

Cambridge Technicals Health and Social Care

Unit 2: Equality, diversity and rights in health and social care

Level 3 Cambridge Technical in Health and Social Care
05830 - 05833 & 05871

Mark Scheme for June 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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

TRADITIONAL

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

MARKING













1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the traditional 40% Batch 1 and 100% Batch 2 deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or by email.
5. Work crossed out:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. For answers marked by levels of response:
 - a. To determine the level – start at the highest level and work down until you reach the level that matches the answer
 - b. To determine the mark within the level, consider the following:

Descriptor	Award mark
<ul style="list-style-type: none"> • On the borderline of this level and the one below 	<ul style="list-style-type: none"> • At bottom of level
<ul style="list-style-type: none"> • Just enough achievement on balance for this level 	<ul style="list-style-type: none"> • Above bottom and either below middle or at middle of level (depending on number of marks available)
<ul style="list-style-type: none"> • Meets the criteria but with some slight inconsistency 	<ul style="list-style-type: none"> • Above middle and either below top of level or at middle of level (depending on number of marks available)
<ul style="list-style-type: none"> • Consistently meets the criteria for this level 	<ul style="list-style-type: none"> • At top of level

7. Always check the pages (and additional lined pages if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add an annotation to confirm that the work has been seen.

8. Draw a line across the answer space:
- if there is nothing written at all in the answer space
- Write 'seen'
- if there is a comment which does not in anyway relate to the question (e.g. 'can't do', 'don't know')
 - if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question
- Note: Award 0 marks - for an attempt that earns no credit (including copying out the question)
9. Assistant Examiners will email a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. Annotations

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



Question	Answer	Marks	Guidance
1	<p>(a) One mark for each word. Eight required.</p> <p>Words inserted in this order:</p> <ul style="list-style-type: none"> • legislation • rights • harm • paramountcy • interests • partnership • commissioner <p>The Children Act is legislation that sets out children's rights. The Act aims to protect children from harm. A key aspect is the paramountcy principle, where the child's best interests are the first and most important consideration. The Act encourages partnership working, particularly in situations where child protection issues are involved. The Act created the role of Children's commissioner to represent children's views and needs.</p>	7 (7x1)	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross.</p> <p>DO NOT ACCEPT words in any other order</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>

Question		Answer	Marks	Guidance
1	(b)	<p>ANY THREE FROM:</p> <p>Help available from EHRC:</p> <ul style="list-style-type: none"> • Has a website which provides information, advice and guidance about discrimination. • Provides definitions of different types of discrimination. • Advice on how you can decide if what happened was against equality law. • Suggests ways to sort out the situation with the person or organisation. • Produces factsheets about discrimination based on the nine protected characteristics. • Advises on how to make a discrimination complaint. • Provides information about how to take a case to court. • Provides contact details for a telephone equality advisory and support service helpline. • Provides support on how to build a case. 	<p>3 (3x1)</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; display: inline-block;"> ^ TV REP SEEN </div> <p>ACCEPT alternative wording.</p> <p>Must be three different ways</p> <p>DO NOT ACCEPT</p> <ul style="list-style-type: none"> • what the individual should do, e.g. ‘make a formal complaint’ • ‘provides an advocate’ • ‘it gives advice’ – advice about what? • Vague answers, such as: <ul style="list-style-type: none"> ○ ‘gives support’ ○ ‘has a website’ ○ ‘gives advice’ ○ raises awareness

Question		Answer		Marks	Guidance												
2	(a)	<table border="1"> <thead> <tr> <th>Description</th> <th>Answer: A, B, C, D, E, F, G, H, or I</th> </tr> </thead> <tbody> <tr> <td>A particular system of faith, traditions and worship of a higher power or being.</td> <td>H</td> </tr> <tr> <td>Examples include: extended, reconstituted nuclear, and step.</td> <td>E</td> </tr> <tr> <td>Grouping of people according to economic factors such as their level of income, type of housing and occupation.</td> <td>I</td> </tr> <tr> <td>Groups of people who have different customs, beliefs, values and social behaviour.</td> <td>A</td> </tr> <tr> <td>Physical or mental impairment that has a substantial impact on a person's ability to do daily activities.</td> <td>B</td> </tr> </tbody> </table>	Description	Answer: A, B, C, D, E, F, G, H, or I	A particular system of faith, traditions and worship of a higher power or being.	H	Examples include: extended, reconstituted nuclear, and step.	E	Grouping of people according to economic factors such as their level of income, type of housing and occupation.	I	Groups of people who have different customs, beliefs, values and social behaviour.	A	Physical or mental impairment that has a substantial impact on a person's ability to do daily activities.	B		5 (5x1)	<p>The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross annotation.</p> <p>No other answers are acceptable.</p> <p>No mark should be awarded if:</p> <ul style="list-style-type: none"> more than one letter is given in the box the answer is not clear and could be interpreted as more than one aspect e.g. an unclear B or E –annotate TV
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Question	Answer/Indicative Content	Marks	Guidance
2	<p>(b)*</p> <p>Impact on mental health – depression, anxiety and upset caused by the way he is treated</p> <p>Feeling worthless/loss of self-esteem – made to feel unimportant as a result of the abuse, anxious and distressed</p> <p>Disempowered – physical/verbal abuse leads to feeling isolated, not in control</p> <p>Self-harm – due to lack of control of the situation and the poor treatment he is experiencing / cry for help</p> <p>Frightened – scared and intimidated at behaviour towards him, worried he might get hurt, so doesn't ask for help</p> <p>Impact on social well-being – become withdrawn, isolating himself, stops attending the drama club / excluded</p> <p>Impact on physical health – may be injured due to physical abuse / manual handling / rough treatment / pain / bruising</p> <p>Lack of trust in practitioners – leading to anxiety, distress, not using the service because he is not receiving any support / no-one has noticed until now</p> <p>Angry – lash out, become aggressive</p> <p>Accept alternative wording and alternative impacts may be credited, the list is not exhaustive.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p>	10	<p>Please refer to the marking instructions on page 2 of this mark scheme for guidance on how to mark this question.</p> <p>Level 3 (8–10 marks) <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <ul style="list-style-type: none"> • detailed explanation • at least two impacts • impacts relevant to Jamal's situation. • explicit links between cause and effect. <p>Level 2 (4-7 marks) <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <ul style="list-style-type: none"> • sound explanation • one or two impacts • impacts mostly relevant to Jamal's situation. • Some links between cause and effect though may be implicit. • at lower end, there may be several impacts, but explanation not explained/developed. <p>Level 1 (1–3 marks) <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <ul style="list-style-type: none"> • limited or basic explanation of impacts • may be list like • answer provides little or no reference to Jamal's situation. <p>0 marks <i>No response or no response worthy of credit.</i></p> <p>Read through the answer first. Judge quality – L1, L2 or L3. We are not looking for lots of ticks for lots of impacts. Reasoned information / cause and effect for higher marks.</p>

Question	Answer	Marks	Guidance
3 (a)	<p>MAX ONE FROM:</p> <p>Being patronising</p> <ul style="list-style-type: none"> • staff not taking her seriously • told her not to be silly • just told it is normal for babies to cry <p>MAX ONE FROM:</p> <p>Neglect</p> <ul style="list-style-type: none"> • Amaya was ignored by the staff • her worries were ignored • did not ensure mum knew how to feed the baby • staff did not try to overcome the language barrier <p>MAX ONE FROM:</p> <p>Inadequate care</p> <ul style="list-style-type: none"> • just repeated to her it was normal for babies to cry • not given proper instructions about how to feed • discharged too early 	3 (3x1)	<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 data-bbox="1532 316 1899 395" style="border: 1px solid black; padding: 5px; text-align: center;"> ^ TV REP SEEN </div> <p>ACCEPT: Alternative wording but examples must be from scenario</p> <p>DO NOT ACCEPT: repeat answers. Some answers are interchangeable e.g. 'discharged too early' can be 'neglect' and 'inadequate care' but only credit once.</p> <p>Note: Answers should be about staff discrimination/neglect of Amaya, NOT impact on the baby.</p>
3 (b)	<p>One mark for identification:</p> <p>Race / racial / ethnicity</p>	1 (1x1)	<p>If more than one answer given – credit the first one.</p> <p>Mark is for the basis of discrimination, not the type.</p> <p>DO NOT ACCEPT:</p> <ul style="list-style-type: none"> • types – direct/indirect • cultural

Question	Answer	Marks	Guidance
3 (c)*	<p> Ways of communicating effectively:</p> <ul style="list-style-type: none"> • using translators or interpreters/use family member to translate / use a translation app • jargon free explanations - no complicated words which could confuse • active listening – demonstrate interest in, and respond to what the person is saying • positive body language - nodding agreement, relaxed posture, smiling, gestures, eye contact • be polite, show respect • not patronising / talking down to her • appropriate tone of voice, not shouting or impatient • ask questions – don't assume what the person means or wants • give practical demonstrations of how to feed baby <p> How effective communication <u>improves standard of care</u>:</p> <ul style="list-style-type: none"> • information translated into her own language enables Amaya to: <ul style="list-style-type: none"> - have and understand the information she needs - ask questions - say exactly how she feels / what is wrong - understand so she can make informed choices • helps staff understand Amaya's problems and enables them to respond appropriately • Amaya will feel valued and respected – instils confidence and trust • meets her individual needs • enables consultation – promotes equal and fair treatment • empowers Amaya – supports her rights • shows respect – raises her self-esteem / self confidence • develops supportive relationships – instils trust <p>DO NOT ACCEPT:</p> <ul style="list-style-type: none"> • Sign language, Braille, PECs etc. • use of aids, e.g. hearing loop system • speaking louder or providing an advocate 	7	<p>Please refer to the marking instructions on page 2 of this mark scheme for guidance on how to mark this question.</p> <p>Level 3 (6–7 marks) <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <ul style="list-style-type: none"> • detailed analysis of at least two ways that can be used effectively. • use of appropriate terminology relating to effective communication • relevant to scenario with <u>clear links to improving standard of care.</u> <p>Level 2 (4-5 marks) <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <ul style="list-style-type: none"> • sound analysis of two ways that can be used effectively. • some use of appropriate terminology. • relevant to the scenario and links to improving standard of care – may be implicit. • at lower end, there may be several ways, but not fully analysed. <p>Level 1 (1–3 marks) <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <ul style="list-style-type: none"> • limited or basic attempt at a brief analysis. • may be a list of ways to provide effective communication. • limited information about how it improves the standard of care. <p>0 marks <i>No response or no response worthy of credit.</i></p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p>

Question		Answer		Marks	Guidance
4	(a)			3 (3x1)	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross annotation.</p> <p>No mark should be awarded if:</p> <ul style="list-style-type: none"> more than one answer is given in the box <p>If more than three boxes are ticked: Mark the first three only.</p>
			Tick (✓) three only		
	A	Ask other young people who attend the lunch club if they know anything about what is happening to Li.			
	B	Consult the lunch club's policy for raising a concern.	✓		
	C	Fill out an incident report form and place it in Li's file for future reference.			
	D	Have an informal chat with some work colleagues to find out what they would do.			
	E	If she sees bruises again organise a confidential meeting with Li, in a private room, to find out what's going on.			
	F	Report her concerns to the senior manager of the lunch club.	✓		
	G	Talk with her supervisor about what she has seen and why she is concerned.	✓		

Question	Answer/Indicative Content	Marks	Guidance
4	<p>(b)* Refer to the lunch club’s policy for raising a concern.</p> <ul style="list-style-type: none"> • always good practice to refer to the setting’s policies • ensures that correct procedures are followed and the correct action is taken • this ensures that no regulations / law is broken / legal obligation to follow policies <p>Report her concerns to the senior manager of the lunch club.</p> <ul style="list-style-type: none"> • is correct action when safeguarding is involved • information only shared on a need to know basis • if abuse is suspected concern should be raised at the highest level • will know the appropriate action that needs to be taken <p>Talk with her supervisor about what she has seen and why she is concerned.</p> <ul style="list-style-type: none"> • follows correct procedures / ways of working / follows relevant policy • duty of care • supervisor needs to know what is going on at the lunch club • supervisor will be able to give advice about what to do next • supervisor will know the correct procedure for this type of situation • so that appropriate help and support can be provided for Li <p>Credit relevant policies where appropriate e.g. safeguarding.</p>	7	<p>Please refer to the marking instructions on page 2 of this mark scheme for guidance on how to mark this question.</p> <p>Level 3 (6–7 marks) <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <ul style="list-style-type: none"> • detailed justification of the chosen answers. • explicitly relevant to the scenario with clear understanding of the situation. • all three actions justified <p>Level 2 (4-5 marks) <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <ul style="list-style-type: none"> • sound justification of chosen answers • mostly relevant to the scenario • understanding of the situation will be evident but may be implicit. <p>Level 1 (1–3 marks) <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <ul style="list-style-type: none"> • limited or basic attempt at a brief justification. • information may be list like and presented in an unstructured way. • may not be specifically linked to the scenario. <p>0 marks <i>No response or no response worthy of credit.</i></p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p>

Question	Answer	Marks	Guidance
4 (c)	<p>MAX ONE FROM: The same set of questions are used for each person being interviewed:</p> <ul style="list-style-type: none"> • a set list of questions prepared in advance – can be checked for bias and discrimination to ensure they are fair • avoids bias – based on gender, race, age etc • no discrimination – avoids having easier/difficult questions for some candidates • fair treatment – provides equal opportunities for all candidates, a fair chance for everyone • no unnecessary questions asked – avoids risk of discrimination <p>MAX ONE FROM: Having a trained, mixed interview panel:</p> <ul style="list-style-type: none"> • trained for interviews – so that they know the correct / legal procedures required for a fair interview • range of different people helps avoid bias – men choosing male candidates, choice based on age, race, discrimination etc • enables different viewpoints to be considered – from experienced/inexperienced, older/younger staff, from different ethnicities, less bias • more likely to make a fair choice – chosen on merit not anything else <p>Credit reference to: The Equality Act 'protected characteristics'; and the negatives of not doing this.</p>	4 (2x2)	<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; margin: 10px 0;"> ^ TV REP SEEN </div> <p>TWO MARKS: Answer includes detail that clearly shows an understanding of how the procedure avoids discrimination which is made illegal by the Equality Act.</p> <p>ONE MARK: A basic statement or identification with no elaboration. e.g. 'so it is fair'</p> <p>DO NOT ACCEPT: Some explanations may be interchangeable, but do not credit repeats. e.g. 'reduces bias' could be credited for both but should only be credited once – annotate 'rep'.</p>

Question	Answer	Marks	Guidance
4 (d)	<p>ANY THREE FROM:</p> <p>Example questions:</p> <ul style="list-style-type: none"> • Describe your approach to • Describe yourself in 3 words • Give an example of anti-discriminatory practice • Have you been DBS checked? • What are your hobbies and interests? • What skills can you bring to this job role? • Why do you want this job? • Why should we give you this job? <p>Need to be <u>questions</u>, not statements.</p>	<p>3 (3x1)</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; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>ACCEPT: any three different non-discriminatory questions.</p> <p>NOTE: This list is not exhaustive, a wide range of questions are acceptable, as long as they are non-discriminatory and not questions that would have already been asked on an application form..</p> <p>DO NOT ACCEPT:</p> <ul style="list-style-type: none"> • Questions asking age/gender/religion/race etc • What is your name • Do you need any adaptations to the workplace

Question	Answer	Marks	Guidance																
5 (a)	<table border="1"> <thead> <tr> <th data-bbox="340 242 1128 312">Examples</th> <th data-bbox="1128 242 1299 312">Tick (✓) three only</th> </tr> </thead> <tbody> <tr> <td data-bbox="340 312 1128 408">Always respecting resident's own private space by allowing them to personalise their room.</td> <td data-bbox="1128 312 1299 408"></td> </tr> <tr> <td data-bbox="340 408 1128 504">Ensuring staff know never to share information when a resident has asked for it be kept private.</td> <td data-bbox="1128 408 1299 504"></td> </tr> <tr> <td data-bbox="340 504 1128 600">Having a confidentiality policy in place and ensuring it is followed by all staff.</td> <td data-bbox="1128 504 1299 600">✓</td> </tr> <tr> <td data-bbox="340 600 1128 695">Making sure that residents receive their mail unopened.</td> <td data-bbox="1128 600 1299 695">✓</td> </tr> <tr> <td data-bbox="340 695 1128 791">Only providing one member of staff-with the password to access resident's electronic records.</td> <td data-bbox="1128 695 1299 791"></td> </tr> <tr> <td data-bbox="340 791 1128 887">Staff should always shout their name when entering a resident's room, to warn residents they are coming in.</td> <td data-bbox="1128 791 1299 887"></td> </tr> <tr> <td data-bbox="340 887 1128 983">Staff to always ask the residents permission before accessing their possessions or documents.</td> <td data-bbox="1128 887 1299 983">✓</td> </tr> </tbody> </table>	Examples	Tick (✓) three only	Always respecting resident's own private space by allowing them to personalise their room.		Ensuring staff know never to share information when a resident has asked for it be kept private.		Having a confidentiality policy in place and ensuring it is followed by all staff.	✓	Making sure that residents receive their mail unopened.	✓	Only providing one member of staff-with the password to access resident's electronic records.		Staff should always shout their name when entering a resident's room, to warn residents they are coming in.		Staff to always ask the residents permission before accessing their possessions or documents.	✓	3 (3x1)	<p>The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross annotation.</p> <p>If more than three boxes are ticked: Mark the first three only.</p>
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Question		Answer	Marks	Guidance
5	(b)	<p>MAX ONE FROM:</p> <p>Rights:</p> <ul style="list-style-type: none"> providing choices – food, activities, social events, privacy meals meet dietary needs – coeliac, vegetarian, gluten free, nut free etc. / catered to individual needs provide appropriate care – meets individual needs e.g. mobility, all areas accessible maintain confidentiality – keep records secure, share information on a need to know basis etc protection from harm and abuse – examples of creating a safe environment <p>MAX ONE FROM:</p> <p>Beliefs:</p> <ul style="list-style-type: none"> provision of meals that meet religious/cultural needs – Halal, kosher, vegetarian etc meets cultural needs – e.g. prayer room, female staff, transport to church/mosque etc residents free to make their own decisions – about care celebrate a range of different festivals - Christmas, Chinese New Year, Hanukkah etc – supports religious/cultural needs 	4 (2x2)	<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>ACCEPT: One example for each of ‘rights’ and ‘beliefs.’</p> <p>TWO MARKS: Answer includes some detail with a specific example that clearly shows an understanding of how to promote rights or beliefs in a retirement home.</p> <p>ONE MARK: A basic statement or identification with no elaboration.</p> <p>DO NOT ACCEPT:</p> <ul style="list-style-type: none"> repetition answers not relevant to rights / beliefs answers not relevant to a retirement home two examples for rights or two for beliefs – must be one example <u>detailed</u> for each

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