

## **CAMBRIDGE TECHNICALS LEVEL 3 (2016)**

*Examiners' report*

# **HEALTH AND SOCIAL CARE**



**05830–05833, 05871**

## **Unit 7 January 2020 series**

Version 1

# Contents

Introduction .....3

Paper Unit 7 series overview .....4

    Question 1 (a) .....5

    Question 1 (b) .....5

    Question 1 (c) .....6

    Question 2 (a) .....7

    Question 2 (b) .....7

    Question 2 (c) .....8

    Question 2 (d) .....8

    Question 2 (e) .....9

    Question 3 .....10

    Question 4 .....11

    Question 5 .....12



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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 7 series overview

Candidates who did well on this paper generally did apply their understanding of safeguarding to the scenarios/individuals in the question, for example for Question 2(e) applying their answer to people with sensory impairments. Many candidates performed well in questions assessing actions to take when disclosures or abuse are made and the possible effects of abuse on individuals. Candidates who did less well on this paper generally attempted to use pre prepared answers about case studies learnt that did not always apply to the question or added their own extensions to the question, e.g. stating that people with dementia are also wheelchair users. At least of a third of the marks for this paper come from LO2 and so this should be a focus when preparing students for this assessment.

### Question 1 (a)

1 (a) Jamal, aged 10, is being abused, but is too embarrassed to tell his peers.  
Identify **two** other non-professionals that Jamal might tell about this abuse.

1 .....

2 .....

**[2]**

Most candidates achieved full marks for this question. The few incorrect responses tended to be identifying professions e.g. teachers or institutions such as charities. These were not creditworthy responses for this question as the focus was on non-professionals e.g. friends.

### Question 1 (b)

(b)\* Describe likely effects of the following types of abuse on Jamal.

- Sexual abuse
- Exploitation

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

Many candidates provided answers that allowed access to the Level 2 mark band, with specific effects of sexual abuse being provided with clarity and understanding. Exploitation was not described as effectively, with some candidates just listing vague/ general effects of abuse. Candidates who did less well on this paper often just repeated the stem and/or suggested sources of support for Jamal.



### Question 2 (a)

2 (a) Define the term comatose.

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

Candidates did not perform well on this question with many attempting to state that being comatose is a type of abuse or an effect of discrimination.

### Question 2 (b)

(b)\* Explain why adults with a learning disability may be more at risk of abuse than others.

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

Many responses for this question were well structured showing an understanding of learning disabilities. Responses placed in level one tended to just list causes or effects of abuse with no attempt to link their answer to the context of adults with learning disabilities. Some stereotypes of individuals with learning disabilities always being frail or immobile were given.

	<b>OCR support</b>	Tutors might find the lesson element for Unit 7 'identifying and minimising abuse' a useful resource for this topic: <a href="https://www.ocr.org.uk/qualifications/cambridge-technical/health-and-social-care/planning-and-teaching/#level-3">https://www.ocr.org.uk/qualifications/cambridge-technical/health-and-social-care/planning-and-teaching/#level-3</a>
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### Question 2 (c)

- (c) People with dementia may have difficulties communicating, and therefore could be dependent on others to help them with daily activities.

Describe **two** other reasons why people with dementia may be more likely to be at risk of abuse than others.

Reason 1

.....  
.....  
.....  
.....

Reason 2

.....  
.....  
.....  
.....

[4]

Higher ability candidates' responses demonstrated an understanding and familiarity with dementia and associated links to the risk of abuse. Responses that were not creditworthy tended to use the reasons given in the question and/or very general reasons that could apply to any individual.

### Question 2 (d)

- (d) Homelessness is one factor that may make abuse more likely.  
Identify **two** other environmental factors that may make abuse more likely.

Environmental factor 1

.....

Environmental factor 2

.....

[2]

Very well answered by candidates, with most gaining 2 marks.



### Question 3

- 3 Outline how each of the following can help minimise the risk of abuse within child care environments.

Duty of care

.....

.....

.....

.....

Effective record keeping

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.....

.....

.....

Promoting choice

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.....

.....

.....

Continuing professional development

.....

.....

.....

.....

Teaching personal safety

.....

.....

.....

.....

**[10]**

Candidates who did well on this question gave succinct answers that were clearly linked to minimising abuse. Common errors included defining each term without any link to minimising the risk of abuse and/or not showing an understanding of the term e.g. continuing professional development.

## Question 4

4\* Analyse how the following **two** policies could protect 16-year-old students from the risk of abuse during work experience.

- Confidentiality policy
- Safeguarding policy

.....

.....

.....

..... [8]

Higher ability candidates' responses considered confidentiality in terms of personal data, and how this could be protected during work experience placements and linked safeguarding policies to DBS checks and/or risk assessments. A notable number of candidate responses included a lot of description of the Data Protection Act without linking to the question.

### Question 5

- 5 Complete the sentences about key aspects of legislation that safeguards adults, young people and children.

Use words from the list.

You can use each word once, more than once, or not at all.

<b>whistleblowing</b>	<b>named</b>	<b>protected</b>	<b>commissioner</b>	<b>rehabilitation</b>
<b>professional</b>	<b>established</b>	<b>promote</b>	<b>prohibition</b>	<b>prescribed</b>

The Public Interest Disclosure Act 1998, also known as the .....  
Act, aims to protect workers who report wrongdoing and outlines provision for disclosures to  
' ..... persons'.

The Equality Act 2010 aims to reduce discrimination and includes nine  
..... characteristics.

The Children Act 2004 established the Children's ..... to promote  
awareness and understanding of the rights of children and young people.

The Health and Social Care Act 2008 established a Care Quality Commission with the objective  
to protect and ..... the health, safety and welfare of people who use  
health and social care services.

The Human Rights Act 1998 included a set of rights and freedoms that must be protected.  
These included the right to life and ..... of torture.

**[6]**

Most candidates gained at least 4 marks for this question, a pleasing development as in previous papers candidates have not performed well in questions assessing LO3.

The most common error was not identifying 'prescribed' as the correct answer for the second gap.

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