

**Modified Enlarged 24 pt**

**OXFORD CAMBRIDGE AND RSA  
EXAMINATIONS**

**Monday 16 May 2022 – 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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## **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.**

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**Answer ALL the questions.**

- 1 (a) The text opposite gives an overview of the Children Act 2004. Complete the text using words from below. [7]**

**adviser**

**assessment**

**care**

**commissioner**

**confidentiality**

**experiences**

**harm**

**interests**

**legislation**

**paramountcy**

**partnership**

**policy**

**rights**

**shared**

**wellbeing**

**The Children Act 2004 is**

**\_\_\_\_\_ that sets out  
children's \_\_\_\_\_ .**

**The Act aims to protect children from**

**\_\_\_\_\_ . A key aspect  
is the \_\_\_\_\_ principle,**

**where the child's best**

**\_\_\_\_\_ are the first**

**and most important consideration. The Act**

**encourages \_\_\_\_\_**

**working, particularly in situations where child  
protection issues are involved.**

**The Act created the role of Children's**

**\_\_\_\_\_ to represent**

**children's views and needs.**

**(b) Give THREE DIFFERENT ways the EHRC (Equality and Human Rights Commission) could help an individual to complain about discrimination they have experienced.**

**1**

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**2**

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**3**

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**[3]**

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- 2 (a) Five aspects of DIVERSITY are described in the table opposite. Complete the table by matching each aspect of diversity, A – I in the list below, with its correct description.**

**Each aspect may be used once or not at all. [5]**

**Choose your answers from the list below:**

**A cultural differences**

**B disability**

**C dress**

**D education**

**E family structure**

**F food**

**G language**

**H religion**

**I social class**



<b>Description</b>	<b>Answer A, B, C, D, E, F, G, H or I</b>
<b>A particular system of faith, traditions and worship of a higher power or being.</b>	
<b>Examples include: extended, reconstituted, nuclear and step.</b>	
<b>Grouping of people according to economic factors such as their level of income, type of housing and occupation.</b>	
<b>Groups of people who have different customs, beliefs, values and social behaviour.</b>	
<b>Physical or mental impairment that has a substantial impact on a person's ability to do daily activities.</b>	

**(b)\* Jamal is 8 years old and has a learning disability. Until recently Jamal has enjoyed attending a children's drama club.**

**Jamal's carer talked with Jamal and found out that sometimes other children in the drama club laugh at him. Jamal has also been physically hurt when 'play fighting' with others at the drama club.**

**Explain AT LEAST TWO possible impacts of the physical and verbal abuse on Jamal. [10]**

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- 3 Read the news article and answer questions 3(a), 3(b) and 3(c).**

### **Mother wins court case against the NHS**

**Amaya gave birth in hospital to a healthy baby boy named Dev. The court heard that Amaya was anxious that Dev was “crying continuously”, but the judge said: “Her attempts to draw attention to her worries were ignored” by the staff who did not take her seriously and just told her not to be silly: “it is perfectly normal for newborn babies to cry.”**

**Amaya, who is from Sri Lanka, only knows a few basic words of English and because of this language barrier she was never given proper instructions about how to feed her son. The judge said the young mother was “certainly unable to understand anything but the simplest of instructions” and only when accompanied by hand gestures.**

The mother and baby were discharged home too early. When the community midwife visited the family at their home Dev was pale and weak. He had not been fed for more than 15 hours.

Adapted from:

<https://www.telegraph.co.uk/news/2018/04/13/sri-lankan-wins-lawsuit-against-nhs-midwives-fail-explain-needed/>

(a) Identify **THREE DIFFERENT** examples of discriminatory practice in the news article.

Use the headings below.

Being patronising

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[1]

**Neglect**

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[1]

**Inadequate care**

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[1]

**(b) Identify the basis of the discrimination that Amaya has experienced.**

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[1]



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- 4 Read the scenario and answer questions 4(a) and 4(b).**

**Sarah works at a lunch club for young people with learning disabilities. Li, aged 15, attends the lunch club.**

**Sarah notices that Li always has bruises on his arms and legs but when asked, Li does not want to talk about them.**

**Sarah is concerned that someone could be bullying or abusing Li and causing the bruising.**

- (a) Complete the table opposite by choosing the THREE most appropriate actions that Sarah should take.**

**Tick (✓) THREE only. [3]**

	<b>Actions</b>	<b>Tick (✓) THREE only</b>
<b>A</b>	<b>Ask other young people who attend the lunch club if they know anything about what is happening to Li.</b>	
<b>B</b>	<b>Consult the lunch club's policy for raising a concern.</b>	
<b>C</b>	<b>Fill out an incident report form and place it in Li's file for future reference.</b>	
<b>D</b>	<b>Have an informal chat with some work colleagues to find out what they would do.</b>	
<b>E</b>	<b>If she sees bruises again organise a confidential meeting with Li, in a private room, to find out what's going on.</b>	
<b>F</b>	<b>Report her concerns to the senior manager of the lunch club.</b>	
<b>G</b>	<b>Talk with her supervisor about what she has seen and why she is concerned.</b>	

[illegible]



**(c) The lunch club is recruiting more staff.**

**Explain how using the following two procedures could help to ensure that the interviews comply with the Equality Act:**

**The same set of questions will be used for each person being interviewed.**

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**[2]**

**A trained, mixed interview panel will be used – including individuals of different ethnicities, age, gender and experience.**

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**[2]**



**(d) State THREE DIFFERENT  
non-discriminatory questions that  
could be asked at the interview.**

**1**

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**2**

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**3**

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**[3]**

- 5 (a) Complete the table by choosing THREE examples of good practice when maintaining confidentiality in a retirement home.**

**Tick (✓) THREE only. [3]**

<b>Examples</b>	<b>Tick (✓) THREE only</b>
<b>Always respecting resident's own private space by allowing them to personalise their room.</b>	
<b>Ensuring staff know never to share information when a resident has asked for it to be kept private.</b>	
<b>Having a confidentiality policy in place and ensuring it is followed by all staff.</b>	
<b>Making sure that residents receive their mail unopened.</b>	
<b>Only providing one member of staff with the password to access resident's electronic records.</b>	

<b>Examples</b>	<b>Tick (✓) THREE only</b>
<b>Staff should always shout their name when entering a resident's room, to warn them they are coming in.</b>	
<b>Staff to always ask the resident's permission before accessing their possessions or documents.</b>	

**(b) Give an example of how the value of care promoting individual rights and beliefs could be applied by staff at the retirement home.**

**Give ONE example for 'rights' and ONE for 'beliefs'.**

**Rights**

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**[2]**

**Beliefs**

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**[2]**

**END OF QUESTION PAPER**

### ADDITIONAL ANSWER SPACE

**If additional answer space is required, you should use the following lined pages. The question numbers must be clearly shown in the margins – for example, 2(b) or 4(c).**

[illegible]

















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