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OXFORD CAMBRIDGE AND RSA EXAMINATIONS

Monday 11 January 2021 – Morning

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 plus your additional time allowance

No extra materials are needed.

Please write clearly in black ink.

**Centre
number**

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**Candidate
number**

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First name(s)

Last name

Date of birth

D	D	M	M	Y	Y	Y	Y
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READ INSTRUCTIONS OVERLEAF

INSTRUCTIONS

Use black ink.

Write your answer to each question in the space provided. If you need extra space use the lined pages at the end of this booklet. The question numbers must be clearly shown.

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 (*).

ADVICE

Read each question carefully before you start your answer.

Answer ALL the questions.

- 1 Read the information about Triangle House Retirement Home and then answer 1(a), 1(b) and 1(c).**

At Triangle House Retirement Home we offer:
personalised care with a welcoming environment
a wide variety of meals, with all dietary needs catered for
male and female staff always available
free transport available for individuals to go on visits
a multi-faith space for contemplation or prayer
an extensive activities programme – music, dancing, crafts, quizzes etc.
beautiful gardens and attractive rooms.
Staff are well-trained and experienced, and they get to know each and every resident's care needs and personal preferences.

- (a) Explain THREE ways in which staff at Triangle House Retirement Home are providing care that respects residents' cultural differences. [6]**

1 _____

2

3

(b) List THREE organisational policies that would be used by Triangle House Retirement Home to promote good practice.

1

2

3

[3]

- (c) Two of the retirement home residents are constantly arguing.

Identify the **THREE** most appropriate actions the manager could take to try and resolve this conflict.

Tick (✓) **THREE** boxes. [3]

Answer letter	Ways to resolve the conflict	Tick (✓) THREE only.
A	Make sure that they are supervised at all times so that staff can intervene if they start arguing.	
B	Confidentially speak to other residents, who are friends with them, to try and find out if they know anything about the cause of the arguments.	
C	Insist that the two residents attend anger management sessions to help the residents resolve their conflict.	
D	Staff to observe the two residents, listen to their arguments and identify ways any issues could be addressed to help them not to have so many arguments.	
E	Allocate each resident to a different lounge, so they don't have to be together and arguments are avoided.	
F	Ask a couple of the staff to have an informal chat with the two residents to help find out why they are constantly arguing.	
G	Speak to them together and tell them their behaviour is unacceptable and they will have to leave the residential home.	

(d) Justify ONE of your answers from 1(c).

Answer letter: _____

Justification _____

[3]

- 2 Nina is a social worker in a local child protection team.**

The article below explains her job role. Use the article to answer 2(a) and 2(b).

When a child is referred to children's services, there is an initial assessment and information is gathered. We get to know who is living in the family home, who plays an important role but may live elsewhere. It can be helpful to do a family tree (a diagram showing relatives of the child) to understand all the relationships.

With younger children, I'll be engaging them through play – not sitting them down and talking at them. While we're playing with playdough or drawing, I might ask open-ended questions like, "If you had three wishes, what three things in your life would you want?" The child could tell me she wants to be a princess or disclose something really serious like abuse.

With teenagers, I aim to be open and honest and build a relationship with them so they can open up about their lives. Safeguarding includes protection from risks in the wider community, for example, becoming involved in gangs or being sexually exploited.

If there are serious concerns, a child protection meeting is arranged to which parents or carers and children are invited, along with the health and education professionals involved. Everyone shares information and decides whether a child protection plan is needed. I make sure that families are given a jargon-free explanation of the whole process and are encouraged to be actively involved.

The most important part of my job is listening and not assuming I know everything. I need to develop supportive relationships with families by being open, honest and respectful.

- (a) Describe how Nina is applying the following early years values of care. Use a different example for each value of care. [6]

Working in partnership with parents/guardians and families.

Working with other professionals.

Keeping children safe.

(b)* Explain, with at least TWO examples, how Nina is using effective communication to ensure that children's and families' rights are being maintained. [8]

- 3 Read the information about Tom, and then answer 3(a), 3(b) and 3(c).**

Tom has a mild learning disability, he needs a bit longer than usual to learn new skills.

He wants to be independent and get a job. His social worker has helped him to find a placement in a supermarket that could lead to a permanent job.

Tom is enjoying his placement and has been working on the till serving customers and carrying out shelf-filling duties. However his supervisor has complained that though customers like chatting with him, Tom sometimes gets confused having to deal with multiple tasks at the till – age checks, gift vouchers and giving change, and his shelf-filling is not always accurate. The supervisor tells the store manager he doesn't think Tom is skilled enough to do the job and he takes too long to do things.

Tom's social worker arranges a meeting with the store manager to discuss the need for 'reasonable adjustments' to be made to accommodate Tom's learning disability and help him to do his job successfully.

- (a) Identify the piece of legislation that requires 'reasonable adjustments' to be made by employers for individuals with disabilities.**

- (b) Identify the FOUR most appropriate ‘reasonable adjustments’ that the supermarket manager should make when trying to enable Tom to continue working.**

Tick (✓) FOUR boxes. [4]

Reasonable adjustments	Tick (✓) FOUR only.
Give Tom extra time to learn new tasks, with the help of another member of staff.	
Give Tom the job of collecting up cardboard and packaging to keep him away from complicated tasks.	
Provide a detailed booklet of training information for Tom to read through in his own time.	
Provide a one-to-one mentor to help Tom learn about accurate shelf-filling.	
Provide a wheelchair ramp for easy access.	
Reduce Tom’s hours on the till, only have him on the till at quiet times.	
Request that the social worker arranges for a carer to support Tom when he is working.	
Suggest Tom spends his time washing dishes in the supermarket café, as it is a less demanding job.	

(c)* Analyse the possible impacts on individuals, such as Tom, of discrimination due to a disability. [10]

[illegible]

4 (a) Name an organisation that provides advocacy services.

[1]

(b)* Describe at least TWO ways in which an advocate can help individuals in need of care and support. [6]

(c) Identify FOUR key aspects of the Mental Capacity Act 2005.

Tick (✓) FOUR boxes. [4]

Key aspects of the Mental Capacity Act 2005	Tick (✓) FOUR only.
Action taken or decisions made must always be done in the individual's best interests.	
Considers whether a drug or treatment will be of benefit for patients.	
Created local clinical commissioning groups with responsibility for health service provision.	
Gives individuals the right to make what others may regard as unwise or eccentric decisions.	
Identifies nine characteristics that protect people from discrimination.	
Individuals must be provided with support in order for them to make their own decisions.	
Safeguards, empowers and protects vulnerable people who are unable to make their own decisions.	
States that 'No decision about me without me' should be the guiding principle behind the treatment of patients.	

5* Explain how applying the values of care promotes equality, diversity and rights in adult health and social care settings.

[illegible]

[5]

END OF QUESTION PAPER

If additional answer space is required, you should use the following lined pages. The question numbers must be clearly shown in the margins.

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