

SAMPLE ASSESSMENT MATERIAL

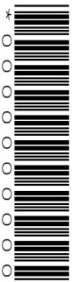
Level 3 Cambridge Technical in Health and Social Care

05830/ 05831/ 05832/ 05833

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

Date – Morning/Afternoon

Time Allowed: 1 hour 30 minutes



You must have:

- None

You may use:

- None

Do not use:

- None



First name

Last name

Centre
number

Candidate
number

INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer **all** the questions.
- Write your answer to each question in the space provided.
- If additional space is required, use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.
- Do **not** write in the bar codes.

INFORMATION

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

Answer **all** questions.

1 Read the information in the textbox below.

Oakleaf Nursing Home

You are a care assistant at Oakleaf Nursing Home. You are concerned when you find a resident's medical records file lying around in the lounge.

(a) How should you respond to this situation? Choose the **three** most appropriate actions from the list below.

Tick **three boxes** only.

File the document away in the office where it belongs

Leave the file where it is – someone must be using it

Tell the resident what has happened – they have a right to know

Complain to the cleaning staff for not tidying it away

Ask the resident why they have left their file lying around in the lounge

Report it to your supervisor

Look through the medical information before filing it away in the office

Give the file to the resident

[3]

- (b) *The resident, whose file was found in the lounge, is annoyed, upset and embarrassed that her personal information has been left lying around like this. She is worried it could happen again and wants to make a complaint.

Explain advice that a care assistant could give to the resident, to help her make a complaint.

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..... [4]

(c) Many of the care assistants at Oakleaf Nursing Home have the Care Certificate.

The care assistants follow the standards, set out by the Care Certificate, in their work with the residents.

Some of the Care Certificate standards are:

- Privacy and dignity
- Safeguarding adults
- Health and safety
- Basic life support
- Your own personal development.

Complete the table below by matching **three** of the standards with the appropriate example of how it would be followed by a care assistant.

Example	Standard
Always knocking on the door of a resident's room before entering.	
Attending a course on manual handling.	
Transferring a resident from their bed to a chair, with the assistance of a colleague rather than doing it alone.	

[3]

2 Read the following extract from a news report then answer questions 2(a), 2(b) and 2(c).

Stafford Hospital: A victim of the hospital scandal
Joan Morris, 83, was admitted to Stafford Hospital with a chest infection.

Her family said that food and water was left on a table instead of being given to her and she did not have a bath or shower throughout the month she was in hospital.

<http://www.bbc.co.uk/news/uk-england-stoke-staffordshire -21339330>

(a) Identify **two** rights that have not been maintained for Joan Morris.

- 1
- 2 [2]

(b) Give **three** possible reasons why the hospital staff provided such a poor standard of care.

- 1
-
- 2
-
- 3
- [3]

3 Read the text below and then answer question 3(a).

Checkleigh Primary School

Two teaching assistants are discussing the personal circumstances of one of the children who was in tears earlier. The child's parents have just divorced.

The teaching assistants are outside on break duty, chatting as they walk around supervising the children.

(a) In this situation, is the teaching assistants' discussion good practice? Choose the **three** most appropriate answers from the list below.

Tick **three** boxes only.

The teaching assistants' discussion is:

good practice as it is necessary to share information about the child

an acceptable and sensible way of passing time while on break duty

unprofessional conduct

an informal method of information sharing between practitioners

a breach of confidentiality

disrespecting the family's and the child's right to confidentiality

demonstrating effective communication

important because they need to know everything about all the children

[3]

Read the text below and then answer question 3(b).

In a recent Ofsted inspection report, the staff at Checkleigh Primary School were praised for valuing the diversity of the children.

(b) Which of the following are examples of how Checkleigh Primary School could value diversity?

Tick **three** boxes only.

- welcome signs in a variety of languages
- treating everyone the same
- celebrating different festivals e.g. Chinese New Year, Christmas, Diwali, Hanukkah
- having girls toys and boys toys
- ensuring all children have the same food at meal times
- always providing information for parents in English
- challenging discrimination
- not treating anyone differently

[3]

(c) *Explain the possible impact of discriminatory practices on primary school children.

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..... [4]

4 Read the following interview with a care worker, then answer question 4(a).

Trudy Burns is a social worker in adult social care in a Community Learning Disability Team. She believes that:

“Whatever the degree of learning disability, our watchwords are always ‘independence’ and ‘empowerment’. We want to empower people to live as independently as possible.”

“Something else that’s really important to me,” sums up Trudy, “is a sense of social justice. That’s what made me want to be a social worker in the first place – and something I hope I never lose sight of when being an advocate on behalf of the people who look to us for guidance and support.”

<http://www.tcsw.org.uk/media-centre/good-practice-case-studies/people-with-learning-disabilities>
07/05/15

(a) Terminology used by Trudy Burns in her interview includes: ‘empowerment’ and ‘advocate’. Explain the meaning of each term.

Empowerment

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Advocate

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..... [4]

Read the following case study then answer questions 4(b) and 4(c).

Adam attends a day centre for young adults with learning disabilities. Once a month the day centre staff take groups of the young adults on days out such as shopping trips, theatre trips and visits to theme parks.

Adam tells his key worker that he likes going on the trips, but not with the others, he would prefer it if he were taken on his own.

- (b)** How should the key worker respond to Adam's comment? Choose the **three** most appropriate responses from the list below.

Tick **three** boxes only.

- Record Adam's comment with a written note on his file for future reference; it's not that significant an issue, we can check if he feels the same in a few months.
- Ask the person who organises the outings if it is possible for Adam to be taken out on a short trip without the others now and again.
- Listen to him, but don't do anything about it, Adam is entitled to his opinion but you can't please everyone all of the time.
- Have an informal chat with Adam to find out the reason he feels this way.
- Sympathise with Adam but tell him it wouldn't be possible to go on his own with a care worker because there are not enough staff and it would cost too much.
- Listen to Adam and then discuss the issue with your supervisor.
- Take no notice, it is only one comment, the others are all happy and enjoy the trips.
- Think that it was easier when people didn't feel they had the right to have their say on everything.

[3]

- 5 For each of the following statements, select the most appropriate answer from the list of options numbered 1-10.

Write your chosen answer number in the answer column.

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

Statements Choose an answer from the list of options.		Answer number
(a)	Ben is a social worker. At his first meeting with a new client he always asks how they wish to be addressed. He thinks it is wrong to just assume using their first name is ok.	
(b)	A physiotherapy clinic has had doorways widened and automatic doors fitted to make it easier for clients in wheelchairs to access the building.	
(c)	A health centre does not provide information leaflets and forms in a large format for those with visual impairments because it is too expensive to have them specially printed.	
(d)	A midwife gives more attentive care to married mums because she disapproves of single mums.	
(e)	A health care provider has a policy which applies to all of its patients and clients, but which has a negative effect on some people because of who they are.	
(f)	Liz, the practice nurse, is fed up with her overweight patients. She thinks that all overweight people are fat and lazy.	
(g)	Jennelle is a vulnerable adult. Her social worker has arranged for an advocate to speak on behalf of Jennelle at a case conference.	
(h)	A nursery nurse always spends more time with the child of her best friend than with any of the other children she is responsible for.	
(i)	A day centre provides craft activities for the women and sports activities for the men.	
(j)	The manager of a food bank makes sure that vegetarian options are available if required.	

List of options:

1. ageism
2. direct discrimination
3. good practice
4. respecting sexual orientation
5. indirect discrimination
6. prejudice
7. racism
8. sexism
9. stereotyping
10. unfair treatment

[10]

END OF QUESTION PAPER

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Sample Mark Scheme

LEVEL 3 CAMBRIDGE TECHNICAL IN HEALTH AND SOCIAL CARE

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

MARK SCHEME

Duration: 1 hour 30 minutes

MAXIMUM MARK 60

Question		Answer	Marks	Guidance
1	(a)	<p>One mark for each correct answer, three required.</p> <ul style="list-style-type: none"> • File the document away in the office where it belongs. • Tell the resident what has happened – they have a right to know. • Report it to your supervisor. 	<p>3 (3x1)</p>	<p>No other answers are acceptable.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
1	(b)	<p>Any of the following:</p> <p>Advice on options available:</p> <ul style="list-style-type: none"> choose to make a complaint or not choose when to make a complaint – straight away or later who to complain to choose to take up issue with external input – e.g. solicitor, local health authority, CQC <p>Advice on steps to take:</p> <ul style="list-style-type: none"> write down what happened / describe the incident fill in one of the settings complaints forms obtain evidence – witness statement from care assistant who found the file stay calm, reflect talk to someone in authority – e.g. nursing home manager take advice – eg from friends/family/Citizens Advice Bureau listen to other views / perspectives – e.g. the other residents / staff <p>Accept other appropriate advice.</p>	4	<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>Level 2 checklist <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>Level 1 checklist <i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p> <p>Briefly mentioning several bits of advice is not sufficient to achieve more than 2 marks. Detail is required.</p>	<p>Level 2 (3–4 marks) Answer provides a detailed explanation of advice about complaints procedures. Advice will include examples of steps to take/options. Answers will be coherent, and factually correct. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 1 (1–2 marks) Answer provides a limited explanation of information about making a complaint. Answers may be descriptive or at the bottom end list like. Answers may be muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling will be noticeable and intrusive.</p> <p>0 marks = response not worthy of credit</p>

Question		Answer	Marks	Guidance								
1	(c)	One mark for each correct answer, three required.	3 (3x1)	No other answers are acceptable.								
		<table border="1"> <thead> <tr> <th>Example</th> <th>Standard</th> </tr> </thead> <tbody> <tr> <td>Attending a course on manual handling.</td> <td>Your own personal development / Health and Safety</td> </tr> <tr> <td>Always knocking on the door of a resident’s room before entering.</td> <td>Privacy and dignity</td> </tr> <tr> <td>Transferring a resident from their bed to a chair, with the assistance of a colleague rather than doing it alone.</td> <td>Health and safety</td> </tr> </tbody> </table>			Example	Standard	Attending a course on manual handling.	Your own personal development / Health and Safety	Always knocking on the door of a resident’s room before entering.	Privacy and dignity	Transferring a resident from their bed to a chair, with the assistance of a colleague rather than doing it alone.	Health and safety
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Always knocking on the door of a resident’s room before entering.	Privacy and dignity											
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2	(a)	One mark for each correct answer, two required. <ul style="list-style-type: none"> • protection from harm and abuse • equal and fair treatment • consultation • choice • right to life 	2 (2x1)	Do not accept ‘confidentiality’.								

Question		Answer	Marks	Guidance
2	(b)	<p>One mark for each correct answer, three required.</p> <ul style="list-style-type: none"> • lack of staff training • inexperienced / unqualified staff • staff not aware of good practice • lack of policies / procedures • inadequate staffing levels / not enough staff for the number of patients • no staff supervision • no support from senior staff at busy times • overworked staff / staff working too many hours • management ignoring staff requests for extra help • no mentoring system to give staff help and advice 	<p>3 (3x1)</p>	<p>Three different reasons required.</p> <p>The list is not exhaustive accept other valid reasons.</p>

Question		Answer	Marks	Guidance								
				Content	Levels of response							
2	(c)	Management actions to improve standard of care:	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 analysis.</p> <p>Level 3 checklist <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>Level 2 checklist <i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p> <p>Level 1 checklist <i>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</i></p> <p>Quality of analysis is required to achieve Level 2 and 3. Brief statements of what</p>	<p>Level 3 (8–10 marks) Answer provides a detailed analysis of at least two management actions to improve the standard of patient care. Answers will be coherent and factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (4–7 marks) Answer provides a sound analysis of one or two management actions to improve the standard of patient care. Answers will be factually accurate, using appropriate terminology. There may be some noticeable errors of grammar, punctuation and spelling. Sub-max 5 – for one action done well</p> <p>Level 1 (1–3 marks) Answer provides a limited attempt at analysis of management actions to</p>							
		<table border="1"> <thead> <tr> <th>Action:</th> <th>Analysis:</th> </tr> </thead> <tbody> <tr> <td>Improve staffing</td> <td>-allocate more staff to the ward -allocate each patient a named practitioner responsible for their care -increase number of qualified staff</td> </tr> <tr> <td>Provide training</td> <td>-provide training for staff – eg. manual handling; effective communication; values of care; patient-centred care -bring in experienced staff as mentors to demonstrate good practice</td> </tr> <tr> <td>Introduce policies</td> <td>implement policies e.g. hydration / feeding / equal opportunities</td> </tr> <tr> <td>Agreed ways of working</td> <td>- improve handover procedures - record keeping procedures for monitoring care – when bathed / eaten a meal or not / had a drink etc.</td> </tr> <tr> <td>Obtain feedback</td> <td>-from patients, relatives, carers, staff in order to monitor standards of care - provide patients / staff / relatives with information about complaints procedures</td> </tr> </tbody> </table> <p>Accept other appropriate actions.</p>				Action:	Analysis:	Improve staffing	-allocate more staff to the ward -allocate each patient a named practitioner responsible for their care -increase number of qualified staff	Provide training	-provide training for staff – eg. manual handling; effective communication; values of care; patient-centred care -bring in experienced staff as mentors to demonstrate good practice	Introduce policies
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Question			Answer	Marks	Guidance	
					Content	Levels of response
					should happen are not sufficient to achieve more than 3 marks.	improve the standard of patient care. Answers are likely to be descriptive or at the bottom end list like. Answers may be muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling will be noticeable and intrusive. 0 marks = response not worthy of credit

Question			Answer	Marks	Guidance
3	(a)		One mark for each correct answer, three required. <ul style="list-style-type: none"> unprofessional conduct a breach of confidentiality disrespecting the family and the child’s right to confidentiality 	3 (3x1)	No other answers are acceptable.
3	(b)		One mark for each correct answer, three required. <ul style="list-style-type: none"> welcome signs in a variety of languages celebrating different festivals e.g. –Chinese New Year, Christmas, Diwali, Hanukkah challenging discrimination 	3 (3x1)	No other answers are acceptable.

Question		Answer	Marks	Guidance				
				Content	Levels of response			
3	(c)	Possible impacts of discriminatory practice on primary school children:	4	<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>Level 2 checklist <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>Level 1 checklist <i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	<p>Level 2 (3–4 marks) Answer provides a detailed explanation of possible impacts of discriminatory practice on primary school children. Answers will be coherent, and factually correct. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 1 (1–2 marks) Answer provides a limited explanation of possible impacts of discriminatory practice on primary school children. Answers may be descriptive or at the bottom end list like. Answers may be muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling will be noticeable and intrusive.</p> <p>0 marks = response not worthy of credit</p>			
		<table border="1"> <thead> <tr> <th>Emotional</th> <th>Social</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • lack of enjoyment or interest in school • disempowerment • fear • humiliation • anger • stress • low self esteem • low self confidence • feeling inadequate • loss of trust • frustration • upset </td> <td> <ul style="list-style-type: none"> • not wanting to go to school • exclusion • marginalised • withdrawn • no friends • poor social skills • anti-social behaviour • aggression towards other pupils </td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Physical</th> <th>Intellectual</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • accidents • physical abuse – broken bones, injury, bruising • any medical condition may deteriorate • failure to thrive • poor health & well-being </td> <td> <ul style="list-style-type: none"> • loss of focus • loss of concentration • lack of stimulation • lack of progress • lack of achievement </td> </tr> </tbody> </table>				Emotional	Social	<ul style="list-style-type: none"> • lack of enjoyment or interest in school • disempowerment • fear • humiliation • anger • stress • low self esteem • low self confidence • feeling inadequate • loss of trust • frustration • upset
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<ul style="list-style-type: none"> • accidents • physical abuse – broken bones, injury, bruising • any medical condition may deteriorate • failure to thrive • poor health & well-being 	<ul style="list-style-type: none"> • loss of focus • loss of concentration • lack of stimulation • lack of progress • lack of achievement 							

Question	Answer	Marks	Guidance	
			Content	Levels of response
	This list is not exhaustive, accept other valid impacts.			

Question		Answer	Marks	Guidance
4	(a)	<p>One mark for an explanation of each term. Two explanations required.</p> <p>EMPOWERMENT Process: the ways in which a carer encourages an individual to make informed choices /decisions [1 mark] Result: so that they take control of their own life [1 mark]</p> <p>Examples:</p> <ul style="list-style-type: none"> enabling people to make informed choices / decisions for themselves people with learning disabilities being given a choice, so that they have control of their lives helping someone to develop confidence in their own abilities <p>ADVOCATE Process: A carer speaks on behalf of an individual unable to do so for themselves [1 mark] Result: ensures the person's views are put forward [1 mark]</p> <p>Examples:</p> <ul style="list-style-type: none"> someone who puts forward a person's views and 	<p>4 (2x2)</p>	<p>Please read the quality of response given. Do not credit answers that just repeat the term that is being described.</p> <p>Award two marks for: An explanation that clearly shows an understanding of the term.</p> <p>Award one mark for: A simplified explanation which lacks clarity.</p> <p>Accept a definition and/or examples which demonstrate understanding of the term.</p> <p>Explanations do not have to relate to learning disabilities.</p> <p>Do not accept: 'feeling empowered' 'give someone power'</p>

Question			Answer	Marks	Guidance
			<p>opinions on their behalf</p> <ul style="list-style-type: none"> • someone who speaks on behalf of those with learning difficulties • speaking for someone who may be unable to do so for themselves due to illness or disability • a volunteer, from the charity Scope, represents a person with learning disabilities speaking about their needs with social services 		
4	(b)		<p>One mark for each correct answer, three required.</p> <ul style="list-style-type: none"> • Ask the person who organises the outings if it is possible for Adam to be taken out on a short trip without the others now and again. • Have an informal chat with Adam to find out the reason he feels this way. • Listen to Adam and then discuss the issue with your supervisor. 	3 (3x1)	No other answers are acceptable.

Question		Answer	Marks	Guidance	
				Content	Levels of response
4	(c)	<p>Examples of justification:</p> <ul style="list-style-type: none"> An informal chat would help Adam to confide in the key worker, who needs to know why he doesn't enjoy going on the trips with the others. There may be an important reason why Adam does not want to go on the trips with the others. For example, he could be being picked on by the others or he could be a victim of bullying. If so, this issue would need to be addressed by the key worker. Asking the trip organiser could lead to a solution. It may be possible for Adam to have his own trip – even if not very often. The care worker should at least find out if it is an option and, if not, discuss other possibilities to enable Adam to get the most out of his trips out. It is important to keep the supervisor informed. There may be a potential problem that needs to be dealt with, such as bullying. The supervisor may be able to authorise an individual trip or an alternative activity for Adam. 	8	<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>Level 3 checklist <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>Level 2 checklist <i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p> <p>Level 1 checklist <i>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear</i></p> <p>Do not credit any re-iteration of the situation.</p>	<p>Level 3 (7-8 marks) Answer provides a detailed justification which clearly addresses the situation. 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 (4-6 marks) Answer provides a sound justification which addresses the situation. Answers will be coherent, factually accurate and use appropriate terminology. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p>Sub-max of 4 – for one justification done well</p> <p>Level 1 (1–3 marks) 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.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
						Errors of grammar and spelling may be noticeable and intrusive. 0 marks = response not worthy of credit

Question		Answer	Answer number	Marks	Guidance
5	(a)	Good practice	3	10 (10x1)	Accept the answer number or the correct word(s) from the list. If more than one number or word is given, credit the first one only.
	(b)	Good practice	3		
	(c)	Direct discrimination	2		
	(d)	Unfair treatment / direct discrimination	10 / 2		
	(e)	Indirect discrimination	5		
	(f)	Stereotyping	9		
	(g)	Good practice	3		
	(h)	Unfair treatment	10		
	(i)	Sexism / direct discrimination	8 / 2		
	(j)	Good practice	3		