



Oxford Cambridge and RSA

# Monday 9 January 2023 – Morning

## Level 3 Cambridge Technical in Health and Social Care

**05830/05831/05832/05833/05871** Unit 2: Equality, diversity and rights in health and social care

Time allowed: 1 hour 30 minutes

**C440/2301**



No extra materials are needed.



Please write clearly in black ink. **Do not write in the barcodes.**

Centre number

Candidate number

First name(s) \_\_\_\_\_

Last name \_\_\_\_\_

Date of birth 

D	D	M	M	Y	Y	Y	Y
---	---	---	---	---	---	---	---

### INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the space provided. If you need extra space use the lined pages at the end of this booklet. The question numbers must be clearly shown.
- Answer **all** the questions.

### INFORMATION

- The total mark for this paper is **60**.
- The marks for each question are shown in brackets [ ].
- Quality of extended response will be assessed in questions marked with an asterisk (\*).
- This document has **16** pages.

### ADVICE

- Read each question carefully before you start your answer.

Answer **all** the questions.

1 Read the information about Tean Lodge residential retirement home and then answer the questions.

Tean Lodge residential retirement home’s CQC (Care Quality Commission) inspection report stated:

- there are enough staff to meet people’s nursing and personal care needs, however the staff were very busy and had limited time to sit and chat with people
- care plans do not always ensure the protected characteristics of the Equality Act are supported
- staff use effective communication methods with the residents
- risks are not always identified, especially for residents with mobility problems
- record keeping is poor and it was not clear whether residents had received enough fluids or the appropriate type of food
- medicine management procedures are carried out safely
- the complaints procedure is clear
- a range of group activities are available for residents to choose and enjoy, although these were limited to ‘men’s’ and ‘women’s’ activities rather than allowing a free choice

(a) Identify **three** examples of good practice at Tean Lodge retirement home.

1 .....

.....

.....

2 .....

.....

.....

3 .....

.....

.....

[3]

- (b) Complete the table with **two** examples that show how Tean Lodge retirement home is **not** providing care that supports the Equality Act protected characteristics.

An example has been done for you.

Protected characteristic	Example
Sex	Activities available are limited to 'men's' and 'women's' activities rather than allowing a free choice
Disability	
Religion or belief	

[2]

- (c) The CQC report graded the care provided at Tean Lodge retirement home as 'inadequate'.

State **three different** actions that the CQC could take because of the care home's 'inadequate' grading.

- 1 .....
- 2 .....
- 3 .....

[3]



- 2** A list of terms used in health and social care are shown in the table below.  
Choose the correct description for each term from the list of options numbered 1–5.

Write your chosen number in the option number column.

Each option may be used once, more than once, or not at all.

- 1** an aspect of diversity
- 2** best practice
- 3** right
- 4** type of discrimination
- 5** value of care

<b>Terms</b>	<b>Option number</b>
being non-judgemental	
choice	
dress	
effective communication	
labelling	
language	
prejudice	

[7]

3 Read the information in the box and answer the questions.

Alex works as a senior teacher at a primary school and has been receiving complaints from several parents about their children being bullied. Children have been called names, and experienced racist comments and aggressive behaviour.

Alex has investigated and found that two pupils have been bullying some of the other children.

- (a) Explain **three different** ways that Alex could deal with the pupils' racist discrimination and bullying behaviour. Use the headings below.

Challenge at the time

.....

.....

.....

.....

.....

..... [2]

Challenge afterwards through procedures

.....

.....

.....

.....

.....

..... [2]

Challenge afterwards through long-term campaigns

.....

.....

.....

.....

..... [2]



- 4 Read the following interview with Nina, whose job involves visiting older adults in their own homes to provide assistance with daily living tasks. Then answer questions **4(a)** and **4(b)**.

“I think it is important to be cheerful and a good listener. I love my job and get to know my clients very well. For some people I care for, I am the only person they see in the day so I want to make it really good for them. To them I am the link with the outside world.

My first visit will be to James. I help him prepare a breakfast of his own choice and make sure that he eats it and has a drink of orange juice – his favourite. I help him clean his bathroom and do a bit of ironing for him. He tells me about his travels to South Africa and all the animals he saw up close. He talks of elephants and lions – it is fascinating.

Then I drive to Eve who lives alone. She has dementia and is very forgetful, so I gather information from her by listening and observing, rather than direct questioning. I let myself in and call out ‘hello’ so she knows that I have arrived. I remind and help Eve to do some clothes washing and to prepare her lunch.

On a later visit the same day I ensure that Eve has remembered to eat her lunch. If she hasn’t I will sit with her and enjoy a chat about her time in the army while she eats her meal. At the end of the visit I always tell her when I will be back and leave her with a cup of tea and a biscuit. She waves me off from the window of her house.”

- (a) Describe how Nina provides care that meets four of the Care Certificate standards listed. Give a different example for each.

**Standard 1: Understand your role**

.....  
.....  
.....  
..... [2]

**Standard 5: Work in a person-centred way**

.....  
.....  
..... [2]



Standard 8: **Fluids and nutrition**

.....  
.....  
.....  
..... [2]

Standard 9: **Awareness of mental health, dementia and disability**

.....  
.....  
.....  
..... [2]

**(b)** Nina is employed to provide **formal** support for James and Eve. They also receive **informal** support.

Identify a type of informal support and state who could provide it.

Type of informal support .....  
.....  
Who could provide the informal support .....  
[2]

**(c)** The Mental Capacity Act 2005 supports the rights of individuals, such as those Nina cares for.

State **one** key aspect of the Mental Capacity Act.

.....  
..... [1]

**5** Read the information in the box and answer the questions.

Gabi attends primary school; she is not progressing as well as expected.

Gabi is pale and quiet; she doesn't interact with the other children or her teacher who is quite worried about her.

The class teacher has attended training about the early years values of care and so uses these values to help inform how she deals with the situation.

- (a)** Identify the **three** most appropriate ways for the class teacher to support Gabi to help her progress.

Tick (✓) **three** only.

<b>Answer letter</b>	<b>Actions</b>	<b>Tick (✓) three only</b>
<b>A</b>	Arrange an interview with Gabi and the Headteacher so that they can ask her what the problem is.	
<b>B</b>	At a staff meeting ask all of the staff to watch out for Gabi to make sure everyone is aware of the situation.	
<b>C</b>	Contact Gabi's parents so that they know she is being very quiet and not interacting at school.	
<b>D</b>	Discuss the issue with the school nurse and ask for advice on what to do.	
<b>E</b>	Have a chat with Gabi to informally try and find out if she has any worries.	
<b>F</b>	Keep a private written record of Gabi's behaviour to monitor the situation.	
<b>G</b>	Tell Gabi she needs to be more confident and outgoing, and to join in with the other children.	

**[3]**



**ADDITIONAL ANSWER SPACE**

If additional answer space is required, you should use the following lined pages. The question numbers must be clearly shown in the margins – for example, 3(b) or 5(b).

A vertical line on the left side of the page is followed by 25 horizontal dotted lines, providing a ruled area for writing answers.

A series of horizontal dotted lines for writing, spanning the width of the page.

A series of horizontal dotted lines for writing, spanning the width of the page.

A series of horizontal dotted lines for writing, spanning the width of the page.



Oxford Cambridge and RSA

**Copyright Information**

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download from our public website ([www.ocr.org.uk](http://www.ocr.org.uk)) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, OCR (Oxford Cambridge and RSA Examinations), The Triangle Building, Shaftesbury Road, Cambridge CB2 8EA.

OCR is part of Cambridge University Press & Assessment, which is itself a department of the University of Cambridge.

© OCR 2023

**C440/2301**