

CAMBRIDGE NATIONALS

Examiners' report

HEALTH AND SOCIAL CARE



J801, J811, J821

R021 January 2020 series

Version 1

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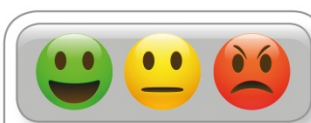
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Introduction

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. A selection of candidate answers are also provided. 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

Candidates achieved a wide range of marks. Those achieving high marks had been well-prepared and demonstrated detailed knowledge of the specification topics. Many candidates demonstrated good exam technique by producing well-structured responses that addressed the command verbs and confidently used subject specific terminology.

Though legislation is sometimes an area of weakness, with some candidates lacking knowledge of basic facts, this session there was seen to be an improvement in knowledge about the Children Act. Question 2(a), about effective communication, was very well answered by many candidates.

There was no evidence to suggest that candidates ran out of time, all questions were attempted by the vast majority of the candidates. Only a few candidates made use of the extra pages at the end of the paper suggesting they are writing more focussed responses and are guided by the number of answer lines provided.

It was good practice and very helpful for examiners when candidates put a note at the bottom of their answer in the main paper stating that a question had been continued at the end on the extra pages. There were, however, some candidates who did not number the questions correctly on the extra pages, causing examiners to have to work out which question was being answered. Centres should encourage candidates to number these extended questions carefully and to write as clearly as possible so that they can gain full credit for their responses.

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, list, describe and explain.
- Produced clear and concise responses with accurate knowledge for Level of Response questions: 2(a), 3(b), 4(c).
- 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. 3(b) where some candidates turned the question around and wrote about the effects of NOT promoting equality and diversity when the importance of promoting them was required.
- Found it difficult to apply what they had learnt to health, social care or early year's contexts: 1(c) and 3(a)
- Did not read the question carefully enough, e.g. 1(b), 1(d), 2(a) and 3(a).
- Produced responses that lacked depth and knowledge, sometimes simply repeating information, e.g. 4(c) manual handling, 5(b) reflective practice.

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 day centre, a children's social worker and a maternity unit. Candidates are required to apply their knowledge of the R021 specification topics to produce answers that are relevant to the scenarios or case studies provided.

Question 1 (a)

1

Progress House day centre offers activities for older adults. Different groups meet every week for dancing and art classes, a reading book club or simply just to socialise. Tea, coffee and a cooked lunch are provided.

The health and safety officer at Progress House is concerned that there have been quite a few accidents over the past month including trips, falls, burns and scalds. There has also been a case of food poisoning.

- (a) Identify a **safety measure** and a **hygiene measure** that the health and safety officer could introduce. Describe how each measure will improve the standard of care provided at Progress House.

Safety measure

.....

.....

How it improves the standard of care

.....

.....

.....

[3]

Hygiene measure

.....

.....

How it improves the standard of care

.....

.....

.....

[3]

Good answers gave a specific example of a safety and hygiene measure and a clear explanation of how it improves the standard of care at the day centre. There was evidence of candidates practicing this style of question, answering it well, with increased numbers gaining two marks for the explanation of how it improves care.

Some candidates confused security with safety by recommending staff lanyards, and others gave procedures such as risk assessment or fire evacuation procedures rather than a simple safety measure such as a wet floor sign.

Hygiene measures were more often done well with good examples such as thorough hand washing and reference to preventing transfer of bacteria and cross contamination.

Question 1 (b)

- (b) One of the older adults wants to make a complaint about the poor care they have received at Progress House day centre.

State **two** different pieces of information the service user would need from Progress House in order to make a complaint.

1

.....

2

.....

[2]

The majority of candidates gained at least one mark here. However, a few misread the question and identified examples of poor care and reasons why the older adults may make a complaint.

Question 1 (c)

(c) State **two** key aspects of the Equality Act 2010 that support the rights of **older adults**.

- 1
- 2
- [2]

This question was not well answered, candidates demonstrated weak understanding of the act and an inability to apply it to older people. Answers were often vague and not specific, such as 'treat all people fairly' and not applicable to older adults which is a requirement of the question, a common example of this was 'women allowed to breast feed in public places'.

The most frequent correct responses were 'discrimination based on age is illegal' and 'age is a protected characteristic'.

Exemplar 1

(c) State **two** key aspects of the Equality Act 2010 that support the rights of **older adults**.

- 1 To prevent discrimination based on the nine protected characteristics
- 2 To protect those who associate with those of the protected characteristics
- [2]

This exemplar is a clear example of a candidate who has some knowledge of the Act, but the knowledge was not applied to this specific question.

The question does not ask for any general 'key aspects of the Equality Act', it asks specifically for key aspects that 'support the rights of older adults'.

Answers must relate to the rights of older adults, not the Equality Act in general. There is no reference to 'age' or 'older adults' which is required by the question.

Question 1 (d)

- (d) A day centre for older adults is an example of a social care setting. Identify **two** other different examples of social care settings.

1

2

[2]

There was evidence that some candidates are not clear about the difference between a health care and a social care setting as they suggested hospitals and GP surgeries rather than retirement homes or lunch clubs.

Many candidates gave examples of social settings such as youth clubs, pubs, a gym etc having read 'social setting' rather than 'social **care** setting'.

Question 2 (a)

- 2 Jack is a social worker. He works with children who have been taken into care. When he meets a child for the first time they are often very upset and frightened.

- (a) Explain how Jack can use effective communication to ensure the children's rights are maintained.

.....

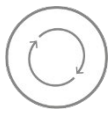
.....

.....

..... [8]

This seems a topic that the candidates know well, many produced good quality explanations making clear reference to several ways to communicate effectively and clearly linking this to rights in the context of the scenario. A whole range of communication ways were included.

Common weaknesses included vague descriptive references to communicating effectively without any specific ways; examples include vague phrases such as 'make them feel happy', 'make them feel welcome and at ease', 'be polite and kind'. Some students drifted into a discussion of rights rather than answering the specific question.

	<p>AfL</p>	<p>Candidates should be advised to check back with the question while writing longer responses, so that they stay focussed and answer the question.</p> <p>This will help to ensure that their answers do not drift 'off topic'.</p>
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Question 2 (b)

- (b) State **three** key aspects of the Children Act 2004 that provide guidance for Jack in his work with the children.

1

.....

2

.....

3

.....

[3]

This question was answered very well, knowledge of the Children Act is good – references were made to keeping children safe, ECM, paramountcy principle, advocacy and consultation.

Candidates with weaker knowledge mentioned general values of care which were not relevant and also vague responses such as 'fairly' and 'treat the same' others mentioned general rights and so did not answer the question.

Question 2 (c)

- (c) Describe **one** way that Jack can ensure confidentiality of the children's personal information.

.....

.....

.....

.....

..... [2]

Mainly answered well with candidates understanding 'locked filing cabinets' and 'password protected computers', etc.

Candidates with weaker knowledge stated to simply 'lock away', without qualifying where. Some candidates lacked understanding of how professionals need to share information such as 'need to know basis' and therefore did not gain the second mark, as they gave simple responses stating 'no one can access, 'only Jack will read and no one else'.

Question 3 (a)

3 Read the following information about Thorpe Maternity Unit and answer questions 3(a) and 3(b).

Thorpe Maternity Unit provides care for women and babies during pregnancy and childbirth.

The Maternity Unit has been inspected. The inspection report stated:

- all areas of the unit were very clean
- staff were seen to follow infection control policies and procedures
- women were encouraged to discuss where they would like to deliver their babies
- discussions took place between women and midwives on available methods of pain relief
- midwives were seen to give one-to-one care
- staff were seen to treat the women with dignity and respect
- women were included in decision-making about their care
- interpreters are available
- information is provided in different languages and formats
- midwives specially trained to support women with additional needs such as learning disabilities and drug or alcohol addictions, were available at all times.

The inspectors found that staff were caring and worked to meet patients' individual needs. This included medical staff and others such as porters, cleaners, receptionists and housekeeping staff who all knew the importance of their role in providing good quality care.

(a) Identify **three** ways that staff at Thorpe Maternity Unit maintain the rights of their patients. Give **one** way for each of the following headings:

Protection from abuse and harm

.....

.....

.....

Consultation

.....

.....

.....

Choice

.....

.....

.....

[3]

This question was really well done – candidates could accurately select an appropriate example from the case study given, to illustrate each right.

Occasionally candidates attempted to give their own version of a way for each right – completely ignoring Thorpe Maternity Unit and so failed to gain the mark.

Question 3 (b)

(b) Explain the importance of staff at Thorpe Maternity Unit applying the value of care '**promoting equality and diversity**'.

.....

.....

.....

..... [6]

Mixed responses for this question. Few referred to the headings of the importance from the specification (standardisation of care, quality of care and quality of life). Some focused just on describing how to promote equality and diversity with little consideration of the importance. Others provided vague, descriptive accounts. Some candidates gave examples that were not from the case study showing that they had not read the question carefully enough. Some responses were very vague and referenced general 'values of care'. Frequent use of the phrase 'treating all people the same...', indicated lack of understanding and clarity of the subject matter.

Many candidates provided good knowledge but gave 'negative' type responses saying what would happen if staff 'did not promote'. Good responses explained how the quality of care would be improved such as helping the women feel valued, respected, etc and meeting individual needs, treating with dignity and respect and helping to ensure good high-quality care and treatment were provided. High marks were awarded when candidates clearly explained why it was important to recognise preferences, beliefs and provide access to services and how good/ respected/ valued mothers would feel when they could understand options because interpreters/ leaflets in different languages provided.

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)

- 4 (a) Explain how each of the following security measures protect individuals in care settings.

Monitoring keys

.....

.....

.....

..... [2]

Identifying staff

.....

.....

.....

..... [2]

Common correct answers referred to preventing intruders for monitoring keys and reference to lanyards or staff ID badges for identifying staff.

Many candidates fundamentally failed to understand that `monitoring keys` was about restricting access. Identifying staff was generally better answered by the majority, where candidates recognised the importance of being able to quickly and easily know who a member of staff is.

Question 4 (b)

(b) List **three** ways the Health and Safety at Work Act 1974 has an impact on **care practitioners**.

- 1
- 2
- 3

[3]

This question was also not well answered, knowledge was lacking. Poorly answered by many, this question had some no responses. Candidates did not seem to understand that the focus is the importance for the care practitioner to follow guidelines and policies and to take responsibility for their own and others safety.

Many vague answers were provided i.e. reference to training without elaboration and other vague responses involving the words 'keep them safe'.

Common correct responses included reference to wearing PPE, reporting hazards in the workplace such as faulty equipment, having a 'safe working environment' and training linked to equipment use.

Question 4 (c)

(c) Explain how staff being trained in moving and handling techniques helps to prevent accidents and promotes good practice in care settings.

-
-
-
- **[6]**

Mixed responses to this question, some were very good demonstrating good knowledge of the topic, however, many candidates repeated the question several times and repeated points already made throughout the response. Some candidates did not read the question and/or did not have knowledge of the understanding of 'moving and handling', as they referred to First Aid/Fire Training or meeting people's needs.

Candidates did gain high marks where they explained how accurate techniques were essential to provide good practice, keeping service users and staff safe, gaining confidence in themselves and with service users, demonstrating respect, reducing injuries, etc. Some candidates answered well explaining accurate and relevant examples of moving service users with hoists, wheelchairs and transfer boards.

Exemplar 2

- (c) Explain how staff being trained in moving and handling techniques helps to prevent accidents and promotes good practice in care settings.

By staff being trained it ensures that they know ~~that~~ how to do their job. For example in a residential home a ~~the~~ trained member of staff is operating a hoist, they know how to use the hoist so they won't make mistakes. And by not making mistakes, it reduces the risk of injuring the resident. This would make the resident feel safe and the member of staff confident in operating the hoist. So this then ^{helps to} prevent accidents as the member of staff knows what they're doing. Also, staff being trained in moving and handling helps prevent accidents as they feel confident. If the staff feel confident then it would be less likely that they

4(c) will make mistakes, maybe resulting in injury the member of staff or service user.

This is an extract from a Level 2 answer. The candidate has given a detailed explanation, with reference to the example of a hoist, of how training in manual handling 'informs good practice'.

To achieve level 3 marks 'how this prevents accidents' needs developing. For example, the candidate could have gone on to explain that risk assessing a lift identifies if two people are required to carry out the lift to make it safer, reducing the risk of injury for staff and the individual being moved.

Question 5 (a)

5 (a) Decide whether the following statements about legislation are **true** or **false**.

Tick (✓) the box to show your answer.

Statements:	True	False
The Equality Act states that all individuals should be treated the same.		
The Mental Health Act allows individuals to be taken into hospital and given treatment against their will.		
The Data Protection Act does not allow an individual's private and confidential information to be shared in any circumstances.		

[3]

Attempted by virtually all candidates with a whole range of responses.

Question 5 (b)

(b) Describe how a care worker can be a reflective practitioner.

.....

.....

.....

..... **[6]**

A few students did not attempt this question or provided vague responses that demonstrated no actual understanding of what reflective practice is.

Others were able to confidently describe ways in which a care worker can be a reflective practitioner. Common credited points included reference to evaluating previous tasks/ activities/ incidents, identifying what went well and improvements.

Question 5 (c)

(c) Some rights and early years values of care are numbered 1–7 in the list below.

Match the correct right or value of care to each statement given in the table.

Some rights and early years values of care:

1. Valuing diversity
2. Discriminatory behaviour
3. Encouraging children's learning and development
4. Providing choice
5. Working with other professionals
6. Providing advocacy
7. Protection from abuse and harm

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

Statement:	Answer number 1, 2, 3, 4, 5, 6 or 7
Providing 'girls' toys' and 'boys' toys'.	
Having all the children with disabilities sitting together so it is easier for staff to check they are all OK.	
Discussing a child's progress with her other teachers and a social worker.	
Giving different worksheets to children of different abilities.	

[4]

So many students didn't gain marks due to putting more than one number in each of the boxes. Others lost the opportunity of marks by leaving one or more of the boxes empty – it is worth a guess!

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