improving practice at the Unit – <b>looking for ‘ways’</b> (i.e. <b>how</b>) practice is influenced, checked or monitored by CQC.</p>			<p><b>0 marks</b> – response not worthy of credit</p> <p><b>SEEN</b> for a zero mark response</p>

Question	Answer	Marks	Guidance
3	<p data-bbox="277 256 902 288"><b>(a)</b> <b>One</b> mark for each word. <b>Seven</b> required.</p> <p data-bbox="356 360 761 392"><b>Words inserted in this order:</b></p> <ul data-bbox="356 432 557 775" style="list-style-type: none"> <li>• initiative</li> <li>• minimum</li> <li>• supervision</li>   <li>• fifteen</li> <li>• assessed</li> <li>• dignity</li>   <li>• knowledge</li> </ul> <p data-bbox="356 900 1335 999">The Care Certificate is a national <b>initiative</b> that sets out the <b>minimum</b> standards that should be achieved by care workers before they are allowed to work without direct <b>supervision</b>.</p> <p data-bbox="356 1002 1335 1034">There are <b>fifteen</b> standards and care workers are <b>assessed</b> against these.</p> <p data-bbox="356 1059 1335 1123">Examples of standards include: privacy and <b>dignity</b>, equality and diversity, and duty of care.</p> <p data-bbox="356 1161 1335 1267">The aim of the Care Certificate is for all care workers to have the same skills and <b>knowledge</b> to be able to give safe and high quality support for the individuals for whom they are providing care.</p>	<p data-bbox="1375 256 1442 328"><b>7</b> (7x1)</p>	<p data-bbox="1469 256 2080 360"><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p data-bbox="1469 392 1966 424">For <b>incorrect</b> answers use the <b>cross</b>.</p> <p data-bbox="1469 496 1939 528"><b>No other answers are acceptable.</b></p> <p data-bbox="1469 900 2080 1171"><b>Crossed Out Responses:</b> Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.</p>

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3	<p data-bbox="188 256 931 284"><b>(b)</b> One mark for a correct identification. <b>Five</b> required.</p> <table border="1" data-bbox="369 327 1279 1238"> <thead> <tr> <th data-bbox="369 327 1128 400">Individuals should:</th> <th data-bbox="1128 327 1279 400">Tick (✓) five only</th> </tr> </thead> <tbody> <tr> <td data-bbox="369 400 1128 483"><b>never be discriminated against</b></td> <td data-bbox="1128 400 1279 483">✓</td> </tr> <tr> <td data-bbox="369 483 1128 566">always be treated the same</td> <td data-bbox="1128 483 1279 566"></td> </tr> <tr> <td data-bbox="369 566 1128 649">always be given a choice of medication</td> <td data-bbox="1128 566 1279 649"></td> </tr> <tr> <td data-bbox="369 649 1128 732"><b>be respected as individuals</b></td> <td data-bbox="1128 649 1279 732">✓</td> </tr> <tr> <td data-bbox="369 732 1128 815">be treated differently</td> <td data-bbox="1128 732 1279 815"></td> </tr> <tr> <td data-bbox="369 815 1128 898"><b>be given fair treatment</b></td> <td data-bbox="1128 815 1279 898">✓</td> </tr> <tr> <td data-bbox="369 898 1128 981"><b>be given the same opportunities</b></td> <td data-bbox="1128 898 1279 981">✓</td> </tr> <tr> <td data-bbox="369 981 1128 1064">always be given a choice of care practitioner</td> <td data-bbox="1128 981 1279 1064"></td> </tr> <tr> <td data-bbox="369 1064 1128 1147">be offered the same food as everyone else</td> <td data-bbox="1128 1064 1279 1147"></td> </tr> <tr> <td data-bbox="369 1147 1128 1230"><b>always be treated according to their needs</b></td> <td data-bbox="1128 1147 1279 1230">✓</td> </tr> </tbody> </table>	Individuals should:	Tick (✓) five only	<b>never be discriminated against</b>	✓	always be treated the same		always be given a choice of medication		<b>be respected as individuals</b>	✓	be treated differently		<b>be given fair treatment</b>	✓	<b>be given the same opportunities</b>	✓	always be given a choice of care practitioner		be offered the same food as everyone else		<b>always be treated according to their needs</b>	✓	<p data-bbox="1413 256 1480 320"><b>5</b> (5x1)</p>	<p data-bbox="1503 256 2119 352"><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p data-bbox="1503 392 1995 419">For <b>incorrect</b> answers use the <b>cross</b>.</p> <p data-bbox="1503 496 1968 523"><b>No other answers are acceptable.</b></p> <p data-bbox="1503 632 1977 695"><b>If more than five boxes are ticked:</b> Mark the first five only.</p> <p data-bbox="1503 868 2119 1134"><b>Crossed Out Responses:</b> Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.</p>
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4 (a)	<p><b>Two marks for a way described, two required.</b></p> <p><b>Ensuring the ‘welfare of a child is paramount’:</b></p> <ul style="list-style-type: none"> <li>• Having a safeguarding policy in place so all staff are aware of procedures to follow to report safeguarding issues.</li> <li>• All staff trained in safeguarding issues so they are aware of potential indicators of harm, abuse or neglect.</li> <li>• Having a named child protection officer as first point of contact if there are any concerns about a child’s welfare.</li> <li>• Following the ‘paramountcy principle’ whereby the child’s needs come first / children put first.</li> <li>• DBS checks for all staff to prevent unsuitable people from working with the children.</li> <li>• Using a child-centred approach so that children are never humiliated, abused or smacked.</li> <li>• Risk assessments carried out to ensure a safe environment and activities.</li> <li>• Maintain a safe environment – not on its own needs for e.g. stair gates / scissors not lying around etc.</li> </ul> <p><b>Alternative wording and examples are acceptable.</b></p>	4 (2x2)	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded. For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <span style="border: 1px solid red; padding: 2px 5px;">^</span> <span style="border: 1px solid red; padding: 2px 5px;">TV</span> <span style="border: 1px solid red; padding: 2px 5px;">REP</span> <span style="border: 1px solid red; padding: 2px 5px;">SEEN</span> </div> <p><b>Two marks:</b> Answer includes some detail <b>with a specific way</b> or an example, that clearly shows an understanding of how to ensure that the welfare of children is paramount.</p> <p><b>One mark:</b> A basic statement or identification with no elaboration.</p> <p><b>Do not accept:</b></p> <ul style="list-style-type: none"> <li>• Repetition</li> <li>• Answers not relevant to welfare / paramount</li> <li>• Vague answers such as ‘have a staff meeting’ ‘dietary needs met’</li> </ul> <p><b>Answers must give a clear and specific ‘way’.</b> <b>Examples of zero-mark answers:</b></p> <ul style="list-style-type: none"> <li>• ‘Train staff’ (type of training / training about what?)</li> <li>• Ensure no unauthorised people have access to the children (how to ensure this?)</li> <li>• Ensure health &amp; safety procedures are followed (what procedures exactly? How to ensure this?)</li> <li>• ‘Building relationships with parents’ / ‘give them updates’ (not specifically related to paramount)</li> </ul>

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4	<p data-bbox="188 252 241 288">(b) <b>One</b> mark for a correct identification. <b>Three</b> required.</p> <table border="1" data-bbox="353 323 1294 1045"> <thead> <tr> <th data-bbox="353 323 1113 395">How to whistleblow:</th> <th data-bbox="1113 323 1294 395">Tick (✓) three only</th> </tr> </thead> <tbody> <tr> <td data-bbox="353 395 1113 504"><b>Contacting a regulatory body such as Ofsted.</b></td> <td data-bbox="1113 395 1294 504">✓</td> </tr> <tr> <td data-bbox="353 504 1113 612">Following the organisation's complaints procedures.</td> <td data-bbox="1113 504 1294 612"></td> </tr> <tr> <td data-bbox="353 612 1113 721">Having an informal chat with a work colleague about the issue causing concern.</td> <td data-bbox="1113 612 1294 721"></td> </tr> <tr> <td data-bbox="353 721 1113 829"><b>Meet with the organisation's senior member of staff and explain your concern</b></td> <td data-bbox="1113 721 1294 829">✓</td> </tr> <tr> <td data-bbox="353 829 1113 938">Reporting the concern to the media so it gets publicity.</td> <td data-bbox="1113 829 1294 938"></td> </tr> <tr> <td data-bbox="353 938 1113 1045"><b>Talk to your supervisor and discuss the issue.</b></td> <td data-bbox="1113 938 1294 1045">✓</td> </tr> </tbody> </table>	How to whistleblow:	Tick (✓) three only	<b>Contacting a regulatory body such as Ofsted.</b>	✓	Following the organisation's complaints procedures.		Having an informal chat with a work colleague about the issue causing concern.		<b>Meet with the organisation's senior member of staff and explain your concern</b>	✓	Reporting the concern to the media so it gets publicity.		<b>Talk to your supervisor and discuss the issue.</b>	✓	<p data-bbox="1413 252 1467 288"><b>3</b> (3x1)</p>	<p data-bbox="1503 252 1668 288"><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p data-bbox="1503 387 1995 424">For <b>incorrect</b> answers use the <b>cross</b>.</p> <p data-bbox="1503 491 1966 528"><b>No other answers are acceptable.</b></p> <p data-bbox="1503 627 1995 695"><b>If more than three boxes are ticked:</b> Mark the first three only.</p> <p data-bbox="1503 898 2114 1166"><b>Crossed Out Responses:</b> Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.</p>
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Question	Answer	Marks	Guidance	
			Content	Levels of response
4 (c)*	<p><b>Reasons care workers may choose not to raise a concern:</b></p> <ul style="list-style-type: none"> <li>• Fear of victimisation / being bullied / scared / feel powerless</li> <li>• Worried they might lose their job</li> <li>• Workplace culture - want to fit in / not supported by others / considered a tell-tale</li> <li>• Might be difficult to prove / lack of evidence</li> <li>• Don't know the procedure for raising a concern</li> <li>• Don't know who to go to, to raise the concern</li> <li>• Do not know the law well enough</li> <li>• Don't want to get involved / report a colleague or friend not their problem</li> <li>• Worried it might be stressful</li> <li>• Worried it might take up a long time /busy / hassle</li> <li>• Feel they would not be taken seriously / believed / less experienced so would be ignored / raised concern before but was ignored</li> </ul> <p>Do not credit 'didn't realise it was poor practice' as the question states that it is poor practice.</p>	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 discussion.</p> <p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist:</b></p> <ul style="list-style-type: none"> <li>• Detailed discussion</li> <li>• At least two reasons discussed</li> <li>• Relevant information</li> <li>• Well-developed line of reasoning</li> <li>• Logically structured</li> </ul> <p><b>Level 2 – checklist</b></p> <ul style="list-style-type: none"> <li>• Sound discussion</li> <li>• Information is mostly relevant</li> <li>• Information is presented with some structure</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>• Limited discussion</li> <li>• Basic information</li> <li>• Information may not be fully relevant</li> <li>• List like/muddled</li> </ul> <p>Do not credit:</p> <ul style="list-style-type: none"> <li>• It was a 'one off' / not seen repeatedly.</li> </ul>	<p><b>Level 3 (5-6 marks)</b> Answers will provide a detailed discussion of reasons why a care worker may decide not to raise a concern about poor practice. The answer has a well-developed line of reasoning, is clear and logically structured. The information presented is relevant. <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><b>Level 2 (3-4 marks)</b> Answer provides a sound discussion of reasons why a care worker may decide not to raise a concern about poor practice. The answer has some structure and <i>there is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence</i></p> <p><b>Level 1 (1–2 marks)</b> Answers will provide a limited discussion of reasons why a care worker may decide not to raise a concern about poor practice. List like answers should be placed in this level. Answers may be muddled, demonstrating little knowledge or understanding. <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p><b>0 marks</b> = response not worthy of credit</p> <p><b>SEEN</b> for a zero mark response</p>

Question	Answer	Marks	Guidance														
5 (a)	<table border="1"> <thead> <tr> <th data-bbox="259 256 1227 384">Possible actions</th> <th data-bbox="1227 256 1357 384">Tick (✓) three only</th> </tr> </thead> <tbody> <tr> <td data-bbox="259 384 1227 488">Have an informal chat with the experienced volunteers, empathise with them and discuss possible changes that, in their opinion, might be needed.</td> <td data-bbox="1227 384 1357 488">✓</td> </tr> <tr> <td data-bbox="259 488 1227 600">Tell James that he needs to listen and be more co-operative to fit in with the other volunteers who have been there longer than him and know what they are doing.</td> <td data-bbox="1227 488 1357 600"></td> </tr> <tr> <td data-bbox="259 600 1227 703">Listen to James, but don't do anything about it, he is entitled to his opinion but there's nothing wrong with the way things are done.</td> <td data-bbox="1227 600 1357 703"></td> </tr> <tr> <td data-bbox="259 703 1227 823">Ask two of the experienced volunteers and James to work together to prepare and deliver a short information session to help everyone to follow the correct health and safety procedures.</td> <td data-bbox="1227 703 1357 823">✓</td> </tr> <tr> <td data-bbox="259 823 1227 927">Tell James to take no notice, it is only 'banter' and things will settle down in time.</td> <td data-bbox="1227 823 1357 927"></td> </tr> <tr> <td data-bbox="259 927 1227 1031">Ask James to write a list of things that he thinks need changing.</td> <td data-bbox="1227 927 1357 1031">✓</td> </tr> </tbody> </table>	Possible actions	Tick (✓) three only	Have an informal chat with the experienced volunteers, empathise with them and discuss possible changes that, in their opinion, might be needed.	✓	Tell James that he needs to listen and be more co-operative to fit in with the other volunteers who have been there longer than him and know what they are doing.		Listen to James, but don't do anything about it, he is entitled to his opinion but there's nothing wrong with the way things are done.		Ask two of the experienced volunteers and James to work together to prepare and deliver a short information session to help everyone to follow the correct health and safety procedures.	✓	Tell James to take no notice, it is only 'banter' and things will settle down in time.		Ask James to write a list of things that he thinks need changing.	✓	3 (3x1)	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>For an <b>incorrect</b> answer use the <b>cross</b>.</p> <p><b>No other answers are acceptable.</b></p> <p><b>If more than three boxes are ticked:</b> Mark the first three only.</p> <p><b>Crossed Out Responses:</b> Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.</p>
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Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
5	(b)* <b>Examples of justification:</b> <b>Have an informal chat with the experienced volunteers, empathise with them and discuss possible changes that, in their opinion, might be needed.</b> <ul style="list-style-type: none"> <li>• <b>Shows empathy</b> – tries to see things from their point of view, asking about their feelings / thoughts may help to diffuse the situation, calm things down</li> <li>• <b>Listen /active listening</b> – listening to what people have to say, let them finish, no interruptions, give them time - makes people feel valued, may help to diffuse the situation</li> <li>• <b>Creates a safe and non-threatening environment</b> – encourages everyone to talk openly</li> <li>• <b>Shows respect</b> for their viewpoint – develops positive relationships and trust</li> </ul> <b>Ask two of the experienced volunteers and James to work together to prepare and deliver a short information session to help everyone to follow the correct health and safety procedures.</b> <ul style="list-style-type: none"> <li>• <b>Good practice</b> to refer to the setting's policies and procedures to ensure that the correct action is taken. This ensures that no regulations / law is broken.</li> <li>• <b>Inclusive</b> - Involves James and experienced volunteers and so values both contributions</li> <li>• <b>Teamwork</b> - helps develop positive working relationships Offers an opportunity for the member of staff to mediate the situation and possibly agree on a solution with them.</li> </ul> <b>Ask James to write a list of things that he thinks need changing.</b> <ul style="list-style-type: none"> <li>• <b>Accepting</b> – shows James his contribution is welcome, valued and respected</li> <li>• <b>Positive approach</b> to dealing with the conflict</li> </ul> <b>Do not credit repetition / reiteration of the scenario. Credit valid justification points if 5(a) is incorrect</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 justification.</p> <p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist</b></p> <ul style="list-style-type: none"> <li>• Detailed justification of at least two of the chosen answers</li> <li>• Explicitly related to the scenario</li> <li>• Clear understanding of the situation will be evident</li> <li>• Well-developed line of reasoning</li> <li>• Logically structured</li> </ul> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>• sound justification of one or two of the chosen answers</li> <li>• Related to the scenario</li> <li>• Understanding of the situation will be evident but may be implicit</li> <li>• A line of reasoning in the most part relevant</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>• Descriptive / list like (low end)</li> <li>• Lacking an understanding of the situation</li> <li>• Basic information presented in an unstructured way</li> <li>• May not be specifically linked to the scenario</li> </ul> <p><b>Answer focus must be on developing working relationships / communication i.e managing conflict</b></p>	<p><b>Level 3 (5-6 marks)</b> Answer provides a detailed justification which clearly addresses the situation. The answer has a well-developed line of reasoning, is clear and logically structured. <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><b>Level 2 (3-4 marks)</b> Answer provides a sound justification which addresses the situation. The answer has some structure and the information presented is in the most part relevant. <i>There is a line of reasoning presented with some structure, the information presented is relevant and supported by some evidence</i> <b>Sub-max of 3</b> – for one justification done well or several attempted but not fully developed.</p> <p><b>Level 1 (1–2 marks)</b> Answer provides a limited or basic justification. Answers may be descriptive or at the bottom end list like. Answers may be muddled, demonstrating little knowledge or understanding. <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i> <b>0 marks</b> = response not worthy of credit</p>

Question	Answer	Marks	Guidance
5	<p>(c) <b>One</b> mark for each way identified, <b>two</b> required.</p> <p><b>Ways the foodbank could support the right to choice:</b></p> <ul style="list-style-type: none"> <li>• Meet cultural needs – [Halal, kosher, vegetarian etc.]</li> <li>• Meet dietary needs – [coeliac, vegetarian, gluten free, nut free etc.]</li> <li>• Convenient opening times</li> <li>• Disabled access</li> <li>• Staff who speak a range of languages</li> <li>• Staff trained in BSL</li> <li>• ask what food they need</li> </ul>	2 (2x1)	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px auto; width: fit-content;"> <span style="border: 1px solid red; padding: 2px 5px;">^</span> <span style="border: 1px solid red; padding: 2px 5px;">TV</span> <span style="border: 1px solid red; padding: 2px 5px;">REP</span> <span style="border: 1px solid red; padding: 2px 5px;">SEEN</span> </div> <p><b>Do not credit:</b></p> <ul style="list-style-type: none"> <li>• repeats</li> <li>• ways not related to the scenario</li> <li>• celebrate Christmas/Chinese New Year / Hanukkah etc</li> </ul> <p><b>Do not accept vague answers</b> such as:</p> <ul style="list-style-type: none"> <li>• let them have as much food as they want</li> <li>• let them choose / pick</li> <li>• 'provide different food options' (such as??)</li> </ul>

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