

**CAMBRIDGE NATIONALS**

**Examiners' report**

# **HEALTH AND SOCIAL CARE**

---

**J801, J811, J821**

**R021 January 2021 series**

# Contents

Introduction .....	3
R021 series overview .....	4
Section A overview .....	5
Question 1 (a) .....	5
Question 1 (b) .....	6
Question 1 (c) .....	7
Question 2 (a) .....	8
Question 2 (b) .....	9
Question 2 (c) .....	9
Question 3 (a) .....	11
Question 3 (b) .....	12
Question 3 (c) .....	13
Section B overview .....	14
Question 4 (a) .....	14
Question 4 (b) .....	15
Question 4 (c) .....	15
Question 4 (d) .....	16
Question 5 (a) .....	16
Question 5 (b) .....	17

## 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 responses is 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 and the mark scheme can be downloaded from OCR.

### Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

## R021 series overview

Some candidates had prepared very well and demonstrated good levels of knowledge and understanding of the specification topics covered by the exam paper. Many candidates used good exam technique to approach answering the longer questions. They provided well organised and structured responses that addressed the questions well.

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

<i><b>Candidates who did well on this paper generally did the following:</b></i>	<i><b>Candidates who did less well on this paper generally did the following:</b></i>
<ul style="list-style-type: none"> <li>• Demonstrated an understanding and familiarity with the different command verbs, e.g. identify, give, describe and explain.</li> <li>• Applied knowledge and understanding appropriately to questions set in a health, social care or early years context as seen in Questions 1(b), 1(c), 2(c) and 3(b).</li> <li>• Paragraphed their longer responses enabling them to produce well organised, focused answers.</li> <li>• Demonstrated accurate knowledge of:             <ul style="list-style-type: none"> <li>○ the Children Act 2(b)</li> <li>○ the Equality Act 3(c)</li> <li>○ values of care 2(c) and 4(b)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• For section A produced responses that did not relate to the scenario. For example, Questions 1(b) and 1(c) responses must relate to Andrew and the treatment he is experiencing. Question 2(a) responses must relate to the primary school.</li> <li>• Did not read the question carefully enough:             <ul style="list-style-type: none"> <li>○ Question 3(a) suggesting using British Sign Language rather than a translator for people who do not speak English.</li> <li>○ Question 3(b) explaining multiple examples when the question only requires one.</li> </ul> </li> <li>• Repetition of responses such as using a 'face mask' and 'reduces the spread of infection' multiple times for Question 4(a).</li> </ul>

## 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 responses that are relevant to the scenarios or case studies provided

### Question 1 (a)

Read the following information about Sarah and Andrew and answer questions **1(a)**, **1(b)** and **1(c)**.

**1**

Sarah is a care assistant in a residential home for young adults with physical and learning disabilities. Every morning Sarah selects clothes for Andrew who has a brain injury. Sarah gives Andrew toast for breakfast and selects his meal at lunchtime every day. She does this to save time as Andrew is slow to make decisions due to his brain injury and Sarah has three other residents to care for.

**(a)** Identify **three** of Andrew's rights that Sarah is **not** maintaining.

1 .....

2 .....

3 ..... [3]

Generally, well answered with most candidates gaining full marks.

Incorrect responses commonly referred to confidentiality which did not feature in the scenario and so did not gain a mark. Some did not gain marks due to repeated responses, for example giving three examples of 'choice': 'he is not getting a choice of clothes', 'he is not getting a choice of food', etc. Choice would only be credited once.

## Question 1 (b)

- (b) Sarah is not applying the values of care. Explain **one** possible **physical** and **one** possible **emotional** effect on Andrew of the values of care not being applied.

Physical effect .....

.....

.....

.....

..... [2]

Emotional effect .....

.....

.....

.....

..... [2]

Some candidates gave generic responses that were not at all relevant to the scenario. Possibly memorised and used for any question relating to 'effects'. Often these responses did not gain any marks.

To gain full marks the response must be relevant to and refer to the scenario provided.

The exemplar below is a clear example of an explanation of an emotional effect which directly relates to the situation Andrew is in. One mark is given for the fact that Andrew feels upset and the second mark for the reason why he is upset.

### Exemplar 1

Emotional effect And Andrew feels upset because he

doesn't get to choose what he wears and what  
he has to eat for his breakfast and lunch

.....

..... [2]

## Question 1 (c)

- (c) Describe ways that Sarah's discriminatory behaviour towards Andrew could be challenged by the care home manager.

.....

.....

.....

.....

.....

..... [5]

Those candidates who knew the three main ways: challenge at the time, challenge afterwards through procedures and challenge through long term proactive campaigning and who described how this could be approached by the care home manager were on the whole able to produce well organised and detailed responses, gaining marks in Level 2 and Level 3.

It was evident that some candidates were unable to relate their responses to the care home scenario. These candidates displayed rote learning of the three ways, describing them but without any reference to care home situation. This approach limited marks available.

Weaker candidates suggested sacking Sarah, getting someone else to look after Andrew or use of complaints procedures by staff or the manager. None of these responses answer the question.

## Question 2 (a)

- 2 Read the following information about Progress Primary School and answer questions **2(a)**, **2(b)** and **2(c)**.

At Progress Primary School every individual is valued and helped to achieve their full potential. Lessons explore ways to show respect and develop understanding between pupils of different races, faiths, cultures, backgrounds and abilities.

All staff are DBS checked and many are qualified first aiders. There is a team of staff trained in safeguarding, their photos and names are displayed in the school reception area. All activities are risk assessed. Kitchen staff are fully qualified caterers and have a 5\* rating in the National Food Hygiene Scheme.

The school provides a choice of healthy, freshly-made meals and a vegetarian option is offered every day. Pupils with food allergies are asked to speak to one of the catering team before choosing their meal. Special days are marked throughout the year with themed meals celebrating, for example, Chinese New Year, Diwali and Christmas.

- (a) State **two** different ways that Progress Primary School is applying the early years value of care '**valuing diversity**'.

1 .....

.....

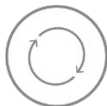
2 .....

.....

[2]

Many candidates correctly recognised two different ways the primary school is 'valuing diversity'.

Some candidates gave responses that were too vague by referring to 'themed meals' and 'special meals' but did not give an example of how this supports diversity. Others made up their own examples that did not relate to the scenario and so were unable to gain the marks.

	<b>AfL</b>	<p>To support candidates with answering questions on the values of care, candidates could work in groups to investigate each value of care and then each group could provide their peers with an information pack in which they have covered the following. A definition of the value, settings in which the value is applied, two examples of how the value could be applied in each setting (health, social care and early years). To consolidate this knowledge, candidates can use the information packs they have been given to create their own notes ready for revision.</p>
---	------------	---



## Question 2 (b)

- (b) Identify **one** key aspect of the Children Act and give an example of how Progress Primary School implements that key aspect.

Key aspect .....

.....

Example .....

.....

.....

[2]

Good responses for a question on legislation. Many candidates were able to give a correct key aspect of the Children Act.

Many knew an appropriate example relating most commonly to keeping children safe, full potential, ECM, and DBS checks.

## Question 2 (c)

- (c) Discuss ways that a care setting such as Progress Primary School could apply the early years value of care '**keeping children safe and maintaining a healthy and safe environment**'.

.....

.....

.....

.....

.....

..... [7]

Higher level responses focused on two or three main ways of keeping a setting safe and hygienic, using paragraphs to organise their response and focusing on discussion of the ways presented. Weaker responses were 'list like' with limited mention of how their examples protect children.

This exemplar shows an extract from a response that achieved the maximum 7 marks. The answer is well organised, detailed and relevant to the primary school, with each section focusing on a particular aspect. Each aspect is discussed before moving on to the next.

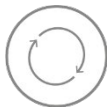
For example, the response in the extract below begins by focusing on risk assessment – what is risk assessed (school trips, PE lessons) and how this keeps children safe (avoidable injuries less likely).

The response then moves on to security measures (manned reception, CCTV) and how these keep children safe (preventing unauthorised access).

Emergency procedures are next (fire evacuation) and how they keep children safe (staff know their role allowing quick action).

## Exemplar 2

enough to develop freely. Additionally, to maintain this value of care, staff could ensure that risk assessments are carried out before school trips and PE lessons. This keeps children safe because staff can identify possible hazards and eliminate them, meaning children are less likely to suffer from avoidable injuries and can feel more comfortable whilst learning, aiding their developments. Also, staff could implement security measures and emergency procedures, for example a manned reception desk and CCTV monitoring external entrances. This would prevent unauthorised access and prevent children from leaving unsupervised, meaning they're safe and supervised at all times. Emergency procedures such as fire evacuation procedures follow this value of care because staff know their roles allowing quick and efficient action, and children can be aware. [7]

	<b>AfL</b>	To achieve higher marks on a levels of response question and the command verb 'discuss', candidates need to be taught to cover fewer point well, rather than lots of different points briefly.
---	------------	--

## Question 3 (a)

- 3 Read the following information about Parkes Walk-in Medical Centre and answer questions 3(a), 3(b) and 3(c).

Parkes Walk-in Medical Centre provides treatment for minor injuries and illnesses as well as providing health checks and advice on health and wellbeing topics. The patients using the Medical Centre are culturally diverse and some do not speak English.

The Medical Centre has employed a team of builders to carry out some alterations to the building and the car park to improve access for individuals with disabilities.

- (a) Identify **three** ways that staff at the Medical Centre could communicate effectively to provide health advice and information for the patients who do not speak English.

1 .....

.....

2 .....

.....

3 .....

.....

[3]

Common correct responses included links to body language, speaking clearly and slowly, not using jargon, using pictures and language apps on a phone.

Weaker responses showed evidence of not reading the question carefully and suggested sign language, use of hearing aids, Braille or use of an advocate.

### Question 3 (b)

- (b) Explain **one** security measure that could be used by staff at the Medical Centre reception, to protect staff and service users, while the alterations are being carried out by the team of builders and other workers.

.....

.....

.....

.....

.....

.....

..... [3]

Many candidates produced sound responses. These covered use of CCTV, signing in and out of reception. Some good explanations of using lanyards or staff badges to identify building workers and surgery staff, along with visitor badges.

Some weaker responses wrote about the safety requirements of a building site rather than the GP surgery. Some candidates confused security and safety.

Others had not read the question carefully enough and wrote about several security measures when the question only required an explanation of one.

### Question 3 (c)

- (c) Describe how key aspects of the Equality Act 2010 ensure that the Medical Centre supports the rights of individuals with disabilities to access their services.

Your answer must:

- include key aspects of the Equality Act
- include examples of how access for individuals with disabilities could be improved.

.....

.....

.....

.....

.....

..... [5]

The most able candidates answered well clearly linking the key aspects of the Act, such as naming disability as a protected characteristic, with examples of improving access for individuals with physical disabilities.

There was a lack of focus on disabled individuals in many candidates' responses even though the question was not about the Equality Act generally supporting everyone's rights. The focus of responses should have been on how the Act supports the rights of individuals with disabilities in terms of improving access.

Weaker responses often just covered examples of access with little knowledge of the Equality Act showing through.

## 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) Give a **different** example of appropriate protective clothing that would be worn by each of the following care workers.

For each example give a **different** explanation of how it can reduce the spread of infection.

**A care assistant serving food**

Example of protective clothing .....

How it reduces the spread of infection

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

**A surgeon carrying out an operation**

Example of protective clothing .....

How it reduces the spread of infection

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

**A nursery worker changing a nappy**

Example of protective clothing .....

How it reduces the spread of infection

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

Good responses gave a specific and different example of protective clothing and a clear explanation of how the stated example reduced the spread of infection.

Weaker responses repeated the same example of protective clothing and the same way of preventing the spread of infection. These candidates had clearly not read the question carefully enough, as it stated 'different example' and 'different explanation' for each situation.

Many candidates stated 'gloves' which did not gain a mark as it is too vague, there are plenty of gloves that would be unsuitable. The type of glove should be stated, for example rubber gloves, disposable gloves or surgical gloves.

## Question 4 (b)

(b) Give **three** reasons why it is important to apply the values of care.

- 1 .....
- 2 .....
- 3 ..... [3]

Many good responses for this question, candidates had been prepared well for this. Generally, marks only lost due to repetition of the same reason.

## Question 4 (c)

(c) State **three** ways practitioners can maintain confidentiality while having meetings to discuss service users.

- 1 .....
- 2 .....
- 3 ..... [3]

Many candidates gained full marks here. Usually only missing a mark due to giving a general way of maintaining confidentiality that did not relate to a 'meeting'.

One particular incorrect response kept popping up where candidates suggested 'locking all doors and windows'. This did not gain any marks.

## Question 4 (d)

- (d) Give an example of up-to-date information a care setting could provide for service users. State how the information supports an individual's rights.

Up-to-date information

.....

How it supports rights

.....

.....

.....

[2]

Well answered by the majority, again candidates seemed well prepared for this type of question. Opening and closing times was the most common correct response and some candidates referred to being provided with information about complaints procedures. Mostly candidates were able to state how rights were supported.

A common error some candidates made was the service USER giving information, not the provider.

## Question 5 (a)

- 5 (a) Outline how the Data Protection Act 2018 sets out the standard of practice and conduct that health, social and early years care workers should meet.

.....

.....

.....

.....

.....

..... [5]

Many candidates answered well using correct key terminology such as 'processed fairly and lawfully', 'accurate and up-to-date', and 'secured'. This reflects the improved approach to legislation questions evident this session, which enabled higher marks to be achieved.

Weaker responses referred to maintaining confidentiality in a care setting and did not make any links with The Data Protection Act.



## Question 5 (b)

- (b) Match the correct answer, numbered 1–5 in the list below, for each action given in the table. Each answer may be used once, more than once or not at all.

### Answers:

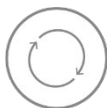
1. Safety legislation
2. Safety measure
3. Working with other professionals
4. Safety procedure
5. Discrimination

Write your chosen number in the answer column.

Action:	Answer number 1, 2, 3, 4 or 5
Using 'wet floor' signs	
Displaying the 'health and safety law' poster	
Carrying out a risk assessment	
An employer providing protective clothing	

[4]

Candidates on average generally gained 2 - 3 marks. A few candidates put more than one number in the box meaning, unfortunately, that they gained no mark for that response.

	<b>AfL</b>	<p>Candidates need to be aware that for multiple choice questions such as Question 5(b) <b>only one</b> answer number should be written in each answer box.</p> <p>More than one answer number in a box will be given zero as the examiner can only credit one answer.</p>
---	------------	--

---

# Supporting you

---

## Review of results

If any of your students' results are not as expected, you may wish to consider one of our review of results services. For full information about the options available visit the [OCR website](#).

## Active Results

Review students' exam performance with our free online results analysis tool available for GCSE, A Level and Cambridge Nationals.

It allows you to:

- review and run analysis reports on exam performance
- analyse results at question and/or topic level
- compare your centre with OCR national averages
- identify trends across the centre
- facilitate effective planning and delivery of courses
- identify areas of the curriculum where students excel or struggle
- help pinpoint strengths and weaknesses of students and teaching departments.

Find out more at [ocr.org.uk/activeresults](https://ocr.org.uk/activeresults).

## Supporting you through 2020-2021

Our priority is supporting you and your students as you prepare for summer 2021 exams. We'll update our [website information](#) regularly with resources, guidance and key information.

Take a look at our support for:

- [Teachers](#)
- [Students](#)
- [Exams officers](#)
- [Assessment specialists](#)

Keep up-to-date

We are sending a weekly roundup to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

## OCR Professional Development

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. All our courses for the academic year 2020-2021 are being delivered live via an online platform, so you can attend from any location.

Please find details for all our courses on the relevant subject page on our [website](#) or visit [OCR professional development](#).

## Signed up for ExamBuilder?

[ExamBuilder](#) is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals, Cambridge Technicals and Functional Skills qualifications. See the full list of available qualifications in the [sign up form](#).

## Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our Customer Support Centre.

General qualifications

**01223 553998**

**general.qualifications@ocr.org.uk**

Vocational qualifications

**02476 851509**

**vocational.qualifications@ocr.org.uk**

For more information visit

 **[ocr.org.uk/i-want-to/find-resources/](https://ocr.org.uk/i-want-to/find-resources/)**

 **[ocr.org.uk](https://ocr.org.uk)**

 **[/ocrexams](https://www.facebook.com/ocrexams)**

 **[/ocrexams](https://twitter.com/ocrexams)**

 **[/company/ocr](https://www.linkedin.com/company/ocr)**

 **[/ocrexams](https://www.youtube.com/ocrexams)**

## We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.



**I like this**



**I dislike this**



**Cambridge  
Assessment**

OCR is part of Cambridge Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2021 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

You can copy and distribute this resource freely if you keep the OCR logo and this small print intact and you acknowledge OCR as the originator of the resource.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.