

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

HEALTH AND SOCIAL CARE

05830–05833, 05871

Unit 2 January 2021 series

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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 and the mark scheme can be downloaded from OCR.

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Unit 2 series overview

Most candidates attempted all the questions with a range of marks being achieved. Those candidates achieving high marks had prepared well and demonstrated excellent knowledge of the specification topics. They also used good exam technique by providing well-structured responses that clearly addressed the questions and confidently used subject specific terminology.

Candidates completed the paper in the time available attempting all the questions. There was no indication that they ran out of time. Few candidates made use of the extra pages at the end of the paper possibly due to writing focused, well organised responses; and being guided by the number of answer lines provided.

<i>Candidates who did well on this paper generally did the following:</i>	<i>Candidates who did less well on this paper generally did the following:</i>
<ul style="list-style-type: none"> • Demonstrated an understanding of the question command verbs, for example Question 1(a) 'explain', Question 4(b) 'describe' and Question 1(d) 'justify'. • Applied knowledge and understanding appropriately to questions set in a health, social care or early years context as seen in Question 1(a), Question 2(a), Question 2(b) and Question 3(b). • Demonstrated accurate knowledge of: <ul style="list-style-type: none"> ○ the Equality Act Questions 3(a) and (b) ○ the Mental Capacity Act Question 4(c) ○ effective communication Question 2(b) ○ advocacy Question 4(b). 	<ul style="list-style-type: none"> • Lacked precision in their responses, e.g., for Question 1(a) were able to identify three ways staff meet residents needs but did not apply this to respecting cultural needs. • Produced responses that did not relate to the scenario. For example, Question 3(c) responses should relate to an individual experiencing discrimination due to a disability, such as Tom in the scenario, not to discrimination generally. • Lacked specific knowledge about the Equality Act Questions 3(a) and (b), Mental Capacity Act Question 4(c). • Repetition of responses such as using 'child protection meetings' multiple times for Question 2(a).

Question 1 (a)

- 1 Read the information about Triangle House Retirement Home and then answer **1(a)**, **1(b)** and **1(c)**.

At Triangle House Retirement Home we offer:

- personalised care with a welcoming environment
- a wide variety of meals, with all dietary needs catered for
- male and female staff always available
- free transport available for individuals to go on visits
- a multi-faith space for contemplation or prayer
- an extensive activities programme – music, dancing, crafts, quizzes etc.
- beautiful gardens and attractive rooms.

Staff are well-trained and experienced, and they get to know each and every resident's care needs and personal preferences.

- (a) Explain **three** ways in which staff at Triangle House Retirement Home are providing care that respects residents' cultural differences.

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2.....
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3.....
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[6]

Most candidates were able to correctly identify three ways from the scenario, but some did not provide an explanation of the cultural requirements. For example, 'providing a wide variety of meals' gains a mark as it has been identified from the list, but there is no reference to possible cultural requirements or differences, such as vegetarian, Halal or Kosher meals, that is required for the second mark.

Question 1 (b)

- (b) List **three** organisational policies that would be used by Triangle House Retirement Home to promote good practice.

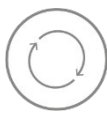
1.....

2.....

3.....

[3]

Generally, this question was not well answered. Most candidates were not able to identify any correct organisational policies such as confidentiality, safeguarding or equal opportunities. Many listed legislation, CQC, Ofsted, rights or values of care.

	AfL	Students could be introduced to centre policies to get an understanding of the range of policies available. Students could research care home policies online.
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Question 1 (c)

- (c) Two of the retirement home residents are constantly arguing.

Identify the **three** most appropriate actions the manager could take to try and resolve this conflict.

Tick (✓) **three** boxes.

Answer letter	Ways to resolve the conflict	Tick (✓) three only.
A	Make sure that they are supervised at all times so that staff can intervene if they start arguing.	
B	Confidentially speak to other residents, who are friends with them, to try and find out if they know anything about the cause of the arguments.	
C	Insist that the two residents attend anger management sessions to help the residents resolve their conflict.	
D	Staff to observe the two residents, listen to their arguments and identify ways any issues could be addressed to help them not to have so many arguments.	
E	Allocate each resident to a different lounge, so they don't have to be together and arguments are avoided.	
F	Ask a couple of the staff to have an informal chat with the two residents to help find out why they are constantly arguing.	
G	Speak to them together and tell them their behaviour is unacceptable and they will have to leave the residential home.	

[3]

Most candidates gained at least one mark, many gained 2 – 3 marks.

Question 1 (d)

(d) Justify **one** of your answers from 1(c).

Answer letter:.....

Justification

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[3]

Many candidates found this to be an accessible question and gained marks for their justification linked to finding the issue and coming up with a solution.

Some candidates missed marks because they re-worded the options given to them in the question instead of justifying their choice of answer from 1c.

Question 2 (a)

2 Nina is a social worker in a local child protection team.

The article below explains her job role. Use the article to answer 2(a) and 2(b).

When a child is referred to children’s services, there is an initial assessment and information is gathered. We get to know who is living in the family home, who plays an important role but may live elsewhere. It can be helpful to do a family tree (a diagram showing relatives of the child) to understand all the relationships.

With younger children, I’ll be engaging them through play – not sitting them down and talking at them. While we’re playing with playdough or drawing, I might ask open-ended questions like, “If you had three wishes, what three things in your life would you want?” The child could tell me she wants to be a princess or disclose something really serious like abuse.

With teenagers, I aim to be open and honest and build a relationship with them so they can open up about their lives. Safeguarding includes protection from risks in the wider community, for example, becoming involved in gangs or being sexually exploited.

If there are serious concerns, a child protection meeting is arranged to which parents or carers and children are invited, along with the health and education professionals involved. Everyone shares information and decides whether a child protection plan is needed. I make sure that families are given a jargon-free explanation of the whole process and are encouraged to be actively involved.

The most important part of my job is listening and not assuming I know everything. I need to develop supportive relationships with families by being open, honest and respectful.

(a) Describe how Nina is applying the following early years values of care. Use a different example for each value of care.

[6]

Working in partnership with parents/guardians and families.

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Working with other professionals.

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Keeping children safe.

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Question 3 (a)

3 Read the information about Tom, and then answer 3(a), 3(b) and 3(c).

Tom has a mild learning disability, he needs a bit longer than usual to learn new skills. He wants to be independent and get a job. His social worker has helped him to find a placement in a supermarket that could lead to a permanent job.

Tom is enjoying his placement and has been working on the till serving customers and carrying out shelf-filling duties. However his supervisor has complained that though customers like chatting with him, Tom sometimes gets confused having to deal with multiple tasks at the till – age checks, gift vouchers and giving change, and his shelf-filling is not always accurate. The supervisor tells the store manager he doesn't think Tom is skilled enough to do the job and he takes too long to do things.

Tom's social worker arranges a meeting with the store manager to discuss the need for 'reasonable adjustments' to be made to accommodate Tom's learning disability and help him to do his job successfully.

(a) Identify the piece of legislation that requires 'reasonable adjustments' to be made by employers for individuals with disabilities.

.....[1]

Many candidates identified the Equality Act successfully, with the vast majority remembering to put 'Act'.

Question 3 (b)

- (b) Identify the **four** most appropriate 'reasonable adjustments' that the supermarket manager should make when trying to enable Tom to continue working.

Tick (✓) **four** boxes.

Reasonable adjustments	Tick (✓) four only.
Give Tom extra time to learn new tasks, with the help of another member of staff.	
Give Tom the job of collecting up cardboard and packaging to keep him away from complicated tasks.	
Provide a detailed booklet of training information for Tom to read through in his own time.	
Provide a one-to-one mentor to help Tom learn about accurate shelf-filling.	
Provide a wheelchair ramp for easy access.	
Reduce Tom's hours on the till, only have him on the till at quiet times.	
Request that the social worker arranges for a carer to support Tom when he is working.	
Suggest Tom spends his time washing dishes in the supermarket café, as it is a less demanding job.	

[4]

Some candidates gained full marks by choosing adjustments that were appropriate for Tom in this context. For example, 'provide a one-to-one mentor to help Tom learn about accurate shelf-filling.'

Common incorrect responses chosen from the table were: 'Provide a detailed booklet' Although the scenario states that Tom has a mild learning disability, as the booklet is detailed and it is suggested that Tom look at it in his own time, then this would not be one of the four most appropriate adjustments from the list provided. 'Provide a wheelchair ramp' – some students had misread Tom's disability. It is stated he has a mild learning disability, not a physical disability, so this was also an incorrect response.

Question 4 (c)

(c) Identify **four** key aspects of the Mental Capacity Act 2005.

Tick (✓) **four** boxes.

Key aspects of the Mental Capacity Act 2005	Tick (✓) four only.
Action taken or decisions made must always be done in the individual's best interests.	
Considers whether a drug or treatment will be of benefit for patients.	
Created local clinical commissioning groups with responsibility for health service provision.	
Gives individuals the right to make what others may regard as unwise or eccentric decisions.	
Identifies nine characteristics that protect people from discrimination.	
Individuals must be provided with support in order for them to make their own decisions.	
Safeguards, empowers and protects vulnerable people who are unable to make their own decisions.	
States that 'No decision about me without me' should be the guiding principle behind the treatment of patients.	

[4]

Many achieved well gaining 3 or 4 marks. Demonstrating that some candidates have good knowledge of legislation.

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