

Cambridge Technicals

Health and Social Care

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

Level 3 Cambridge Technical in Health and Social Care

05830 - 05833

Mark Scheme for June 2018

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

These are the annotations to be used when marking Unit 2.

Annotation	Meaning
	Tick – correct answer
	Cross – incorrect answer
	Development of point (use only on questions where stated in the mark scheme)
	Level 1
	Level 2
	Level 3
	Benefit of doubt (This does count as a mark – so do not ‘tick’ as well)
	Omission mark
	Too vague
	Repeat
 or 	Noted but no credit given

Question	Answer	Marks	Guidance
1	(a) One mark for identification of direct discrimination. <div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-between; align-items: center;"> Not providing care to an individual because they are too old. ✓ </div>	1 (1x1)	Annotation: The number of ticks must match the number of marks awarded. For an incorrect answer use the cross . No other answers are acceptable. If more than one box is ticked: Mark the first one only.

Question	Answer	Marks	Guidance
1	(b) Two ways required. One mark each. <u>Examples must be clearly linked to physical disabilities:</u> <ul style="list-style-type: none"> • no adaptations to improve access – steps/stairs, no lift, narrow doorway, no wheelchair access, no disabled parking / toilet / transport • information not provided in different formats, e.g. braille, large print, BSL, Makaton • no hearing loop provided • staff not trained for manual handling • staff attitudes – patronising, seen as worthless, a nuisance, too much trouble to accommodate needs / not provided with care because they cannot speak/communicate/move / told they can't take part due to physical disability <p>Accept other appropriate ways</p>	2 (2x1)	Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following: <div style="border: 1px solid black; padding: 5px; text-align: center;"> ^ TV REP SEEN </div> Do not credit: <ul style="list-style-type: none"> • Ways not linked to physical disabilities • Repeats e.g. <ul style="list-style-type: none"> - two access examples e.g. no ramps/no lifts - two examples of staff attitudes

Question	Answer	Marks	Guidance
1	<p>(c) Three effects required. Two marks each.</p> <p>Explanation of effects of discriminatory practice:</p> <ul style="list-style-type: none"> • May avoid using the service – due to poor treatment may not want to repeat the experience and so does not use the service/ not trust staff • Illness / health deteriorates – not attending due to previous bad experience and so does not get the required health care. • Depression / suicidal – effects of the experience makes them feel very low, lacking motivation to continue with treatment. • Stressed – anxiety and upset caused by the way they have been treated, become ill. • Frightened / scared – feel threatened by the discrimination so may not attend future appointments or seek health care they need. • Embarrassed / upset – therefore avoid health services / do not confide in practitioners. • Resentful / helpless – may not seek help / self-harm. • Angry – may become aggressive towards practitioners. • Feel worthless/low self-esteem– unimportant due to discrimination, confidence erodes, does not ask for help. • Disempowered – feel they lack of control over their life / decisions /feel as though they are in the way / a burden <p>Accept other appropriate effects, explanations may be interchangeable</p>	<p>6 (3x2)</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>For each effect: One mark:</p> <ul style="list-style-type: none"> • statement/identification of an appropriate effect • limited or no additional detail <p>Two marks:</p> <ul style="list-style-type: none"> • statement/identification of an appropriate effect • additional detail or development of the effect / related to health care services <p>Each effect should be linked to a brief explanation. Do not credit 2 effects.</p> <p>Do not accept: ‘feel different’</p>

Question	Answer/Indicative Content	Mark	Guidance	
			Content	Levels of response
1	<p>(d)*</p> <p>The EHRC:</p> <ul style="list-style-type: none"> • has a website which provides information, advice and guidance about discrimination for SP and SU • provides definitions of different types of discrimination • advice on how you can decide if what happened was against equality law / advises on rights • 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 legal assistance to victims of discrimination / helps them seek justice <p>Answers do not have to use the exact wording of the mark scheme, alternative, appropriate wording may be credited.</p>	6	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is an outline.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 – checklist</p> <ul style="list-style-type: none"> • detailed outline • 2 or more relevant ways • clear understanding shown • factually accurate • clear and logical structure • QWC – high <p>Level 2 – checklist</p> <ul style="list-style-type: none"> • sound outline • 2 or more ways • just one way, done well, sub-max 3 • factually accurate • relevant information • QWC – mid <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • limited / basic outline • may identify one or more points with limited information • list like/muddled • QWC – low <p>Do not credit:</p> <ul style="list-style-type: none"> • Provide counselling / advocate • Will take people to court 	<p>Level 3 (5–6 marks) Answers provide a detailed outline of relevant ways that the EHRC could help an individual who has been discriminated against. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (3–4 marks) Answers provide a sound outline of ways that the EHRC could help an individual who has been discriminated against. Answers will be factually accurate, presented with some structure and use appropriate terminology. There may be some errors of grammar, punctuation and spelling. Sub-max of 3 if only one way done well.</p> <p>Level 1 (1–2 marks) Answer provides a limited outline of one or more ways the EHRC could help an individual who has been discriminated against. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p>0 marks =response not worthy of credit</p>

Question	Answer	Marks	Guidance						
2	<p data-bbox="228 217 286 245">(a) One mark for each correct example, three required.</p> <table border="1" data-bbox="304 363 1223 804"> <tbody> <tr> <td data-bbox="304 363 1115 507">The welfare of a child is always paramount.</td> <td data-bbox="1115 363 1223 507">✓</td> </tr> <tr> <td data-bbox="304 507 1115 655">Created the role of a Children’s Commissioner to represent children’s interests.</td> <td data-bbox="1115 507 1223 655">✓</td> </tr> <tr> <td data-bbox="304 655 1115 804">Children have the right to be consulted.</td> <td data-bbox="1115 655 1223 804">✓</td> </tr> </tbody> </table>	The welfare of a child is always paramount.	✓	Created the role of a Children’s Commissioner to represent children’s interests.	✓	Children have the right to be consulted.	✓	<p data-bbox="1292 217 1359 280">3 (3x1)</p>	<p data-bbox="1397 217 2033 300">Annotation: The number of ticks must match the number of marks awarded.</p> <p data-bbox="1397 336 2024 395">For incorrect answers use the cross. or appropriate annotation from the following:</p> <div data-bbox="1592 416 1962 496" style="border: 1px solid black; padding: 5px; text-align: center;"> ^ TV REP SEEN </div> <p data-bbox="1397 671 1868 699">No other answers are acceptable.</p> <p data-bbox="1397 807 1899 866">If more than three boxes are ticked: Mark the first three only.</p> <p data-bbox="1397 906 2074 1139">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>
The welfare of a child is always paramount.	✓								
Created the role of a Children’s Commissioner to represent children’s interests.	✓								
Children have the right to be consulted.	✓								

Question	Answer/indicative content	Marks	Guidance	
			Content	Levels of response
2 (b)	<p>Positives (P) Use of positive statement – ‘we are an equal opportunities employer’ shows they are equal opportunities employers and welcome applications from all. Non-discriminatory language in the advertisement – gender neutral language, ‘person’. No words that indicate a preference for male or female applicants. ‘Applications welcome from all suitably qualified persons’ – wide variety of groups welcome are listed on the advert. Phone number available for other information Follows legislation – to some extent i.e. Equality Act, no direct discrimination against protected characteristics. Support for newly qualified staff – encourages younger/less experienced staff to apply</p> <p>Negatives (N) Discriminatory language – ‘dynamic’ ‘energetic’, as these may indicate an intention to discriminate on the grounds of age or disability. Support – ‘for newly qualified teachers’, continuing CPD for more experienced / older staff not mentioned. Requirement for a ‘good health record’ – could discriminate on the grounds of disability or put off applicants with health problems. Requirement for a recent graduate – could imply age discrimination as most new graduates are younger. Other positives/negatives (relevant to the advert) may be credited.</p>	7	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is assessment.</p> <p>Level 3 – checklist</p> <ul style="list-style-type: none"> • detailed assessment • positive and negative (may be 1+1 or 2+1) • explicitly relevant to the advert • clear links to promoting equal opportunities • clear links to basis of discrimination (age, disability etc) • accurate use of terminology • QWC – high <p>Level 2 – checklist</p> <ul style="list-style-type: none"> • sound assessment • just pos or neg, done well, max 5 • relevant to the advert • mostly linked to promoting equal opportunities • QWC – mid <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • Likely to be identification with little or no assessment • basic information • list like/muddled • QWC – low <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p>	<p>Level 3 (6–7 marks) Answers provide a detailed assessment of how well the advertisement promotes equal opportunities and includes positive and negative points. 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 (4–5 marks) Answers provide a sound assessment of how well the advertisement promotes equal opportunities and may include just positive or negative or both. Answers will be factually accurate, presented with some structure and use appropriate terminology. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1 (1–3 marks) Answer is likely to be identification with little or no assessment of the advertisement and may not link with promoting equal opportunities. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p>0 marks =response not worthy of credit</p>

Question	Answer	Marks	Guidance
3	<p>(a)</p> <p>Two values of care required. One mark each. Two examples required. One mark each.</p> <p>Values of care:</p> <ul style="list-style-type: none"> • Promoting equality and diversity • Promoting (individual) rights and beliefs <p>Examples:</p> <ul style="list-style-type: none"> • providing choices, e.g. activities, social events • residents are free to make their own decisions • independence is encouraged • one to one or group activities • providing a wide range of activities, e.g. music, singing, crafts, photography, art, gardening • support provided, if needed, to enable individuals to take part • provision of a quiet / prayer room • providing person-centred care <p>Some examples are interchangeable, but do not credit repeats.</p>	<p>4 (2x1) + (2x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross. or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> ^ TV REP SEEN </div> <p>Only accept examples from the case study.</p> <p>Accept:</p> <ul style="list-style-type: none"> • one of: equality or diversity • one of: rights or beliefs • omission of ‘individual’ for rights/beliefs • a correct example if VoC incorrect/not given <p>Must have the prefix – ‘promoting’</p> <p>Do not credit:</p> <ul style="list-style-type: none"> • early year’s values of care • confidentiality

Question	Answer	Marks	Guidance
3	<p data-bbox="230 316 275 347">(b)</p> <p data-bbox="302 316 828 347">One mark for identification of legislation.</p> <p data-bbox="302 406 488 438">Any one from:</p> <ul data-bbox="302 470 616 885" style="list-style-type: none"> <li data-bbox="302 470 470 502">• Care Act <li data-bbox="302 566 510 598">• Equality Act <li data-bbox="302 662 593 694">• Human Rights Act <li data-bbox="302 758 616 790">• Mental Capacity Act <li data-bbox="302 853 586 885">• Mental Health Act 	<p data-bbox="1276 316 1348 379">1 (1x1)</p>	<p data-bbox="1400 316 2033 406">Annotation: The number of ticks must match the number of marks awarded.</p> <p data-bbox="1400 438 2022 502">For incorrect answers use the cross. or appropriate annotation from the following:</p> <div data-bbox="1505 513 1830 593" style="border: 1px solid black; padding: 5px; text-align: center;"> ^ REP SEEN </div> <p data-bbox="1400 670 1870 702">Exact name of the act is required.</p> <p data-bbox="1400 734 1624 798">Date not required Must state 'Act'</p>

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
3	(c)*	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. The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 checklist</p> <ul style="list-style-type: none"> • detailed analysis • at least two ways • explicit reference to role of management • well-developed line of reasoning • clear and logical structure • QWC – high <p>Level 2 checklist</p> <ul style="list-style-type: none"> • sound analysis of how some aspects of good practice are promoted • a line of reasoning in the most part relevant • logical structure • QWC – mid <p>Level 1 checklist</p> <ul style="list-style-type: none"> • one or more aspects of good practice identified with little or no analysis • presented in an unstructured way • limited information • list like / muddled • QWC – low 	<p>Level 3 (8–10 marks) Answers will provide a detailed analysis of at least two ways that the management promote good practice. Answers are coherent, clear and logically structured. There will be few errors, if any, of grammar, punctuation and spelling.</p> <p>Level 2 (5–7 marks) Answers will provide a sound analysis of how the management promote good practice. Answers are presented with some structure and are relevant to the situation. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1 (1–4 marks) Answer covers one or more aspects of good practice but with little analysis of how the management promote good practice. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p>0 marks – response not worthy of credit</p>

Question	Answer	Marks	Guidance								
4	<p data-bbox="181 395 226 427">(a)</p> <p data-bbox="253 395 813 427">One mark for identification, three required.</p> <table border="1" data-bbox="273 459 1263 887"> <thead> <tr> <th data-bbox="273 459 1137 555">Possible actions:</th> <th data-bbox="1137 459 1263 555">Tick three only</th> </tr> </thead> <tbody> <tr> <td data-bbox="273 555 1137 655">Tell him that it the nursing home's policy is not to give out any information over the phone regardless who he is.</td> <td data-bbox="1137 555 1263 655">✓</td> </tr> <tr> <td data-bbox="273 655 1137 783">Ask him to call back in 30 minutes when a member of staff will be available to deal with his request.</td> <td data-bbox="1137 655 1263 783">✓</td> </tr> <tr> <td data-bbox="273 783 1137 887">Tell him she is only on a placement and isn't authorised to give out information about residents over the 'phone.</td> <td data-bbox="1137 783 1263 887">✓</td> </tr> </tbody> </table>	Possible actions:	Tick three only	Tell him that it the nursing home's policy is not to give out any information over the phone regardless who he is.	✓	Ask him to call back in 30 minutes when a member of staff will be available to deal with his request.	✓	Tell him she is only on a placement and isn't authorised to give out information about residents over the 'phone.	✓	<p data-bbox="1328 395 1395 459">3 (3x1)</p>	<p data-bbox="1440 395 1608 427">Annotation:</p> <p data-bbox="1440 427 2051 491">The number of ticks must match the number of marks awarded.</p> <p data-bbox="1440 528 1962 560">For an incorrect answer use the cross.</p> <p data-bbox="1440 596 1906 628">No other answers are acceptable.</p> <p data-bbox="1440 697 1939 729">If more than three boxes are ticked:</p> <p data-bbox="1440 729 1760 761">Mark the first three only.</p> <p data-bbox="1440 798 1794 829">Crossed Out Responses:</p> <p data-bbox="1440 829 2119 1034">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>
Possible actions:	Tick three only										
Tell him that it the nursing home's policy is not to give out any information over the phone regardless who he is.	✓										
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Tell him she is only on a placement and isn't authorised to give out information about residents over the 'phone.	✓										

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
4	<p>(b) Examples of justification:</p> <ul style="list-style-type: none"> Always good practice to refer to the setting's policies to ensure that the correct action is taken. This ensures that no regulations / law is broken. Sensible to ask him to call back so a member of staff can deal with this. They will know the correct procedure about information sharing for this particular resident. Arrangements may be in place that Sally is unaware of for him to be given information in this way. Pointing out she isn't authorised to give any information is the correct procedure in this case as Sally is only on a placement. There could be serious consequences if Sally gave out confidential information in this situation. <p>Other acceptable justifications which must be linked to Sally's actions:</p> <ul style="list-style-type: none"> could be anyone on the 'phone resident has right to confidentiality information only shared on a need to know basis against the residents rights to share without consent <p>This list is not exhaustive, accept other appropriate justification.</p>	6	<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. The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 checklist</p> <ul style="list-style-type: none"> detailed justification of at least two of the chosen answers related to Sally clear understanding of the situation will be evident well-developed line of reasoning logically structured QWC – high <p>Level 2 checklist</p> <ul style="list-style-type: none"> sound justification of one or two of the chosen answers related to Sally understanding of the situation will be evident a line of reasoning in the most part relevant QWC – mid <p>Level 1 – checklist</p> <ul style="list-style-type: none"> descriptive (upper end) list like (low end) lacking an understanding of the situation basic information presented in an unstructured way may not be specifically linked to Sally QWC – low <p>Credit valid justification points if 4(a) is incorrect</p>	<p>Level 3 (5-6 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 (3-4 marks) Answer provides a sound justification which addresses the situation. Answers will be coherent, factually accurate and use appropriate terminology. There may be some errors of grammar, punctuation and spelling. Sub-max of 3 – for one justification done well.</p> <p>Level 1 (1–2 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. Errors of grammar and spelling may be noticeable and intrusive.</p> <p>0 marks = response not worthy of credit</p> <p>Do not credit re-iteration of the situation.</p>

Question	Answer	Marks	Guidance
4 (c)	<p>One mark for identification of legislation.</p> <p>Data Protection Act.</p> <p>Also accept: GDPR (General Data Protection Regulation 2018)</p>	<p>1 (1x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross. or appropriate annotation from the following:</p> <div data-bbox="1406 491 1659 568" style="border: 1px solid black; padding: 5px; display: inline-block;">   </div> <p>Exact name of the act/regulation is required.</p> <p>Date not required Must state 'Act' Must have correct initials/wording for GDPR</p>

Question	Answer	Marks	Guidance
5	<p>(a) Four ways required. One mark each.</p> <p>Safe:</p> <ul style="list-style-type: none"> • DBS screening of staff • policies - safeguarding / bullying • adequate staff to pupil ratio / supervision • risk assessments • follow health and safety guidelines / legislation • staff ID badges / lanyards • sign visitors in and out • first aid procedures / first aid available • staff trained in fire safety procedures / first aid / manual handling / safeguarding • fire safety measures/procedures in place, e.g. fire exits, registers available to check all present, fire blankets, fire extinguishers etc. • equipment considerations – cleaning, sharp, choking hazards, toy safety • ensuring safe collection of children, e.g. ID, password, nominated person etc. • security – locks on gates, external doors; CCTV at external doors/reception <p>Healthy:</p> <ul style="list-style-type: none"> • give them opportunities for plenty of exercise • provide healthy food / meals / snacks • awareness of children’s allergies • infection control / following food hygiene regulations • regular cleaning – equipment, floors etc • teach correct hand washing procedure <p>Accept other appropriate ways, but do not credit repeats.</p>	<p>4 (4x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>Any four points from the list.</p> <p>Do not credit:</p> <ul style="list-style-type: none"> • CCTV on its own • all doors locked • ‘premises secure’ on its own

Question	Answer/Indicative Content	Mark	Guidance	
			Content	Levels of response
5	<p>(b)* Promoting gender equality in an early years setting:</p> <p>Resources:</p> <ul style="list-style-type: none"> • have male and female staff • staff trained in equality • books / dvds that show both men and women in leading roles – not stereotypical roles • have mixed sports teams • curriculum – boys and girls have access to the same subjects / sports / play activities • colours of resources / toys not stereotypically matched to gender • do not have ‘boys toys’ and ‘girls toys’ • do not have ‘girls’ and ‘boys’ dressing up clothes • gender neutral toys e.g. Lego <p>Environment:</p> <ul style="list-style-type: none"> • displays should reflect equal opportunities for men and women female pilot, male nurse etc • non-sexist language used by staff in the setting • encourage girls and boys to play together • colours of displays not stereotypically matched to gender • male and female staff to share jobs – not men doing lifting and women cleaning <p>Accept other appropriate ways.</p>	6	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is description.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 – checklist</p> <ul style="list-style-type: none"> • detailed description • at least two ways • ways explicitly relevant to promoting gender equality • reference to resources <u>and</u> environment • clear and logical structure • QWC – high <p>Level 2 – checklist</p> <ul style="list-style-type: none"> • sound description • one or two ways • resources and/or environment • just one way, done well, sub-max 3 • ways are mostly linked to promoting gender equality • presented with some structure • QWC – mid <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • Likely to identify ways with little or no description • basic information • list like/muddled • QWC – low 	<p>Level 3 (5–6 marks) Answers provide a detailed description of ways an early year’s setting could ensure its resources and environment promote gender equality. Answers will be coherent and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (3–4 marks) Answers provide a sound description of ways an early year’s setting could ensure its resources and/or environment promote gender equality. Answers will be presented with some structure and use appropriate terminology. There may be some errors of grammar, punctuation and spelling. Sub-max of 3 if only one way done well.</p> <p>Level 1 (1–2 marks) Answer provides a limited description of one or more ways an early year’s setting could ensure its resources and/or environment promote gender equality. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p>0 marks =response not worthy of credit</p>

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