

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

HEALTH AND SOCIAL CARE



05830–05833, 05871

Unit 3 January 2020 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.

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ExamBuilder

Remember to keep your eye on ExamBuilder as we continue to update the bank of questions post exam series in line with our past paper policy. Therefore, you can be assured that new assessment material will continually be fed into ExamBuilder on an annual basis.

Online post series external feedback

Keep an eye out for feedback for our post series feedback on Exams for Cambridge Technicals Webinars available in the autumn term.

Paper Unit 3 series overview

The examination paper assessed candidates' knowledge and understanding of health, safety and security in health, social care and childcare settings. To do well on the paper candidates needed to know the key requirements within health and safety legislation and how these influence practices in health, social care and childcare settings.

Candidates who did well answered all questions. They provided appropriate content and depth in relation to the question being asked and the number of marks allocated. Short responses were succinct and clearly stated. Longer responses were well-structured and demonstrated a good understanding of the command word used in the question. Candidates who did less well on this paper did not answer all questions fully. Responses were not always relevant to the questions and sometimes demonstrated gaps in understanding. Short responses may have been vague or repetitious. Longer responses lacked depth and were sometimes muddled or inaccurate.

Candidates who scored well demonstrated an understanding of practices which promote health and safety such as carrying out risk assessments to identify hazards. They were able to describe actions to reduce the risk of harm. A good awareness of the different types of hazards, such as biological and musculoskeletal hazards was evident. Less able candidates demonstrated their knowledge of the health and safety roles and responsibilities of employers and employees but did not appear to have a clear understanding of the roles and responsibilities of governing bodies. They also had a limited knowledge of health and safety legislation and were unable to identify key features of RIDDOR 2013 and the Manual Handling Regulations 1992.

<i>Higher achieving candidates:</i>	<i>Lower achieving candidates:</i>
<ul style="list-style-type: none"> • demonstrated an understanding and familiarity with the different command verbs, e.g. identify, describe, explain and discuss • provided detailed and well-structured answers to extended response questions • gave clear and succinct answers to short questions • ensured their responses directly addressed the questions asked • demonstrated a depth of knowledge and understanding of health, safety and security • were able to apply their knowledge and understanding to health, social care and childcare practices. 	<ul style="list-style-type: none"> • demonstrated a limited ability to develop a well-structured extended response • provided content or depth which was not always appropriate to the question • demonstrated a basic knowledge and understanding of health, safety and security • found it difficult to apply their knowledge and understanding to health, social care and childcare practices.

Question 1 (c)

(c) List **three** things that employers must report under RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations) 2013.

1

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2

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3

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[3]

Most candidates demonstrated a very limited knowledge of the requirements of RIDDOR. Candidates listed injuries and accidents in general without indicating that only serious incidents need to be reported. A significant number were however aware that incidents leading to death must be reported.

	Misconception	That <u>all</u> incidents, accidents and outbreaks of diseases must be reported under RIDDOR.
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Question 2 (a)

2 (a) Describe **one** reason for having a DBS system in place.

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[2]

Many candidates were aware that DBS checks are carried out to reduce the risk of harm to children and vulnerable adults. Some referred to them being a legal requirement. Candidates lost a mark if they only made a vague reference to ensuring staff did not have a criminal record without linking this to safeguarding.

	Misconception	That having a criminal offence of any kind prevents individuals from working in health, social care or childcare settings.
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Question 2 (b)

(b) Give **two** examples of individuals who would need a DBS check.

1

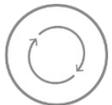
.....

2

.....

[2]

The most frequent correct responses were teachers and care workers. A large number of candidates lost marks for giving vague responses such as 'an individual wanting to work in a nursery' rather than naming the precise role of the individual within the setting.

	AfL	Candidates should be made aware that when they are required to give an example this needs to be specific and related directly to practice.
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Question 2 (c)

(c)* Explain how a manager of a children's nursery school would carry out risk assessments to reduce risk.

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[8]

This question differentiated well with candidates scoring at all levels. In order to achieve the highest marks candidates were required to provide a detailed explanation of both how risk assessments are carried out and how risks might be reduced. Those that scored well gave a range of ways risk assessments are carried out including walking around the setting to identify hazards, focusing on specific activities such as trips and examining accident forms. They explained that managers evaluate who might be harmed and the level of risk involved. They also gave specific and relevant examples of how risks might be reduced. For instance, by locking hazardous chemicals away and removing broken toys or equipment. Those who scored less well tended to focus on the identification of hazards and gave examples of hazards, such as frayed carpets. However, they did not explain the actions which could be taken to reduce the risk of harm.

	AfL	Candidates should be taught to recognise when questions are asking for two different things. A significant number are only responding to one part of the question.
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Question 2 (d)

(d) Suggest **four** ways to reduce the risk of children being harmed by biological hazards in a children's nursery school.

1

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2

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3

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4

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[4]

Candidates scored well on this question, demonstrating an understanding of how to reduce the risk of harm from biological hazards. A few candidates lost marks by referring to chemical rather than biological hazards. Repetition was not credited and some lost marks by giving repeated examples of cleaning different areas of the nursery school or hand-washing. For example, 'making sure children wash their hands before eating' and 'making sure children wash their hands after going to the toilet'.

	AfL	When asked to give a number of responses to questions candidates should be taught to give clearly different examples to avoid losing marks for repetition.
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Question 3 (b)

(b) List four responsibilities care workers have for promoting health and safety.

1.....

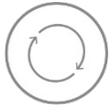
 2

 3

 4

[4]

The majority of candidates demonstrated an understanding of the responsibilities of employees for promoting health and safety. Frequent correct responses given referred to training, following policies, carrying out risk assessments and reporting hazards. Candidates lost marks for giving vague or repeated responses.

	AfL	When asked for a 'list', candidates should be encouraged to give clear and succinct responses. Long, descriptive sentences are frequently deemed too vague.
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Question 3 (c)

(c) Describe how care workers should respond if they discover a fire has broken out in a residential care setting.

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[3]

The vast majority of candidates answered this question exceptionally well, demonstrating a good understanding of how care workers would respond to a fire. There was good awareness of the need to sound the alarm, evacuate residents, help those with limited mobility and call the fire brigade. Many candidates gave more detail than was required to score full marks using the additional space. This may have wasted time which could have been better spent on answering other questions.

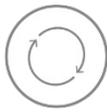
Question 3 (d)

(d)* Care workers in a residential care home are not following the Manual Handling Operations Regulations 1992.

Explain the potential consequences for care workers and residents.

[10]

To achieve the highest marks candidates were required to give a detailed explanation of consequences for both care workers and residents. The majority of candidates explained a range of consequences for care workers including being injured, financial loss due to having time off work and disciplinary action. Consequences for the residents were generally less in-depth. Some made brief reference to injury and emotional distress but did not explain these fully. Many of those who scored well explained that not following the regulations could lead to a resident being dropped on the floor when being transferred from their bed to a wheelchair causing injury. They went on to explain the dangers of this for those with health conditions and the negative impact this could have on the relationship between care workers and individuals.

	<p>AfL</p>	<p>Candidates need to develop a better understanding of the consequences for residents when inadequate care is provided. They might do this by meeting individuals who receive care or by reading case studies of individuals' experiences of care.</p>
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