

CAMBRIDGE NATIONALS

Examiners' report



HEALTH AND SOCIAL CARE

J801, J811, J821

R021 Summer 2018 series

Version 1

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates. The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report. A full copy of the question paper can be downloaded from OCR.

Paper R021 series overview

For the externally assessed Unit R021 the majority of candidates attempted to answer all of the questions and the full range of marks was achieved. There was no evidence that any time constraints had led to a candidate underperforming and the few scripts where there was no response had large sections of the paper which had not been tackled.

Many excellent responses demonstrated that candidates were well prepared for the examination, they gave well-informed and well-structured answers using appropriate subject specific terminology from the specification. Others needed to develop their knowledge of key terms and concepts, for example values of care, legislation, safety procedures and security measures.

Generally most candidates who extended their responses on to the extra pages did not need to. Much of the extended work consisted of repeating points already made or content that did not relate to the question being addressed. Labelling of the work continued on the extra pages was clear and correct in many cases. Examiners did find that some candidates had mislabelled questions or identified page numbers rather than question numbers, leaving them to work out which answer belonged to which question. This is not ideal and when using the extra pages candidates should be encouraged to clearly state the correct question number so that they can gain full credit for their answers.

Candidate performance overview

Candidates who did well on this paper generally did the following:

- Demonstrated an understanding and familiarity with the different command verbs e.g. identify, describe, explain and analyse.
- Produced clear and concise responses for Level of Response questions: 1(c) 2(b) and 4(b).
- Applied knowledge and understanding to questions set in a health, social care or early year's context.

Candidates who did less well on this paper generally did the following.

- Lacked precision in their responses e.g. 1(b) giving emotional effects when intellectual effects are asked for.
- Found it difficult to apply what they had learnt to health, social care or early year's contexts.
- Produced responses that lacked depth, and were often rambling and peripheral to what had been asked, sometimes simply repeating information provided, e.g. 1(c), 3(a), 3(b).

Section A overview

Section A of the paper consists of three questions based in the context of health, social care or early year's settings. For this paper the three scenarios are a nursery, a residential home for older people and mental health services. Candidates are required to apply their knowledge of the R021 specification topics to produce answers that are relevant to the scenarios provided.

Question 1(a)

- 1 Teenies Nursery provides day care for children aged 2–4 years. Children at Teenies come from a very diverse community. The staff have recently had training on the early year's values of care.
 - (a) Describe **two** ways that the staff at Teenies Nursery could apply the early year's value of care '**ensuring equality of opportunity**' in their day-to-day work at the nursery.

1.....
.....
.....

2.....
.....
.....

[4]

Candidates who gained good marks on this question understood the concept of equality of opportunity and the necessity to adapt the nursery resources and environment according to the needs of the children, for example by providing ramps for access, staff using BSL or providing differentiated tasks.



Misconception

Some candidates confused 'equality of opportunity' with 'diversity' and gave examples of providing food from different cultures or celebrating different festivals. 'Treating all the children the same' and 'giving children choice' were other common incorrect answers.

Question 1(b)

(b) Identify **two** possible **intellectual** effects on a child in the nursery if the value of care 'ensuring equal opportunities' is not applied.

1.....

2.....

.....

..... [5]

Many candidates clearly identified two intellectual effects gaining full marks.

A number of candidates appeared not to have read the question carefully enough and gave social or emotional effects.

Question 1(c)

(c) Analyse ways that staff at Teenies nursery could ensure they are valuing the diversity of the children who attend.

.....

..... [5]

Candidates were mostly able to suggest a range of ways the nursery staff could value diversity though limited the marks they could gain by not providing any analysis. The command verb for the question is 'analyse' ways, so just identification or description limits the marks that can be achieved to Level 1 or the lower end of Level 2.

Candidates who developed their answers by analysing how the 'ways' valued diversity by encouraging respect, raising awareness, making everyone feel welcome and creating an inclusive culture, for example, were able to gain higher marks.

Question 2(a)

- 2 Read the following extract from High Park Residential Home's 'Outstanding' inspection report. Then answer the following question.

High Park is a care home for 34 older people. The manager and staff provide person-centred care which meets the individual needs of all of the residents. Residents are asked for their views and opinions regarding decisions about their care. High standards of general hygiene were seen throughout the care home. The gardens are easily accessible by all, with wide pathways and no steps.

The inspectors saw that residents felt safe and well cared for. Staff are well trained in manual handling, first aid, British Sign Language and there are regular fire drills. The home provides a range of activities for residents to take part in, if they wish to, for example crafts, art, gardening, photography. A programme of social events is also available including music, singing and quizzes. The atmosphere is lively but inspectors also commented on the home's calmness and the provision of a quiet room for meditation or prayer.

- (a) Identify **three** of the residents' rights. Give an example for each of how the staff at High Park maintain these rights.

Right

Example of how it is maintained

.....

.....

[2]

Right

Example of how it is maintained

.....

.....

[2]

Right

Example of how it is maintained

.....

.....

[2]

Well answered by candidates who knew individual rights and were able to pick out an example from the text of how the staff at High Park supported those rights. Many gained full marks.

Some responses gave examples of how rights could be supported that were not from the High Park case study showing that candidates had not read the question carefully enough. Occasionally some responses incorrectly referred to values of care rather than rights.

Question 3(b)

- (b) Arash has meetings with other practitioners to discuss support for children with learning disabilities.

Describe **two** examples of how Arash could ensure confidentiality when having meetings with other practitioners.

1.....
.....
.....

2.....
.....
.....

[4]

There were many sound attempts at this question gaining at least 2 – 3 marks. Many correct answers giving descriptions of using a private room, meeting in progress notices and the ‘need-to-know’ were able to gain full marks.

Marks were lost for responses that didn’t apply to a meeting situation – so general confidentiality methods e.g. a locked filing cabinet and password protected computers were examples that are not relevant to this question context.

Some weaker responses showed a lack of understanding of confidentiality between practitioners. There was a lack of appreciation that practitioners do need to share details and facts about individuals. So where candidates said that false names and fake addresses should be used to keep the individuals identity a secret, no marks were credited.

Question 3(c)

(c) Tick the **two** statements that are key aspects of the Mental Health Act 2007.

Statements	Tick two only (✓)
Provides the authority to take a person to a 'place of safety' for assessment.	
Requires that the working environment should not put anyone at risk.	
Information about individuals receiving care should always be accurate and up to date.	
Gives a definition of different types of disorder.	
Makes discrimination in the workplace illegal.	

[2]

Many candidates were familiar with the Mental Health Act and were able to gain both marks.

This question was generally well answered though there was evidence of some candidates just randomly selecting answers relating to different Acts, mainly the answers relating to Health & Safety at Work Act and Data Protection Act.

Section B overview

Section B of the paper consists of two questions that are fact and knowledge based. Candidate responses do not have to relate to a particular situation or scenario.

Question 4(a)(i)

4 (a) (i) State **two** ways the Health and Safety at Work Act 1974 impacts on **service providers**.

1

.....

2

.....

[2]

Question 4(a)(ii)

(ii) State **two** ways the Health and Safety at Work Act 1974 impacts on **care practitioners**.

1

.....

2

.....

[2]

LO3 of the specification requires candidates to understand how key legislation impacts on care practitioners and on service providers. This was the focus of the question.

Many candidates were not clear about the meaning of 'service provider' and 'care practitioner' or in fact what the Health and Safety at Work Act involves. This was evidently a gap in candidates' knowledge.

Some candidates wrote the same information for both parts of the question, obviously hoping it would be correct for one of them. There were many vague responses involving the word 'training' or 'policies' without specifying what they would be.

Well answered by candidates familiar with the HSAWA who gave good responses clearly identifying the care provider's responsibility to maintain a safe working environment and giving examples such as having a written health and safety policy, providing PPE, ensuring risk assessments are carried out and ensuring staff are fully trained to use any equipment they are required to use in their job role. They were also able to identify the responsibility of care practitioners to attend health and safety training, wear PPE that is provided and to report examples of hazards in the workplace.

Question 4(d)

(d) Discriminatory behaviour can be challenged in different ways.

For each way listed in the table below describe how discriminatory behaviour could be challenged. An example has been completed for you.

Way of challenging discriminatory behaviour	Example of how behaviour could be challenged.
Challenge at the time	Speak to the person who is being discriminatory straight away. Explain to them why their behaviour is not acceptable and that they should reflect on what they have just done.
Challenge afterwards through procedures	
Challenge with long-term proactive campaigning	

[4]

Mixed responses to this question. Weaker responses repeated information about challenging at the time from the example given and so did not gain any marks.

Many candidates gained 2 marks for two statements but could not develop their responses into a description to gain the additional marks.

Some candidates seemed to lack knowledge of the difference between challenging afterwards through procedures such as an organisation's complaints procedures and long-term proactive action such as supervision and training provision.

Question 5(b)

- (b) Care workers can support individuals' rights by providing up-to-date information. Give **one** example of up-to-date information and state how it supports an individual's rights.

Example of up-to-date information

.....
.....

How it supports rights

.....
.....

[2]

Responses that clearly stated a piece of up-to-date information, such as treatments available, opening times, medication instructions, along with reference to how this supports individual's rights, such as consulted about their care, know when the service is available, able to take medication at the correct times, gained both marks.

Often the question had not been read correctly and responses referred to the service user providing up-to-date information rather than the care worker.

Weaker responses and a number of 'no responses' to the question indicated that some candidates do not understand what is meant by the term 'up-to-date information'. Examples of up-to-date information that can be provided by care workers are listed in LO1 of the specification.

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