

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 2022

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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 (do not 'tick' as well it does count as a mark)
	Omission mark
	Too vague
	Repeat
	To acknowledge additional pages/ notes were read
	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) One mark for an example, four required.</p> <p>Examples of good practice:</p> <ul style="list-style-type: none"> • Manager provides / staff are provided with regular training • Staff provided with support such as mentoring • Staff supervision of children (is good) • Regular opportunities to get fresh air and/or exercise • Opportunities for outdoor learning – space to exercise • Children’s physical development is supported • SEN co-ordinator works closely with other staff • Children’s individual needs met – personalised support • Children provided with one-to-one teaching • Access to a wide range of different activities <p>Accept alternative wording. Do not credit repeats.</p>	<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; text-align: center;">  </div> <p>If more than one answer is given – credit the first one.</p> <p>Do not credit:</p> <ul style="list-style-type: none"> • examples not related to the scenario

Question	Answer	Marks	Guidance
1	<p>(b) Two marks for an example, three required.</p> <p>Maintaining confidentiality</p> <ul style="list-style-type: none"> • Meetings to discuss the children to be held in a private room so no-one can overhear the discussion. • Progress files to be kept in secure place – locked filing cabinet • Limit access to children’s personal files – relevant staff who need to know only • Have electronic records to ensure only those with password can access • Discuss children on a ‘need-to-know basis • No gossiping <p>Working in partnership with parents</p> <ul style="list-style-type: none"> • 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 • Provide information sessions/training for parents on relevant topics e.g. extending vocabulary, counting etc • Set homework tasks to do at home with parents <p>Making the welfare of the child paramount:</p> <ul style="list-style-type: none"> • 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 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 	<p>6 (3x2)</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;"> ^ TV REP SEEN </div> <p>2 marks: An example identified with a reason / further detail that shows understanding</p> <p>1 mark: An example identified with little or no detail</p> <p>Accept other appropriate and relevant examples.</p> <p>Answers must relate to the scenario.</p> <p>Do not credit:</p> <ul style="list-style-type: none"> • Repetition • Two examples for one VoC • Negatives i.e., if no safeguarding procedures, this could happen....

Question	Answer	Marks	Guidance																		
2	<p>(a) One mark for an identification, three required.</p> <table border="1" data-bbox="405 312 1149 1075"> <thead> <tr> <th data-bbox="405 312 911 395">Key aspects of the Human Rights Act</th> <th data-bbox="911 312 1149 395">Tick (✓) three only.</th> </tr> </thead> <tbody> <tr> <td data-bbox="405 395 911 480">Freedom of expression</td> <td data-bbox="911 395 1149 480">✓</td> </tr> <tr> <td data-bbox="405 480 911 564">Freedom of speech</td> <td data-bbox="911 480 1149 564"></td> </tr> <tr> <td data-bbox="405 564 911 649">Freedom to choose</td> <td data-bbox="911 564 1149 649"></td> </tr> <tr> <td data-bbox="405 649 911 734">Right not to be offended</td> <td data-bbox="911 649 1149 734"></td> </tr> <tr> <td data-bbox="405 734 911 818">Right to education</td> <td data-bbox="911 734 1149 818">✓</td> </tr> <tr> <td data-bbox="405 818 911 903">Right to employment</td> <td data-bbox="911 818 1149 903"></td> </tr> <tr> <td data-bbox="405 903 911 987">Right to healthcare</td> <td data-bbox="911 903 1149 987"></td> </tr> <tr> <td data-bbox="405 987 911 1075">Right to marry</td> <td data-bbox="911 987 1149 1075">✓</td> </tr> </tbody> </table>	Key aspects of the Human Rights Act	Tick (✓) three only.	Freedom of expression	✓	Freedom of speech		Freedom to choose		Right not to be offended		Right to education	✓	Right to employment		Right to healthcare		Right to marry	✓	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:</p> <ul style="list-style-type: none"> • 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.
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Question	Answer	Marks	Guidance
2	<p>(b) One mark for a way. Three ways required.</p> <p>Supporting ‘right to life’:</p> <ul style="list-style-type: none"> • Administering medication accurately and safely • Aware of fire safety procedures • Carrying out risk assessments • Carrying out surgical procedures safely • Duty of care – know when they must report abuse / concerns • Ensure nutrition and hydration needs are met • Following care plans • Following safeguarding procedures • Prevent and control the spread of infection • Safe manual handling • Work in a person-centred way • Provide access to treatment/healthcare that is needed to preserve life <p>Accept other appropriate and relevant ways.</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 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 repeats.</p>

Question	Answer / Indicative content	Marks	Guidance	
			Content	Levels of response
2	(c)* 'No decision about me, without me' Examples of impact on individuals using HSC services: <ul style="list-style-type: none"> • Shared decision making – patients / individuals involved in decision making for their care / given choices • Putting the individual first – empowers individuals receiving care / gives control / service users at the centre of their care • Patient choice <ul style="list-style-type: none"> - patients can choose their GP / consultant - choose which hospital to attend for treatment - choose which type of treatment • 'voice, choice and control' – over the services they receive, where they receive them and who they receive them from • Feel consulted – more aware of what is going to happen / know their needs/best interests are the priority • Improved information – made available to patients / individuals, so they can make informed choices, compare service providers / treatment option • Greater collective voice for patients / individuals – e.g. Healthwatch England ensures views and feedback from patients and carers are considered when services are commissioned • Impact on emotions – feel respected, raises confidence, feels listened to, develops trust, valued etc. 	7	<p>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. Focus of the question is explanation.</p> <p>Level 3 checklist</p> <ul style="list-style-type: none"> • Detailed explanation • Accurate information about 'no decision about me, without me'. • Link to impact on individuals is explicit • Accurate use of terminology • Logically structured • QWC - high <p>Level 2 checklist</p> <ul style="list-style-type: none"> • Some explanation • Mostly relevant to 'no decision about me, without me'. • Link to impact on individuals may be implicit • QWC - mid <p>Level 1 checklist</p> <ul style="list-style-type: none"> • Limited explanation Basic information presented in an unstructured way • May not be relevant to 'no decision about me, without me'. • Limited structure / list like • QWC – low 	<p>Level 3 (6-7 marks) Answer provides a detailed explanation of how 'no decision about me, without me' impacts on individuals using HSC services. The information presented is relevant. Answers will be coherent, factually accurate and logically structured. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (4-5 marks) Answer provides some explanation of the impact of 'no decision about me, without me'. Answers are presented with some structure and are mostly relevant. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1 (1–3 marks) Answer provides a limited or basic explanation. Answers may be muddled, or list-like, demonstrating little knowledge or understanding of 'no decision about me, without me'. Errors of grammar and spelling may be noticeable and intrusive.</p> <p>0 marks – response not worthy of credit.</p> <p>SEEN for a zero mark response</p>

Question		Answer/Indicative content	Mark	Guidance
2	(d)	<p>Two marks for two aspects of the meaning.</p> <p>‘Legislation’ means:</p> <ul style="list-style-type: none"> • Laws - passed by Parliament • Laws/legislation have to be/are passed by Parliament • Laws/legislation states the rights of individuals • Laws/legislation protect the rights of individuals • Legislation is upheld through the courts • If a law is broken individuals can be prosecuted through the courts • Legislation provides a legal framework for care • It provides individuals with the right to access and receive care and support. <p>This list is not exhaustive, accept other appropriate points.</p>	<p>2 (2x1)</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 following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> ^ TV REP SEEN </div> <p>Credit any two valid points.</p> <p>Answer must demonstrate candidates know the meaning of the term.</p> <p>Wording of answers does not have to exactly match that on the mark scheme.</p> <p>Do not credit:</p> <ul style="list-style-type: none"> • named examples of laws • ‘rules’ TV • ‘acts’ TV

Question	Answer	Marks	Guidance
3 (a)	<p>One mark for an identification, one required.</p> <p>Type of discrimination:</p> <ul style="list-style-type: none"> • Direct • Disability 	1 (1x1)	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> TV REP SEEN </div> <p>Do not credit:</p> <ul style="list-style-type: none"> • ways of discriminating e.g. bullying / verbal abuse • intentional / unintentional • labelling • prejudice
3 (b)	<p>One mark for identification of an example of discrimination.</p> <p>Example of how Jack is discriminating:</p> <ul style="list-style-type: none"> • Being impatient with Ben • Calling Ben stupid • Getting angry • Shouting at Ben • Verbal abuse • Derogatory language • Name-calling • Sarcasm <p>This list is not exhaustive, accept other appropriate examples.</p>	1 (1x1)	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> ^ TV REP SEEN </div> <p>Answers must be from the scenario.</p>


Question	Answer	Marks	Guidance
3 (c) (i)	<p>One mark for an effect, two required.</p> <p>Possible effects of discrimination on Ben's <u>mental health</u>:</p> <ul style="list-style-type: none"> • Anxiety / stress • Behaviour change / angry / aggressive • Depressed • Disempowered • Eating disorder • Feeling worthless / low self-esteem • Find it difficult/lack confidence to go out of the house • Frightened of Jack / feels threatened / unsafe / scared • Feeling insecure • Lack of confidence / confidence destroyed • Lack of motivation • Not leaving the house • Self-harm • Suicidal / negative thoughts • Social anxiety / not want to speak to anyone • Upset / ridiculed <p>Accept appropriate alternative <u>mental health</u> effects. Do not credit repeats.</p>	<p>2 (2x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> TV REP SEEN </div> <p>If more than one example is given on each line: Mark the first response on each line.</p>

Question			Answer	Marks	Guidance
3	(c)	(ii)	<p>One mark for an effect, two required.</p> <p>Possible effects of discrimination on Ben's <u>physical health and wellbeing</u>:</p> <ul style="list-style-type: none"> • Fatigue / lack of energy / weak / tired / lack of sleep • Health deteriorates / poor immune system • Lack of exercise – health effects • Lack of personal hygiene – health effects • Not eating / eating disorder / malnutrition / dehydration / lack of appetite • Poor personal hygiene / body odour • Self-harm – physical effects of cuts, scars, bleeding • Staying in bed / not leaving the house • Weight loss / gain <p>Accept appropriate alternative <u>physical effects</u></p> <p>Do not credit repeats.</p>	<p>2 (2x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> TV REP SEEN </div> <p>If more than one example is given on each line: Mark the first response on each line.</p>

Question	Answer	Marks	Guidance
3	<p>(d) One mark for an identification, one required.</p> <p>Learning disabilities support groups:</p> <ul style="list-style-type: none"> • British Institute of Learning Disabilities • CAB • CAB • CAMHS • Empower Me • Faith groups • Heads Together • Headway • MENCAP • Mind • SEAP 	<p>1 (1x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> TV REP SEEN </div> <p>If more than one group is given: Mark the first response only.</p> <p>Answers must relate to adult learning disabilities. Accept 'local' support groups named by candidates – this may require 'googling' to check if they are an appropriate group.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • Age UK • NICE • OFSTED • CQC • Advocate • 'carer'

Question	Answer/Indicative content	Marks	Guidance	
			Content	Levels of response
3 (e)*	<p><u>Training on effective communication & anti-discriminatory practice</u></p> <ul style="list-style-type: none"> Creates an open environment where concerns can be raised, trusting relationships formed Will equip Jack with current knowledge of up-to-date practices in supporting and protecting individuals such as Ben Raises awareness of non-discriminatory language and attitudes – so not patronising or threatening to Ben Equips Jack with current knowledge of up-to-date practices <p><u>Copy of ‘agreed ways of working’</u></p> <ul style="list-style-type: none"> Agreed ways of working will include policies, procedures, care plans and other organisational documentation. Jack will gain knowledge of up-to-date practices in safeguarding and protecting individuals such as Ben. Jack able to practice safely and legally – helping to protect users such as Ben from the risk of abuse. Jack will be working within the law and providing appropriate care and support Enables Jack to know how to meet Ben’s individual needs – e.g. following his care plan <p><u>Providing a mentor</u></p> <ul style="list-style-type: none"> Provides experienced professional guidance for new or less experienced practitioners such as Jack Personalised teaching relevant to Jack’s specific skills needs Feedback is relevant to the care setting and Jack’s role – enables feedback to be fairly immediate Can provide constructive feedback to improve performance and recognise good practice Someone to answer Jack’s questions, give advice, encouragement and support Helps inform reflective practice for future improvements Gives Jack a role model to follow <p>Accept other relevant and appropriate explanations</p>	10	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is justification.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 checklist</p> <ul style="list-style-type: none"> Detailed justification of how each can help Jack to apply best practice All three aspects explicitly addressed Accurate and relevant information Well-developed line of reasoning Logically structured QWC - high <p>Level 2 checklist</p> <ul style="list-style-type: none"> Clear justification of how each can help Jack to apply best practice At least two aspects addressed - third may be implicit Mostly relevant and accurate information QWC – mid <p>Level 1 – checklist</p> <ul style="list-style-type: none"> Brief justification (upper end) list like (low end) Basic information presented in an unstructured way QWC – low 	<p>Level 3 (8-10 marks) Answers provide a detailed justification of how each can help Jack to apply best practice. (<u>all three aspects addressed</u>) Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (5-7 marks) Answers provide a clear justification of how each can help Jack to apply best practice. Answers will be factually accurate and mostly relevant. (Two or more aspects addressed). There may be some errors of grammar, punctuation and spelling. Sub-max of 5 if only one aspect justified or more attempted but not developed.</p> <p>Level 1 (1-4 marks) Answers provide an attempt at a justification of how Jack can be helped to apply best practice. Answers may be muddled, demonstrating little knowledge or understanding. List like answers should be placed in this band. Errors of grammar, punctuation and spelling may be noticeable and intrusive. 0 marks - response not worthy of credit.</p> <p>SEEN for a zero mark response</p>

Question	Answer/Indicative content	Marks	Guidance	
			Content	Levels of response
4	(a) Eight rights, one mark each.	8 (8x1)	<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 one answer is given in the box: No mark should be awarded.</p> <p>Crossed Out Responses:</p> <ul style="list-style-type: none"> Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible. 	

Question	Answer	Marks	Guidance
4 (b)	<p>Two meanings required. Two marks each.</p> <p>Prejudice:</p> <ul style="list-style-type: none"> • A preconceived negative attitude or dislike of an individual or group • Often based on ill-informed personal opinion about individual differences or characteristics. • Prejudice is often based: age, culture, disability, gender, race, social class, sexual orientation – (protected characteristics) <p>Stereotyping:</p> <ul style="list-style-type: none"> • This is where generalisations, which are often offensive and exaggerated are made about a particular group of people. • An attitude where a group of individuals are considered ‘all the same’ in a negative way. • Examples of groups could include: older people, homeless people, ‘teenagers’, people with disabilities, and people ‘on benefits’. • Assumptions made about people 	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; text-align: center;">  </div> <p>Two marks: An answer that gives detail or an example that clearly shows knowledge and understanding of the term.</p> <p>One mark: A brief statement / identification that lacks clarity and detail</p> <p>Do not credit:</p> <ul style="list-style-type: none"> • treating someone differently – is TV

Question	Answer / Indicative content	Marks	Guidance	
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5*	<p>NICE:</p> <ul style="list-style-type: none"> Assesses effectiveness and safety of new drugs and treatments as they become available Provides evidence based guidelines on how particular conditions should be treated Provides guidelines on how public health and social care services can best support people Provides information services for those managing and providing health and social care Aims to improve outcomes for people using the NHS and other public health and social care services <p>NICE considers whether a drug or treatment:</p> <ul style="list-style-type: none"> benefits patients helps the NHS meet its targets, for example by improving cancer survival rates is value for money or cost effective should be available on the NHS <p>No credit for Ofsted / CQC inspections.</p>	6	<p>The number of ticks will not necessarily correspond to the marks awarded. Focus of the question is description</p> <p>Level 3 checklist</p> <ul style="list-style-type: none"> Detailed description of two or more ways Link to raising standards is explicit Accurate information, relevant to NICE Appropriate terminology Logically structured QWC - high <p>Level 2 checklist</p> <ul style="list-style-type: none"> Sound description of ways Mostly relevant to NICE link to raising standards may be implicit QWC - mid Sub-max of 3 – if only one way, but done well <p>Level 1 checklist</p> <ul style="list-style-type: none"> Limited description basic information presented in an unstructured way may not be relevant to NICE Limited structure / list like QWC – low 	<p>Level 3 (5-6 marks) Answer provides a detailed description of two or more ways NICE helps to raise standards of care, with explicit link to raising standards of care. 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 description of ways NICE helps to raise standards of care. Answers are presented with some structure and information is mostly relevant to NICE. There may be some errors of grammar, punctuation and spelling. Sub-max of 3 – if only one way, but done well.</p> <p>Level 1 (1–2 marks) Answer provides a limited or basic description. Answers may be muddled, or list-like, demonstrating little knowledge or understanding of NICE. Errors of grammar and spelling may be noticeable and intrusive.</p> <p>0 marks – response not worthy of credit.</p> <p>SEEN for a zero mark response</p>

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