

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 January 2023

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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

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

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 RM Assessor 50% and 100% (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 the RM Assessor messaging system, or by email.
5. **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.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate). *When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects 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 a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:












- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*

10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

Annotation	Meaning
	Tick – correct answer
	Cross – incorrect answer
	Level 1
	Level 2
	Level 3
	Benefit of doubt (This does count as a mark – so do not ‘tick’ as well)
	Omission mark
	Too vague
	Repeat
	To acknowledge additional pages/ notes were read
	Not Relevant - ‘noted but no credit given’
NR (no response)	Award NR if the question has not been attempted

ADDITIONAL OBJECTS: (‘additional objects’ are continuation sheets/booklets)

You must annotate responses on any additional objects, as shown above.

If no credit is to be awarded for the answer on the additional object, please use the annotation ‘seen’.

If the page is completely blank use ‘BP’.

Question		Answer	Marks	Guidance
1	(a)	<p>Three examples. One mark each.</p> <p>Examples of good practice:</p> <ul style="list-style-type: none">• there are enough staff to meet people's nursing and personal care needs• staff use effective communication methods with the residents• medicine management procedures are carried out safely• the complaints procedure is clear• a range of group activities are available for residents to choose from• good staff to patient ratio	3 (3x1)	<p>Accept alternative wording.</p> <p>Examples must be from the scenario.</p>

Question		Answer	Marks	Guidance								
1	(b)	How Tean Lodge is not providing care that supports Equality Act protected characteristics	2 (2x1)	Accept other relevant examples from the scenario								
		<table border="1"> <thead> <tr> <th>Protected Characteristic</th> <th>Example</th> </tr> </thead> <tbody> <tr> <td>Sex</td> <td><i>Activities available are limited to ‘men’s’ and ‘women’s’ activities rather than allowing a free choice.</i></td> </tr> <tr> <td>Disability</td> <td>Risks not identified for residents with mobility problems</td> </tr> <tr> <td>Religion or belief</td> <td>Not clear whether residents had received the appropriate type of food (Must relate to religion or belief)</td> </tr> </tbody> </table>	Protected Characteristic	Example	Sex	<i>Activities available are limited to ‘men’s’ and ‘women’s’ activities rather than allowing a free choice.</i>	Disability	Risks not identified for residents with mobility problems	Religion or belief	Not clear whether residents had received the appropriate type of food (Must relate to religion or belief)		
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Question		Answer	Marks	Guidance
1	(c)	<p>Three actions the CQC would take.</p> <p>Possible actions because of ‘inadequate’ grading:</p> <ul style="list-style-type: none"> • warning notice • requirement notices – what needs to be improved, and by when • fines • re-inspections • place in special measures where CQC closely supervise improvements • close down the setting 	<p>3 (3x1)</p>	<p>Do not accept:</p> <ul style="list-style-type: none"> • have a new management team • have another meeting to see if they’ve improved • legal action • offer mentoring for staff • provide guidelines – TV • regularly check them • sack staff • staff training

Question	Answer/Indicative Content	Marks	Guidance
1	<p>(d)*</p> <p>Training</p> <ul style="list-style-type: none"> • informs staff about the setting’s policies – safeguarding, health and safety, equality, diversity etc • this ensures that no regulations / law is broken • skills and knowledge are kept up to date / learn new skills • ensures that correct procedures are followed, and the correct / safe / appropriate care is provided • staff may obtain qualifications e.g. The Care Certificate and gain more knowledge of care standards <p>Mentoring</p> <ul style="list-style-type: none"> • provides experienced professional guidance for new or less experienced practitioners • personalised teaching relevant to the individuals specific skills needs • feedback is relevant to the care setting and the role of the member of staff • enables feedback to be fairly immediate • constructive feedback to improve performance and recognise good practice • provides support, encouragement and advice • provides guidance on procedures, policies, standard ways of working, legislation, regulations • someone to answer questions, give advice • helps inform reflective practice for future improvements <p>Monitoring</p> <ul style="list-style-type: none"> • checks that correct procedures and ways of working are being followed • manager needs to know what is going on • manager will be able to give advice about what to do next • quality assurance procedures could be used – appraisals, reviews, to ensure staff understand good practice • appropriate help and support can be provided for staff to do their job properly • staff / residents / families could complete questionnaires analysis of the feedback can inform future care / analyse complaints 	10	<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 discussion of all three aspects – training, mentoring and monitoring. • Explicitly relevant to the scenario • clear understanding of how each aspect improves the standard of care will be evident <p>Level 2 (5-7 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 discussion of 2 or 3 aspects – training, mentoring and monitoring • Mostly relevant and related to the scenario • How the aspect improved the standard of care will be evident but may be implicit <p>Level 1 (1–4 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"> • Attempt at a brief discussion, may be generic rather than specifically about all 3. • Limited information presented in an unstructured way and may not be linked to the scenario. • Information may be list like or descriptive at the lower end. <p>0 marks <i>No response worthy of credit.</i></p>

Question	Answer			Marks	Guidance																								
2	<table border="1"> <thead> <tr> <th data-bbox="360 233 786 300">Terms</th> <th data-bbox="786 233 936 300">Option number</th> <th data-bbox="936 233 1115 300"></th> </tr> </thead> <tbody> <tr> <td data-bbox="360 300 786 387">being non-judgemental</td> <td data-bbox="786 300 936 387">2</td> <td data-bbox="936 300 1115 387">best practice</td> </tr> <tr> <td data-bbox="360 387 786 475">choice</td> <td data-bbox="786 387 936 475">3</td> <td data-bbox="936 387 1115 475">right</td> </tr> <tr> <td data-bbox="360 475 786 563">dress</td> <td data-bbox="786 475 936 563">1</td> <td data-bbox="936 475 1115 563">diversity</td> </tr> <tr> <td data-bbox="360 563 786 651">effective communication</td> <td data-bbox="786 563 936 651">2</td> <td data-bbox="936 563 1115 651">best practice</td> </tr> <tr> <td data-bbox="360 651 786 738">labelling</td> <td data-bbox="786 651 936 738">4</td> <td data-bbox="936 651 1115 738">discrimination</td> </tr> <tr> <td data-bbox="360 738 786 826">language</td> <td data-bbox="786 738 936 826">1</td> <td data-bbox="936 738 1115 826">diversity</td> </tr> <tr> <td data-bbox="360 826 786 898">prejudice</td> <td data-bbox="786 826 936 898">4</td> <td data-bbox="936 826 1115 898">discrimination</td> </tr> </tbody> </table>			Terms	Option number		being non-judgemental	2	best practice	choice	3	right	dress	1	diversity	effective communication	2	best practice	labelling	4	discrimination	language	1	diversity	prejudice	4	discrimination	7 (7x1)	<p>Accept the term or the number; 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 1 or 4 – annotate TV
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being non-judgemental	2	best practice																											
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Question	Answer	Marks	Guidance
3	<p data-bbox="248 204 293 236">(a)</p> <p data-bbox="322 204 1155 268">Three ways of dealing with pupils' racist discrimination and bullying behaviour:</p> <p data-bbox="322 304 618 336">Challenge at the time</p> <ul data-bbox="322 341 1189 715" style="list-style-type: none"> <li data-bbox="322 341 1189 405">• explain to the children how they are discriminating to raise their awareness / tell them they are discriminating <li data-bbox="322 443 1128 507">• make the children reflect on their actions/what they have done and realise why it is so wrong <li data-bbox="322 545 1189 609">• encourage the children to speak with the children who have been bullied, in order to offer an apology <li data-bbox="322 647 1151 711">• Alex should talk to the bullies – so they are aware that what they have done is unacceptable <p data-bbox="322 750 904 782">Challenge afterwards through procedures</p> <ul data-bbox="322 786 1167 1023" style="list-style-type: none"> <li data-bbox="322 786 1167 850">• refer the children and their parents/carers to the schools' bullying policy – so they all understand how serious this is <li data-bbox="322 888 1122 1023">• instigate disciplinary action against the children – e.g. exclusion/time out detentions - makes them aware of the seriousness of the issue; provides a basis for changing individual's attitudes <p data-bbox="322 1061 1055 1093">Challenge through long-term proactive campaigning</p> <ul data-bbox="322 1098 1189 1433" style="list-style-type: none"> <li data-bbox="322 1098 1189 1193">• deliver awareness sessions for all of the school children about bullying, to increase understanding / awareness of what discrimination is. <li data-bbox="322 1232 1189 1327">• informing parents and children about the school's bullying policy so they can play their part in stopping this type of behaviour <li data-bbox="322 1366 1189 1430">• provide staff training – to raise awareness of correct ways of working to address the issue 	6 (3x2)	<p data-bbox="1339 336 1536 368">TWO MARKS:</p> <p data-bbox="1339 406 2011 438">One mark for how Alex can deal with the behaviour</p> <p data-bbox="1339 478 2018 510">One mark for the reason why/ what it would achieve</p> <p data-bbox="1339 590 2056 654">Some responses are interchangeable, but do not credit repeats.</p> <p data-bbox="1339 694 1682 726">Credit alternative wording.</p>

Question	Answer/Indicative Content	Marks	Guidance
3	<p>(b)*</p> <p>Impacts on mental health: Angry – lash out, become aggressive Depression – feeling low and despondent Disempowered – physical/verbal abuse leads to feeling isolated, not in control Feeling worthless/loss of self-esteem – made to feel unimportant as a result of the abuse, anxious and distressed Frightened – scared and intimidated by behaviour towards them, worried they might get hurt, so don't ask for help / unsafe Lack of trust in practitioners – leading to anxiety, distress, because they are not receiving any support / no-one has noticed until now Self-harm – due to lack of control of the situation and the poor treatment they are experiencing / cry for help Stressed – anxiety and upset caused by the way they are treated Withdrawn / lack of motivation – isolating themselves, stop attending the school</p> <p>Impacts on physical health: Eating disorders – triggered by the poor treatment they are experiencing Injury / physical harm – may be injured due to physical abuse / manual handling / rough treatment Self-harm – physical injury due to discrimination/abuse they are experiencing Lack of exercise if PE lessons avoided Not sleeping – due to anxiety</p> <p>Do not accept social / intellectual impacts.</p> <p>Accept alternative wording. Alternative impacts may be credited, the list is not exhaustive, but no repeats.</p> <p>Analysis of impacts is required for L3 – not just identifying/describing impacts but with reference to cause and effect.</p>	8	<p>Level 3 (7-8 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 possible mental and physical impacts Impacts are relevant to the situation Explicit links between cause and effect <p>Level 2 (4-6 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 possible mental and physical impacts but may be unbalanced. Impacts mostly relevant to the situation There will be some links between cause and effect though may be implicit At the lower end, there may be several impacts but not analysed or developed. <p>Sub-max 4: if only mental or only physical</p> <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"> Attempt at a brief analysis. Limited relevance to the situation Impacts may be list like and not developed. <p>0 marks <i>No response worthy of credit.</i></p>

Question	Answer	Marks	Guidance
4	<p>(a) Understand your role</p> <ul style="list-style-type: none"> • believes it is important to be cheerful and a good listener – might be the only person they see in the day • gets to know her clients well – listens to their stories • provides a link with outside world – wants to make it really good for them • hygiene - ensures bathroom is clean • assists with daily living tasks – ironing, washing, preparing meals, cleaning bathrooms <p>Work in a person-centred way</p> <ul style="list-style-type: none"> • gives James his favourite juice – supporting his right of choice • tailors care to the individual – James likes a chat about old times • Eve needs reminding about things – Nina checks that she has eaten / had a drink • takes the time to chat with, and get to know, James / Eve • doesn't make choices for them – asks what they would like • being a good listener / pays attention to what he says <p>Fluids and nutrition</p> <ul style="list-style-type: none"> • provides / helps prepare regular meals to maintain nutrition and hydration • ensures drinks are available on every visit to maintain hydration • checks consumption – food / drinks have been drunk / eaten • leaves Eve with a cup of tea to drink – to maintain fluid intake • monitors fluids and meals consumed – ensures it is adequate • food and drink he enjoys – orange juice is a favourite <p>Awareness of mental health, dementia and disability</p> <ul style="list-style-type: none"> • calls out 'hello' so Eve knows she's arrived • ensures Eve doesn't forget to eat by sitting down with her while she eats her teatime meal • waves goodbye and tells Eve when she will be back • observes rather than asks direct questions 	8 (4x2)	<p>ACCEPT any two valid points for each example.</p> <p>Some examples are interchangeable, but do not credit repeats.</p> <p>Two marks for each example</p> <p>Alternative wording may be used, but the examples described must be from the scenario.</p>

Question		Answer	Marks	Guidance
4	(b)	<p>One mark for a type of support. Two required.</p> <p>Type of informal support:</p> <ul style="list-style-type: none"> • collecting prescriptions • driving to see GP • dusting and cleaning • ironing • mowing the lawn / gardening • posting letters • shopping • someone to chat with / have conversations with / talking • take them for a walk • take them out for a meal <p>Who could provide informal support:</p> <ul style="list-style-type: none"> • family members e.g. son / daughter / sister / brother etc • friends • neighbours 	<p>2 (2x1)</p>	<p>The answers must be relevant to the scenario.</p> <p>DO NOT ACCEPT examples of formal or professional support.</p>

Question	Answer	Marks	Guidance
4	<p data-bbox="250 204 295 236">(c)</p> <p data-bbox="322 204 810 236">Mental Capacity Act – key aspects:</p> <ul data-bbox="322 284 1146 1327" style="list-style-type: none"> <li data-bbox="322 284 1146 347">• Individuals must be provided with support in order for them to make their own decisions <li data-bbox="322 387 1146 419">• gives the individual the right to make their own decisions <li data-bbox="322 459 1146 555">• It must be assumed a person can make decisions unless an assessment is done which proves otherwise - whether or not others agree with that decision <li data-bbox="322 595 1146 627">• no presumption of incapacity to make decisions <li data-bbox="322 667 1146 802">• Less restrictive option – action taken or decisions made must always be done in the individual’s best interests and not restrict their rights or freedom (deprivation of liberty safeguards) <li data-bbox="322 842 1146 938">• Protects people who need care or treatment but may lack the mental capacity to make decisions for themselves (must be ‘decisions’ not ‘choices’) <li data-bbox="322 978 1146 1042">• Provides guidance to support people who need to make decisions on behalf of someone else. <li data-bbox="322 1082 1146 1145">• Safeguards, empowers and protects vulnerable people who are unable to make their own decisions <li data-bbox="322 1185 1146 1249">• Supports individual’s right to make what others may regard as unwise or eccentric decisions <li data-bbox="322 1289 1146 1321">• Individuals have right to be provided with an advocate 	1	Alternative wording may be used

Question		Answer		Marks	Guidance
5	(a)		Actions	Tick (✓) three only	3 (3x1) No other answers are acceptable. No mark should be awarded if: <ul style="list-style-type: none"> • more than one answer is given in the box If more than three boxes are ticked: Mark the first three only.
		A	Arrange an interview with Gabi and the Headteacher so that they can ask her what the problem is.		
		B	At a staff meeting ask all of the staff to watch out for Gabi to make sure everyone is aware of the situation		
		C	Contact Gabi's parents so that they know she is being withdrawn at school.	✓	
		D	Discuss the issue with school nurse and ask for advice on what to do.	✓	
		E	Have a chat with Gabi to informally try and find out if she has any worries.	✓	
		F	Keep a private written record of Gabi's behaviour to monitor the situation.		
		G	Tell Gabi she needs to be more confident and outgoing, and to join in with the other children.		

Question	Answer/Indicative Content	Marks	Guidance
5	<p>(b) *</p> <p>C – Contact Gabi’s parents so that they know she is being very quiet and not interacting at school.</p> <ul style="list-style-type: none"> • A conversation with Gabi’s parents may throw light on the situation. Gabi may just be a quiet individual or there might be something happening at home that is causing her to withdraw e.g. birth of a new sibling, parents separating, an illness or bereavement in the family etc. • Legal obligations / following policies e.g. safeguarding • Confidentiality – information/concerns shared on a need to know basis <p>E – Have a chat with Gabi to informally try and find out if she has any worries.</p> <ul style="list-style-type: none"> • An informal chat - helps Gabi to confide in the teacher, who needs to know why she is so quiet and doesn’t interact with the others. • There may be a reason why Gabi does not want to interact with the others. Such as that she could be a victim of bullying or being picked on by the others. If so, this issue would need to be addressed by the teacher. <p>D – Discuss the issue with school nurse and ask for advice on what to do.</p> <ul style="list-style-type: none"> • Follows correct procedures / ways of working • School nurse may be experienced in dealing with this type of situation and be able to give good advice • School nurse could follow this up / check for any health concerns • School nurse could contact parents • Only sharing information on a ‘need to know’ basis follows confidentiality guidelines / policy / legislation <p>Early years values of care: Working in partnership with parents/guardians/families Welfare of the child is paramount Keeping children safe Encouraging children’s learning and development Maintaining confidentiality Working with other professionals This list is not exhaustive, accept other appropriate justifications.</p>	7	<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 at least two of the chosen answers. • Linked to early years values of care • Explicitly relevant to the scenario and clear understanding of the situation is evident. <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 on one or two of the chosen answers though not developed. • Some reference to early years values of care • Mostly relevant and related to the scenario • some 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"> • Attempt at a brief justification, may be list like and descriptive at the low end. Limited information presented in a basic way. • Limited, if any, reference to early years value of care. • May not be specifically linked to the scenario. <p>0 marks <i>No response worthy of credit.</i></p>

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