

## **CAMBRIDGE NATIONALS**

*Examiners' report*



# **HEALTH AND SOCIAL CARE**

J801, J811, J821

## **R021 Summer 2019 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 a full range of marks were seen to be achieved this session, the highest mark was 59 out of 60. There were few 'no responses' and no sign of candidates running out of time.

The candidates achieving higher marks demonstrated an understanding, and familiarity with, the command verbs – explain, describe, identify for example, combined with appropriate knowledge of the specification content. Many candidates demonstrated excellent exam technique with well-structured responses confidently using subject specific terminology.

It was clear, in some cases that candidates did have knowledge – however they did not apply this knowledge to the question correctly, resulting in an inappropriate answer. Describing rights when values of care are required (2c) or stating how to reduce risk when naming an activity is required (4a) will not gain marks. For levels of response questions focusing on an inaccurate interpretation of the question limited the marks some candidates could achieve for example in 5(a) the focus was on the role of an advocate not an interpreter or translator. Simply reading the question carefully, twice, would help many candidates to achieve higher marks. Candidates need to be guided to develop their exam technique so that appropriate knowledge is used for the question being attempted.

Fewer candidates used additional pages than in previous sessions, writing more focused responses that were guided by the amount of answer lines provided. This is good practice and to be encouraged as it did seem to reduce the amount of repetition and confused responses that are sometimes the result when extra pages are used.

### *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(a), 2(c), 3(c), 5(a).
- Applied knowledge and understanding to Section A 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. Q1(a) Candidates who wrote about safety when the question is about personal hygiene.
- Lacked knowledge of the health and social, and the early years, values of care.Q2(c) and 4(c)
- Produced responses that were irrelevant to what had been asked, such as writing about DBS checks when the question is about security measures.Q1(c).

# Section A

## Question 1 (a)

1

Susan will soon start work in a nursery. She has attended an induction that covered personal hygiene instructions and security measures.

Susan has also been given information about legislation that applies to her work in the nursery.

- (a) Explain why Susan will have to follow the personal hygiene rules '**no jewellery**' and use '**correct hand washing routines**' while working in the nursery.

.....

..... [5]

Generally good understanding was demonstrated of how bacteria can lead to infection along with explanations of how not wearing jewellery and using correct handwashing routines prevents the spread of infection.

Some candidates did not read the question carefully enough and wrote about the dangers of wearing jewellery in terms of choking hazards, scratching and losing stones, rather than focusing on the personal hygiene aspect of jewellery carrying and spreading bacteria. This limited their marks to the sub-max of three as their explanations had to cover both aspects of personal hygiene.

## Question 1 (b)

- (b) Identify **one** key aspect of the Data Protection Act and give an example of how Susan would apply it in her work at the nursery.

Key aspect of the Data Protection Act

.....

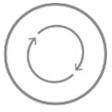
..... [1]

Example of how Susan would apply it in her work

.....

..... [2]

Few candidates were able to identify a key aspect of the Data Protection Act which indicated a gap in their knowledge of the legislation covered by this specification. Many, however, were able to gain marks by giving an example of the legislation in practice.

	<b>AfL</b>	Candidates need to be able to list some key aspects of each piece of legislation covered in LO3 of the specification.
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## Exemplar 1

~~no~~ <sup>all</sup> data needs to be kept up  
to date and be accurate. [1]

Example of how Susan would apply it in her work

Susan should have an annual check  
where she asks the parents if the  
~~the~~ data is still correct. [2]

This exemplar gains full marks, it shows how the candidate has correctly stated a key aspect of the Data Protection Act and then given a clear example of how Susan would put it into practice at the nursery.

### Question 1 (c)

- (c) **Identifying staff** and **receiving and monitoring visitors** are two security measures used in the nursery.

Explain how these two security measures can protect individuals in the nursery.

Identifying staff

.....  
.....  
.....  
.....  
.....  
..... [3]

Receiving and monitoring visitors

.....  
.....  
.....  
.....  
..... [3]

Identifying staff – Some really good explanations were seen. However some candidates often gained 1 or 2 rather than 3 marks due to lack of detail as they did not take note of the command verb ‘explain’. The majority of candidates were able to gain a mark for identifying a way in which this can be achieved such as lanyards, uniform, staff ID badges and either 1 or 2 marks for their explanation.

Receiving and monitoring visitors – This was not as well answered as identifying staff. Candidates who suggested CCTV often omitted to state any additional explanation such as where and how this monitors, entrances for example. Signing in and out books, visitor badges were the most common correct responses and, when explained, gained full marks.

The most common incorrect answer was about the DBS scheme which has no relevance to this question, although some candidates wrote at length.

## Question 2 (a)

2

Thorpe GP Surgery was recently inspected. The inspection report found:

- medical records left lying around
- vaccines not kept at the right temperature
- medicines used to treat patients in the surgery were past their expiry date
- patients' electronic records not kept up to date
- no procedure for patients to give feedback or to complain
- information not available in a range of formats
- access by steps that made entry hard for people with mobility problems

The inspectors also had 'serious concerns with the standards of infection control and cleanliness at the surgery, which included dust and cobwebs'.

(a) Describe how Thorpe GP Surgery is **not** maintaining the rights of its patients. Give **one** example for each of the following headings:

Protection from harm and abuse

.....

.....

.....

Consultation

.....

.....

.....

Equal and fair treatment

.....

.....

.....

[3]

Very well answered by the majority of candidates who were able to identify from the text an appropriate answer for each section. If one was incorrect it was usually 'consultation' where candidates mistakenly referred to medical records being left out, this has nothing to do with consultation.

### Question 2 (b)

(b) State **two** different ways staff could maintain confidentiality at Thorpe GP Surgery.

1 .....

.....

.....

.....

2 .....

.....

.....

.....

[2]

This question was well answered by the majority of candidates who gained full marks for a range of accurate answers.

Those candidates who did not gain full marks often gave vague answers such as 'lock away' without stating where or wrote about keeping information updated which is not relevant here. A few candidates gave negative answers such as 'do not leave documents lying around' rather than answering the question by stating what the staff should do.

### Question 2 (c)

(c) The inspectors found that staff at Thorpe GP Surgery are not applying the values of care.

Describe physical and emotional effects on patients attending the surgery of the values of care **not** being applied.

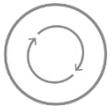
.....

.....

[5]

Many students discussed effects of poor practice in general without linking at all to Thorpe GP Surgery OR to values of care, these answers limited the marks candidates could achieve. There were also quite a few social effects and intellectual effects mentioned, which were not asked for. Quite a lot of students mentioned emotional effects without any physical effects preventing their answers from achieving Level 2.

Few candidates specifically linked their answers to the values of care in any meaningful way and this highlights a gap in candidates' knowledge, it prevented many from gaining marks in Level 3! It is an expectation that candidates are familiar with the values underpinning care practice which are detailed in LO2 of the specification.

	<p><b>AfL</b></p>	<p>To gain higher marks on this Levels of response type of question, candidates need to be advised to read the question carefully so that they are completely clear about what they have to do.</p> <p>For this question they have to focus their response on:</p> <ul style="list-style-type: none"> <li>• values of care not being applied</li> <li>• description of emotional and physical effects</li> <li>• answers relevant to a GP surgery</li> </ul>
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### Question 3 (a)

3 Triangle House is a social care organisation that provides advice and help for homeless adults.

<b>Triangle House</b>	
<p><b>Facilities:</b></p> <ul style="list-style-type: none"> <li>• wheelchair access</li> <li>• adapted toilets</li> <li>• computers and phones</li> <li>• access to interpreters</li> </ul> <p><b>Opening hours:</b>                      Monday 10.00am – 5.00pm                      Wednesday 10.00am – 5.00pm                      Friday 9.00am – 6.00pm</p>	<p><b>How we can help:</b></p> <ul style="list-style-type: none"> <li>• finding accommodation</li> <li>• benefits advice</li> <li>• nurse available for health concerns</li> <li>• free lunch – dietary needs catered for, e.g. vegan/vegetarian/Halal/gluten free</li> <li>• advice on looking for a job</li> <li>• support service for rough sleepers</li> <li>• we always look at the individual needs of our clients when deciding how best to support them</li> </ul>

(a) Identify **three** different ways that Triangle House is promoting equality.

1 .....

2 .....

3 .....

[3]

A very well answered question with the majority of candidates demonstrating an awareness of promoting equality. Wheelchair access, interpreters and adapted toilets were the most common correct answers.

Just a few candidates lost marks by just writing down anything from the text such as ‘nurse available’ or ‘computers and phones’ which do not relate to promoting equality and so do not answer the question.

### Question 3 (b)

(b) Give **two** different examples of up-to-date information provided by Triangle House.

1 .....

.....

2 .....

.....

[2]

Quite well answered by the vast majority of candidates with opening hours, benefits advice and facilities being the most common correct answers.

Some candidates lost marks due to repetition – putting opening days on one line and opening hours on the next line. Some answers were too vague, just mentioning ‘what help/support is available’ rather than being specific.

### Question 3 (c)

- (c) Explain how the up-to-date information provided by Triangle House supports the rights of individuals using its services.

.....  
..... [5]

Mixed responses for this question. Good answers were well-structured and gave an example of up to date information, with many using the examples they identified in part (b), and then explaining how it supports individual rights. For example 'help with finding accommodation' links with the right 'protection from abuse and harm', 'time the service is open' supports the right of choice when or whether to attend. Many candidates just provided general information about rights, rather than linking their responses to specific up to date information that Triangle House provides.

#### Exemplar 2

Equal and fair treatment is maintained because there is wheelchair access so the people with mobility problems can easily access Triangle House. It is also supported because there's access to interpreters. The right to protection from harm and abuse is supported because Triangle House has a nurse that's available to discuss any health concerns people have. [5]

This extract shows part of a well-structured response which identifies up to date information provided by Triangle House about facilities and services they have available and this is clearly linked with the rights they support.

## Section B

### Question 4 (a)

4 (a) Carrying out risk assessments is one method of reducing risks and dangers in care settings.

Name **two** different activities where methods for reducing risk should be used in the following care settings.

A nursing home

.....  
..... [1]

A primary school

.....  
..... [1]

A number of candidates seemed not to have read this question carefully enough – seeing ‘reducing risk’ and just writing down something that does that – ‘checking equipment is safe’ was a very common answer.

The question requires two ‘activities’ to be identified, one appropriate for each of the types of setting. Common correct answers for a nursing home included using a hoist, fire drills and days out. For a primary school common correct answers included craft activities, school trips and PE lessons.

### Question 4 (b) (i) and (b) (ii)

**(b) (i)** A primary school and a nursery are examples of early years settings.  
Identify **two** other examples of early years settings.

1 .....

2 ..... **[2]**

**(ii)** A GP Surgery is an example of a health care setting.  
Identify **two** other examples of health care settings.

1 .....

2 ..... **[2]**

#### 4b(i) and 4b(ii)

Both parts of the question were very well answered by the vast majority of candidates gaining full marks.

The early years settings is where marks were lost. For example some candidates were not specific enough in their answers such as stating 'day care' without stating 'for under 7's' - as 'early years' services are for under 7's. Some gave repetitions such as 'primary school' and 'nursery' which are in the question and so gain no credit. Others stated answers that are not 'settings' such as 'adoption' or a 'baby sitter'. Some gave health settings such as children's hospice or children's hospital.

### Question 4 (c)

(c) Complete the following table by stating the correct early years values of care for each example given.

Example of applying early years values of care	Early years value of care
A nursery teacher challenging a child who makes a sexist comment.	
A primary class teacher providing a range of activities that are stimulating and interesting.	
Nursery staff using a child centred approach to meet individual needs.	
A teacher sharing information about a child with a social worker.	
All electrical equipment in a nursery is tested regularly. Cleaners ensure a high standard of general cleanliness.	

[5]

Candidates generally knew this or they didn't. Higher scoring answers tended to achieve full or almost full marks and used the appropriate terminology required.

Many candidates, however, did not seem to have any knowledge of the early years values of care. These are found in LO2 of the specification, bullet point 4. This topic is fundamental for the unit and it seems many candidates need to have the opportunity to develop their knowledge and understanding of the values of care.

A common error for candidates was that they stated examples of rights rather than values of care.

	<p><b>Misconception</b></p>	<p>Individual's rights are not the same as the values of care. Rights are covered in LO1 of the specification and values of care in LO2.</p>
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### Question 5 (a)

5 (a) Explain how care workers providing advocacy can help to support an individual's rights.

.....  
 ..... [8]

Some really good responses were seen with candidates really emphasising how advocates speak on behalf of, not 'for', an individual. Candidates gave example situations where an advocate could support an individual to make sure their rights were maintained. This demonstrated subject knowledge and recognition of the question command verb which was 'explain'.

Weaker candidates confused translators or interpreters with an advocate. They gave examples of helping non-English speakers to understand.

	<b>Misconception</b>	A common error is where candidates confused an advocate with an interpreter or a translator.
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#### Exemplar 3

By care workers providing advocacy for an individual means that the rights of the individual are kept and an advocate can speak on their behalf. By having an advocate this supports the individual's right to consultation in the way as the advocate can speak on their behalf when in a meeting with other care practitioners.

This extract shows part of a candidate's response. The candidate gives a specific example of how an advocate can support an individual by speaking 'on their behalf in a meeting' and links this to supporting their right to consultation.

This is a mid-range response. To gain a higher mark the candidate would need to develop their answer with further detail in the explanation. For example the purpose of the meeting - such as a social worker representing an individual with dementia ensuring their opinions and preferences are heard when discussing a care plan.

## Question 5 (b)

- (b) Key aspects of current legislation are listed in the table below. Match each key aspect with the correct piece of legislation numbered 1–4 from the list below.

**Legislation:**

1. The Children Act
2. The Equality Act
3. The Health and Safety at Work Act
4. The Mental Health Act

Write your chosen number in the answer column. Each legislation may be used once, more than once or not at all.

Key aspects of current legislation	Answer number 1, 2, 3 or 4
Provides the authority to take the person to a place of safety for assessment.	
Encourages partnership working and sharing of information between agencies.	
Protects vulnerable people who are unable to make their own decisions.	
Protects individuals from discrimination on the basis of nine protected characteristics.	
People must take care of themselves and others in the workplace.	
Aims to protect those at risk to themselves or others.	
Prohibits both direct and indirect discrimination, harassment and victimisation.	

[7]

Well answered by the majority of candidates, although the full mark range was seen. A pity that a few candidates left boxes blank.

The first three boxes gained the most common incorrect answers - Mental Health Act and the Children Act.

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