



Oxford Cambridge and RSA

# **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 2024**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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

## Annotations

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

Question			Answer	Marks	Guidance																											
1	(a)	(i)	<p><b>One</b> mark for each correct response. <b>Four</b> required</p> <table border="1"> <thead> <tr> <th>Answer Letter</th> <th>Actions Kareem should take to manage Eve's situation</th> <th>Tick 4 only</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>Kareem should breach Eve's confidentiality because he feels she is at risk of being hurt by others.</td> <td>✓</td> </tr> <tr> <td>B</td> <td>Kareem should find out which member of staff is forcing Eve to take the tablets.</td> <td></td> </tr> <tr> <td>C</td> <td>Kareem should not damage the good relationship he has with Eve and plan to monitor Eve more carefully.</td> <td></td> </tr> <tr> <td>D</td> <td>Kareem should only share the information with practitioners who need to know.</td> <td>✓</td> </tr> <tr> <td>E</td> <td>Kareem should share his concerns with his parents.</td> <td></td> </tr> <tr> <td>F</td> <td>Kareem should tell Eve that he will have to disclose the information because he is worried about her health.</td> <td>✓</td> </tr> <tr> <td>G</td> <td>Kareem should tell his supervisor.</td> <td>✓</td> </tr> <tr> <td>H</td> <td>Kareem should try to persuade Eve to take her tablets.</td> <td></td> </tr> </tbody> </table>	Answer Letter	Actions Kareem should take to manage Eve's situation	Tick 4 only	A	Kareem should breach Eve's confidentiality because he feels she is at risk of being hurt by others.	✓	B	Kareem should find out which member of staff is forcing Eve to take the tablets.		C	Kareem should not damage the good relationship he has with Eve and plan to monitor Eve more carefully.		D	Kareem should only share the information with practitioners who need to know.	✓	E	Kareem should share his concerns with his parents.		F	Kareem should tell Eve that he will have to disclose the information because he is worried about her health.	✓	G	Kareem should tell his supervisor.	✓	H	Kareem should try to persuade Eve to take her tablets.		<p><b>4</b> (4x1)</p>	<p>If more than 4 ticks are given: mark the first 4 only.</p>
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Question			Answer	Marks	Guidance
1	(a)	(ii)*	<p><b>Examples of justification:</b></p> <p><b>A - Kareem should breach Eve’s confidentiality because he feels she is at risk of being hurt by others.</b></p> <ul style="list-style-type: none"> <li>Confidentiality will have to be breached for the safety of Eve</li> <li>There could be incidents of poor care if Eve’s claims are correct.</li> </ul> <p><b>D - Kareem should only share the information with practitioners who need to know.</b></p> <ul style="list-style-type: none"> <li>Need to know basis is a key element of confidentiality policy.</li> <li>Details should only be shared with colleagues who provide care for the individual.</li> <li>follows legislation</li> </ul> <p><b>F - Kareem should tell Eve that he will have to disclose the information because he is worried about her health</b></p> <ul style="list-style-type: none"> <li>Confidentiality will have to be breached for the safety of Eve and it is better if Kareem can try to explain this so that Eve doesn’t feel that Kareem has let her down/broken a promise</li> <li>Eve could become ill if she doesn’t take her medicine.</li> <li>so intervention will not be a surprise</li> </ul> <p><b>G - Kareem should tell his supervisor</b></p> <ul style="list-style-type: none"> <li>Kareem is only on placement and should seek advice from a supervisor to ensure that the right action is taken.</li> <li>Because Eve has accused other members of staff this is a challenging situation which requires the expertise of management</li> <li>Because he would not be aware of the full situation</li> </ul>	6	<p><b>Level 3 (5–6 marks)</b></p> <ul style="list-style-type: none"> <li>Detailed justification for two of the chosen answers.</li> <li>Explicitly related to the scenario.</li> </ul> <p><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><b>Level 2 (3–4 marks)</b></p> <ul style="list-style-type: none"> <li>Sound justification of one or two of the chosen answers.</li> <li>Related to the scenario. Understanding of the situation will be evident but may be implicit.</li> </ul> <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p><b>Sub-max of 3</b> – for one justification done well or several attempted but not fully developed.</p> <p><b>Level 1 (1–2 marks)</b></p> <ul style="list-style-type: none"> <li>Basic attempt at a justification of one or two of the chosen answers.</li> <li>May not be specifically related to the scenario and may lack understanding of the situation.</li> </ul> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p><b>0 marks</b> <i>No response worthy of credit.</i></p>



Question	Answer	Marks	Guidance
1 (b)	<p><b>Benefits for residents:</b></p> <ul style="list-style-type: none"> <li>• Keeps their information safe</li> <li>• Residents feel safe</li> <li>• Residents can trust staff</li> <li>• Residents receive better care.</li> <li>• Residents made aware of their rights</li> <li>• Residents understand when information may be disclosed to others</li> <li>• Residents able to give consent regarding what is recorded</li> </ul> <p><b>Benefits for care workers:</b></p> <ul style="list-style-type: none"> <li>• Clear guidelines to follow.</li> <li>• The policy provides a basis for mandatory training for confidentiality.</li> <li>• Workers are protected if there is a problem</li> <li>• Workers are aware of correct procedures</li> <li>• Workers aware that breaches of the policy might lead to disciplinary action</li> <li>• Ensures workers are complying with the Data Protection Act</li> <li>• Raises standards of care / good practice</li> </ul> <p><b>Interchangeable benefits for residents or care workers:</b> Means information is not shared with people who don't:</p> <ul style="list-style-type: none"> <li>• need to know</li> <li>• residents can express their concerns and will not be worried about sharing information / opening up</li> <li>• Legislation / DPA / Data Protection Act</li> <li>• Builds positive relationships</li> <li>• protects information e.g. it is kept safe</li> </ul>	4 (2x2)	<p>Two <b>different</b> benefits identified for residents Two <b>different</b> benefits identified for care workers</p> <p>Some benefits are interchangeable, credit these for residents <b>OR</b> for care workers (not both)</p> <p><b>Do not credit:</b></p> <ul style="list-style-type: none"> <li>• kept private</li> <li>• protects (must be protects from harm)</li> </ul>

Question	Answer	Marks	Guidance
1 (c)*	<p><b>How using the boxes: promotes values of care and Individual rights</b></p> <p><b>Examples:</b></p> <p><b>Relevant value of care/rights</b></p> <ul style="list-style-type: none"> <li>• Promoting individual rights and beliefs</li> <li>• Promoting equality and diversity</li> <li>• Choice</li> <li>• Consultation</li> </ul> <p><b>Promoting individual rights and beliefs</b></p> <ul style="list-style-type: none"> <li>• Staff immediately know something about the resident and can respond to them as an individual eg religious beliefs</li> <li>• Encourages staff to treat them with respect and dignity</li> <li>• meaningful to them</li> </ul> <p><b>Promoting equality and diversity</b></p> <ul style="list-style-type: none"> <li>• Residents are valued for their diversity. The boxes might show a resident’s cultural background, family, language, food, music, religion, race, education.</li> </ul> <p><b>Choice</b></p> <ul style="list-style-type: none"> <li>• Residents are involved in making choices about what to include in the boxes. The items chosen may indicate their interests and likely choices of activity.</li> <li>• Can choose whether or not to use the boxes</li> </ul> <p><b>Consultation</b></p> <ul style="list-style-type: none"> <li>• Encourages communication between carer and resident about the kinds of activities they would like.</li> </ul>	6	<p><b>Level 3 (5–6 marks)</b></p> <ul style="list-style-type: none"> <li>• Detailed description of how the residential care home promotes values of care <b>and</b> individual rights.</li> <li>• Explicitly related to the scenario.</li> </ul> <p><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><b>Level 2 (3–4 marks)</b></p> <ul style="list-style-type: none"> <li>• Sound description of how the residential care home promotes values of care <b>and</b> individual rights.</li> <li>• Related to the scenario. Understanding of the situation will be evident but may be implicit.</li> </ul> <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p><b>Sub-max of 3</b> – for description of one (values of care /individual rights) done well.</p> <p><b>Level 1 (1–2 marks)</b></p> <ul style="list-style-type: none"> <li>• Basic attempt at a description of how the residential care home promotes values of care <b>and/or</b> individual rights.</li> <li>• May not be specifically related to the scenario and may lack understanding of the situation.</li> </ul> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p><b>0 marks</b> <i>No response worthy of credit.</i></p>

Question	Answer	Marks	Guidance
2 (a)	<p><b>Ways</b></p> <ul style="list-style-type: none"> <li>• ways which reflect the different cultures within the school:</li> <li>• books and DVDs</li> <li>• food from different cultures</li> <li>• dressing up clothes</li> <li>• toys games</li> <li>• music from different cultures</li> <li>• staff reflect a good mix of culture and gender which reflects the area where the school is situated.</li> <li>• information available in different languages</li> <li>• celebrate different religious festivals.</li> <li>• multi-cultural dress-up days</li> <li>• visits from different cultures</li> <li>• displays</li> <li>• prayer room</li> <li>• accessibility – special equipment</li> <li>• learning different languages in class</li> <li>• assemblies on discrimination</li> <li>• differentiate tasks</li> <li>• meeting dietary needs</li> </ul> <p><b>How the ways promote equality and value diversity</b></p> <ul style="list-style-type: none"> <li>• Feel identity is accepted</li> <li>• Makes others aware of different cultures</li> <li>• Children have role models</li> <li>• Makes pre-school accessible to all</li> <li>• Feel identity is celebrated.</li> <li>• Learn from different cultures;</li> <li>• Encourages conversation about cultural similarities and differences.</li> <li>• Challenges discrimination</li> </ul>	8 (4x2)	<p><b>One mark</b> for identifying a 'way'.</p> <p><b>One mark</b> for explaining 'how' it promotes equality and diversity</p> <p>Can have credit for 'how' even if 'way' is too vague.</p> <p><b>Accept other relevant ways and explanations.</b></p>

Question	Answer	Marks	Guidance
2 (b)*	<p><b>Advantages/pros</b></p> <p>The ‘valuing diversity’ day could help staff to promote best practice by:</p> <ul style="list-style-type: none"> <li>• Raising awareness of what discrimination is.</li> <li>• Considering ways in which children are valued.</li> <li>• Considering the diversity of the children at the pre-school</li> <li>• Considering implications of Equality Act and all protected characteristics.</li> <li>• Making staff reflect upon their practice.</li> <li>• Drawing attention to the EO and anti-bullying policies to ensure staff are meeting legal requirements.</li> <li>• Raising awareness of the procedures described in the policies.</li> <li>• Improving the content of the policies as a result of staff review, collaboration, and scrutiny.</li> <li>• Learn off each other</li> <li>• Reduces discrimination</li> <li>• Increases understanding</li> </ul> <p><b>Disadvantages/cons</b></p> <p>The ‘valuing diversity’ day may not help staff to promote best practice because</p> <ul style="list-style-type: none"> <li>• One day is insufficient to ensure best practice.</li> <li>• Practice should be monitored on a daily basis.</li> <li>• Awareness of policies and legislation cannot change attitudes and stop discrimination.</li> <li>• Promoting diversity is more likely to be achieved by the ways mentioned in 2a.</li> <li>• Staff who are absent from the day will not receive the same experience by reading the minutes/policies.</li> </ul> <p><b>Accept other appropriate advantages/disadvantages and evaluations.</b></p>	9	<p><b>Level 3 (7–9 marks)</b></p> <ul style="list-style-type: none"> <li>• Detailed evaluation of how the ‘valuing diversity day’ can help pre-school staff to promote best practice. Evaluation includes <b>both</b> pros/advantages <b>and</b> cons/disadvantages.</li> <li>• Explicitly related to the scenario.</li> </ul> <p><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><b>Level 2 (4–6 marks)</b></p> <ul style="list-style-type: none"> <li>• Sound evaluation of how the ‘valuing diversity day’ can help pre-school staff to promote best practice.</li> <li>• Related to the scenario. Understanding of the situation will be evident but may be implicit.</li> </ul> <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p><b>Sub-max 4 - if only advantages OR disadvantages</b></p> <p><b>Level 1 (1–3 marks)</b></p> <ul style="list-style-type: none"> <li>• Basic attempt at an evaluation of how the ‘valuing diversity day’ can help pre-school staff to promote best practice.</li> <li>• May not be specifically related to the scenario and may lack understanding of the situation.</li> </ul> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p><b>0 marks</b> <i>No response worthy of credit.</i></p>

Question	Answer	Marks	Guidance								
2 (c)	<table border="1"> <tr> <td data-bbox="324 320 761 424"><b>Practice at the pre-School</b></td> <td data-bbox="761 320 1176 424"><b>Value of care in childcare services</b></td> </tr> <tr> <td data-bbox="324 424 761 587">Parent representatives meet every two months with the manager to discuss events and issues at the pre-school.</td> <td data-bbox="761 424 1176 587"><b>Working in partnership with parents/guardians and families</b></td> </tr> <tr> <td data-bbox="324 587 761 927">Pre-school staff appreciate the opportunity to see and share good practice with local practitioners who visit their setting. Recently a speech therapist gave some training about communication techniques for children with disability.</td> <td data-bbox="761 587 1176 927"><b>Working with other professionals</b> <b>Valuing Diversity</b></td> </tr> <tr> <td data-bbox="324 927 761 1262">Safeguarding is considered the most important issue and there are regular training sessions to remind staff of their responsibilities.</td> <td data-bbox="761 927 1176 1262"><b>Making the welfare of the child paramount</b> <b>Paramountcy principle</b> <b>Maintaining a healthy and safe environment</b></td> </tr> </table>	<b>Practice at the pre-School</b>	<b>Value of care in childcare services</b>	Parent representatives meet every two months with the manager to discuss events and issues at the pre-school.	<b>Working in partnership with parents/guardians and families</b>	Pre-school staff appreciate the opportunity to see and share good practice with local practitioners who visit their setting. Recently a speech therapist gave some training about communication techniques for children with disability.	<b>Working with other professionals</b> <b>Valuing Diversity</b>	Safeguarding is considered the most important issue and there are regular training sessions to remind staff of their responsibilities.	<b>Making the welfare of the child paramount</b> <b>Paramountcy principle</b> <b>Maintaining a healthy and safe environment</b>	3 (3x1)	<p>Wording of values of care does not have to match exactly.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> <li>• Putting the needs of the child first.</li> <li>• Keeping children safe (is too vague)</li> </ul>
<b>Practice at the pre-School</b>	<b>Value of care in childcare services</b>										
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3	<p>(a)* <b>Possible impacts on Amos</b></p> <p><b>Disempowered</b> - feels out of control as he cannot do his job properly, especially if the patient abusing Amos is not challenged or management do not support him.</p> <p><b>Low self-esteem</b> Feeling worthless, unappreciated, unimportant.</p> <p><b>Low self-confidence.</b> If unsupported by managers, Amos may lose confidence and feel like leaving his job.</p> <p><b>Poor health and well-being.</b> This could lead to work related stress and ill health. Amos could feel afraid of the patients if they are allowed to verbally abuse him.</p> <p><b>Unfair treatment.</b> Amos could feel the injustice of the situation especially if they are not supported by management. Lack of trust in fellow staff if they do not support him.</p> <p><b>Mental health</b> – depression, anxiety and upset. Fear. Become withdrawn, isolating herself, lack of confidence.</p> <p><b>Accept</b> alternative /appropriate wording and effects.</p>	6	<p><b>Level 3 (5–6 marks)</b></p> <ul style="list-style-type: none"> <li>Detailed explanation of <b>two</b> impacts on Amos due to the discriminatory practice experienced</li> <li>Explicitly related to the scenario of a nurse’s situation with clear links between cause and effect</li> </ul> <p><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><b>Level 2 (3–4 marks)</b></p> <ul style="list-style-type: none"> <li>Sound explanation of <b>one or two</b> impacts on Amos due to the discriminatory practice experienced</li> <li>Related to the scenario of a nurse’s situation with some links between cause and effect.</li> </ul> <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p><b>Sub-max of 3</b> for explanation of only one impact done well</p> <p><b>Level 1 (1–2 marks)</b></p> <ul style="list-style-type: none"> <li>Basic attempt at an explanation of impacts on Amos due to the discriminatory practice experienced.</li> <li>May not be specifically related to the scenario and may identify effects with little to no explanation of cause.</li> </ul> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p><b>0 marks</b> <i>No response worthy of credit.</i></p>

Question	Answer	Marks	Guidance
3	<p data-bbox="259 229 304 261"><b>(b)</b></p> <p data-bbox="344 229 965 261">Two marks for each reason given, two required.</p> <p data-bbox="344 300 1144 363"><b>Reasons why health care staff might not report the racist behaviour.</b></p> <p data-bbox="344 402 544 434"><b>Any two from:</b></p> <ul data-bbox="344 437 1252 1078" style="list-style-type: none"> <li>• Lack of trust in management.</li> <li>• They might think nothing will be done so there is no point.</li> <li>• They might be dismissed as being oversensitive or over-reacting.</li> <li>• Harm their career.</li> <li>• BAME nurses might feel that ‘making a fuss’ could stop them gaining promotion/ advancing in their career.</li> <li>• So used to it, it becomes normalised</li> <li>• Normalised behaviour so don’t report it</li> <li>• They might fear retaliation from patients or staff for causing a fuss.</li> <li>• They may feel that they will not be believed or understood.</li> <li>• They may feel ashamed and not want to relive the experience/ trauma.</li> <li>• Lack of proof</li> <li>• Don’t know how to complain / report it</li> <li>• Scared of losing job</li> <li>• Scared of being judged</li> </ul>	4 (2x2)	<p data-bbox="1420 229 2033 261"><b>Two marks</b> for a full description of one reason.</p> <p data-bbox="1420 300 2018 331"><b>One mark</b> for a description which lacks clarity</p> <p data-bbox="1420 402 1939 434">Accept alternative wording and reasons.</p>

Question		Answer	Marks	Guidance
3	(c)	<p>Any <b>four</b> from:</p> <p><b>The role of the EHRC in supporting individuals who have experienced discrimination.</b></p> <ul style="list-style-type: none"> <li>• has a website which provides information, advice and guidance about discrimination for SP.</li> <li>• provides definitions of different types of discrimination.</li> <li>• advice on how you can decide if what happened was against equality law</li> <li>• advises on rights.</li> <li>• suggests ways to sort out the situation with the person or organisation.</li> <li>• advises on how to make a discrimination complaint.</li> <li>• provides information about how to take a case to court.</li> <li>• provides information about advocacy (not provides an advocate)</li> <li>• provides contact details for a telephone Equality Advisory and Support Service helpline</li> <li>• provides legal assistance to victims of discrimination / helps them seek justice.</li> </ul>	<p><b>4</b> (4x1)</p>	<p><b>Accept</b> other relevant ways</p>



Question	Answer	Marks	Guidance														
4	<table border="1"> <thead> <tr> <th data-bbox="376 284 1198 387">Statements related to legislation</th> <th data-bbox="1198 284 1355 387">Insert correct letter</th> </tr> </thead> <tbody> <tr> <td data-bbox="376 387 1198 592">A GP referred Henry (aged 80) to a social worker as he was struggling at home after the death of his wife. The social worker set up a Care Plan with George. He chose to go to the local day centre for three sessions a week as he knew he would receive good meals there and have company. He was spending long hours alone.</td> <td data-bbox="1198 387 1355 592">A</td> </tr> <tr> <td data-bbox="376 592 1198 798">A local Learning Disabilities Service, in partnership with the Department of Health and Social Care, has successfully addressed the historically low take-up of breast screening by women with learning disabilities. The project has improved screening rates from 62% to 100% for those women who are able to be screened.</td> <td data-bbox="1198 592 1355 798">F</td> </tr> <tr> <td data-bbox="376 798 1198 901">AGE UK provides advice about setting up a Power of Attorney as there may be a time when you will not be able to make your own decisions.</td> <td data-bbox="1198 798 1355 901">H</td> </tr> <tr> <td data-bbox="376 901 1198 1070">Everything a school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage. Treating a person less favourably because they have one or more 'protected characteristics' would be unlawful.</td> <td data-bbox="1198 901 1355 1070">E</td> </tr> <tr> <td data-bbox="376 1070 1198 1240">The SENCO (Special educational needs coordinator) welcomed a better way of stating children with special educational needs which enables a greater involvement of parents and covers health needs as well as educational needs.</td> <td data-bbox="1198 1070 1355 1240">C</td> </tr> <tr> <td data-bbox="376 1240 1198 1343">This legislation gives greater opportunity for patients' views to be heard and taken into account. There should be 'no decision about me without me'.</td> <td data-bbox="1198 1240 1355 1343">F</td> </tr> </tbody> </table>	Statements related to legislation	Insert correct letter	A GP referred Henry (aged 80) to a social worker as he was struggling at home after the death of his wife. The social worker set up a Care Plan with George. He chose to go to the local day centre for three sessions a week as he knew he would receive good meals there and have company. He was spending long hours alone.	A	A local Learning Disabilities Service, in partnership with the Department of Health and Social Care, has successfully addressed the historically low take-up of breast screening by women with learning disabilities. The project has improved screening rates from 62% to 100% for those women who are able to be screened.	F	AGE UK provides advice about setting up a Power of Attorney as there may be a time when you will not be able to make your own decisions.	H	Everything a school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage. Treating a person less favourably because they have one or more 'protected characteristics' would be unlawful.	E	The SENCO (Special educational needs coordinator) welcomed a better way of stating children with special educational needs which enables a greater involvement of parents and covers health needs as well as educational needs.	C	This legislation gives greater opportunity for patients' views to be heard and taken into account. There should be 'no decision about me without me'.	F	6 (6x1)	<p><b>DO NOT ACCEPT</b> any other answers.</p> <p>If more than one letter in the box – give zero unless it is crossed out.</p>
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