



Oxford Cambridge and RSA

# Tuesday 16 May 2023 – Afternoon

## 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**  
**C440/2306**



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

### INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the space provided. You can use extra paper if you need to, but you must clearly show your candidate number, the centre number and the question numbers.
- 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 **12** pages.

### ADVICE

- Read each question carefully before you start your answer.

1 Read the case study below.

Kai and Yuki lived together for over 65 years. Kai cannot walk unaided and Yuki is blind. They both help each other to move around.

Kai was moved into a residential care home. Yuki wanted to move there too but was told that she didn't meet the guidelines for being moved.

**Adapted from:**

<https://www.amnesty.org.uk/press-releases/human-rights-act-absolutely-key-big-justice-fights-last-20-years>

(a) State which right, protected by the Human Rights Act 1998, was **not** met by the manager at the residential care home.

..... [1]

(b) State **two other** human rights protected by the Human Rights Act 1998.

1 .....

2 .....

[2]

Yuki's needs were reassessed and the couple were allowed to live together in the care home. The Human Rights Act 1998 was used to change the decision.

(c) Choose **one** statement which describes what happened to Kai and Yuki.

	Tick (✓) <b>one</b> only
The legislation did not empower Kai and Yuki.	
The legislation provided a system of redress for Kai and Yuki.	
The legislation stopped any possible future discrimination towards Kai and Yuki.	
The residential home promoted equality and diversity.	

[1]

(d) Identify **one other** piece of legislation that supports individuals like Kai and Yuki.

..... [1]

(e) Identify **two** support groups that could support Kai and Yuki.

1 .....

2 .....

[2]

(f) Outline **three** ways support networks could help provide equality for older people who have received poor quality care.

1 .....

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2 .....

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3 .....

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[6]

2 Read the case study below.

Nina is visually impaired and cannot see other people's faces. Nina relies on people introducing themselves.

Nina was waiting for an appointment at the GP surgery. Nina was sure that people who arrived after she did were seeing the GP before her.

Nina told the receptionist that she had been waiting a long time. The receptionist said "when your name came up on the screen, you didn't take any notice."

The GP practice was relying on people being able to read the screen to know when it was time for their appointment.

**Adapted from:**

<https://www.healthwatchislington.co.uk/sites/healthwatchislington.co.uk/files/Accessible%20information%20standard.pdf>

- (a) Identify **three** ways the GP practice could respond to Nina's situation to improve their service.

Option	The GP practice should	Tick (✓) <b>three</b> only
<b>A</b>	Make sure that Nina's communication needs are highlighted on her patient records so that the information is accessed each time Nina makes an appointment.	
<b>B</b>	Make sure that service users with additional needs are collected from the waiting room by their doctor.	
<b>C</b>	Provide an advocate for Nina as soon as she reports to reception.	
<b>D</b>	Provide an audio only system instead of a visual display screen.	
<b>E</b>	Registration forms for GP practices must ask service users to state if they have any information or communication needs.	
<b>F</b>	Tell Nina to only come to appointments with her carer.	

[3]





- (b) Identify the piece of legislation which introduced changes to the ways children and young people with special educational needs and disabilities (SEND) are supported.

..... [1]

**Turn over for the next question**

4 Read the case study below.

Around one in eight LGBTIQ+ (lesbian, gay, bisexual, trans, intersex, queer or questioning) people have experienced unequal treatment from healthcare staff because they are LGBTIQ+.

One in seven have avoided treatment for fear of discrimination.

**Adapted from:**  
<https://www.mentalhealth.org.uk/explore-mental-health/mental-health-statistics/lgbtiq-people-statistics>

(a) Individuals can face both direct and indirect discrimination based on their sexual orientation. Give **one** example for **each** type of discrimination.

Direct discrimination: .....

.....

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Indirect discrimination: .....

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[4]

(b) Describe **two** possible impacts on service users of discrimination based on sexual orientation.

1 .....

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2 .....

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[4]



(c)\* Offering training to staff is one way to improve practice.

Explain **two other** ways that can help healthcare staff be supported to apply best practice for the LGBTIQ+ community.

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..... [6]



- (c) Identify **four** ways to improve the quality of health care for service users with learning disabilities.

	Tick (✓) <b>four</b> only
Active use of research by Mencap which highlights the poor care which can be experienced by service users with learning disabilities.	
All CQC inspection reports contain a section on how well a hospital is working for service users with learning disabilities.	
All hospital staff complete the Care Certificate.	
Hospital staff are encouraged to whistle blow if they witness poor care.	
Hospital staff know how to access all organisational policies.	
Only staff who have received specific learning disabilities training should provide care for service users with learning disabilities.	
Reasonable adjustments are reviewed and provided to people with a learning disability.	
Staff must <b>always</b> follow the advice of the carers of service users with learning disabilities.	

[4]

**END OF QUESTION PAPER**



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