

**CAMBRIDGE TECHNICALS LEVEL 3 (2016)**

**Examiners' report**

# **HEALTH AND SOCIAL CARE**

**05830–05833, 05871**

**Unit 3 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 3 series overview

It was apparent that centres had prepared their candidates well for this examination. Many candidates fully understood the requirements of the command words and were able to develop well-constructed answers, particularly their level response answers. We saw very few 'no response' for questions. We saw good practice in some of the students de-constructing the questions, underlining the command words, circling key phrases and bullet pointing key words / phrases around the question to support writing their answer. Several candidates used the additional pages at the end of the exam paper; for future reference it would be good practice for the candidate, if they were to use the additional pages, to insert an arrow at the end of the provided space to denote the continuation of their answer.

| <b><i>Candidates who did well on this paper generally did the following:</i></b>   | <b><i>Candidates who did less well on this paper generally did the following:</i></b>   |
|--|---|
| <ul style="list-style-type: none"> <li>• Wrote in a logical and sequential way in developing their level response answers.</li> <li>• Understood the command words.</li> <li>• Used key vocabulary.</li> </ul> | <ul style="list-style-type: none"> <li>• Did not address the command words, particularly evaluate.</li> <li>• Had little structure to their level response answers.</li> <li>• Misunderstood the requirements of the question.</li> </ul> |

### Question 1 (a)

1 (a) Identify **three** different **employers** who have a role in promoting health and safety in health, social care or child care environments.

- 1 .....
- 2 .....
- 3 .....

[3]

The most common answers provided were Care Home Manager / Manager of a specified setting, the NHS, Headteacher and Board of Governors. Very few candidates gained full marks; the main errors being stating manager without specifying a setting, stating roles, e.g. nurse and teacher and repetition of manager of a specified setting.

### Question 1 (b)

(b)\* Explain how an environmental hazard could lead to financial loss for an employer.

- .....
- .....
- .....
- .....

[7]

Generally, this question was answered well and candidates were able to demonstrate their understanding of both an environmental hazard and financial loss. If a candidate either did not specify an environmental hazard or gave an incorrect environmental hazard then they could only gain a maximum of 4 marks; this was the main error that was seen. Candidates were able to explain financial loss effectively with the most common answers centred on being fined, legal action, sick pay, loss of reputation and loss of business.

### Question 1 (c)

(c) Describe **one** health and safety management system.

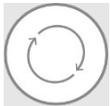
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..... [3]

We saw many varied and some very considered answers to this question. One of the errors seen was in candidates stating 2 or 3 health and safety management systems, missing the focus of the question which was to describe one.

|   |                   |   |
|---|-------------------|---|
|  | <p><b>AfL</b></p> | <p>The development of one description could be a teaching point; if the candidate were to deconstruct the question before answering this may help to keep their focus. Teaching staff could provide the candidates with three different answers and they can assess these.</p> <p>Example answer: One health and safety management system would be carrying out risk assessments (1). This would involve the identification of hazards (1) and then to find solutions to minimise these risks (1)</p> |
|---|-------------------|---|

### Question 1 (d)

(d) Outline **three** features which should be included in an electrical safety policy in a residential care home.

1 .....

.....

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.....

.....

2 .....

.....

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.....

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3 .....

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.....

.....

[6]

Candidates lost marks on this question by just stating a key feature, they did not look at the number of marks being given for each part of the question or the command verb 'outline'; for this reason, many only gained half marks.

The most common answers were checking of electrical equipment (many citing PAT testing), procedures for the reporting of faulty equipment and safe working practices.

A key error was in the repetition of safe working practices.

### Question 2 (a)

2 (a)\* Describe the roles of care workers in promoting health and safety in a care home.

.....

.....

.....

.....

[7]

Mixed responses were seen to this question. Those candidates that were able to provide detailed descriptions, with exemplification were able to be awarded Level 2/3. The main roles that were seen were the use of PPE, training, reporting safeguarding concerns, following set procedures and policies, and playing a role in carry out risk assessments. The main error seen was in candidates simply identifying the roles and failing to provide any further description. Another error seen was in answering the question from the perspective of an employer rather than a care worker.

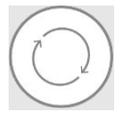
### Question 2 (b)

(b)\* Analyse the requirements, and impact, of data protection legislation for employers.

[9]

Candidates, in the main, showed a good understanding of the requirements of data protection. The most common answers were data being accurate and kept up to date, data being fairly and lawfully processed, data being kept secure and data kept no longer than is necessary and destroyed when no longer required. Many candidates were able to address the issue of the impact of data protection legislation for employers; answered centred around the need for clear processes re storage and access, and prosecution due to non-compliance and breaches of security.

Where candidates lost marks was by not addressing both parts of the question, namely requirements and impact. Another reason for loss of marks was in going off on a tangent and going into detail how someone would feel if their personal data were breached; they seemingly did not pick up that the impact was linked to employers.

|   |                   |  |
|---|-------------------|--|
|  | <p><b>AfL</b></p> | <p>Candidates should be taught to recognise when questions are asking for two different things. De-constructing the question can highlight the separate aspects required to the candidate and can aid the development of their answer.</p> |
|---|-------------------|--|

### Question 2 (c)

- (c) An intruder breaks into a residential care home. The intruder manages to gain access into a resident's room.

Explain **one** way this could affect the resident.

.....

.....

.....

.....[3]

This was a well answered question and we saw developed answers that linked, in the main, to both physical and emotional effects. The main error seen was in candidates identifying 2 or 3 effects without making the necessary links.

### Question 3 (a)\*

- 3 (a)\* A resident at a care home falls down the stairs and is not moving or responsive. Describe the actions of a first aider.

.....

.....

.....

.....[8]

Candidates were able to demonstrate their considerable understanding of the actions of a first aider. Those candidates who were awarded Level 3 gave detailed descriptions, with exemplification as well as providing the actions in a logical sequence. Candidates lost marks in providing the necessary description but in a disjointed way.

Once again some candidates only identified the key actions and thus, lost marks.

### Question 3 (b)\*

(b)\* A child care worker is planning on taking a large group of pre-school children to the park.

The transport options are walking or taking a coach.

Evaluate both transport options and include how you could reduce the risks of both options.

.....  
.....  
.....  
.....[7]

There was a lot to consider for this question, not only had candidates to evaluate both forms of transport they also had to state how they could reduce risks within both options. That said, we saw some superb answers that addressed all of the different components.

The main error we saw was in candidates not addressing the command word evaluate; some candidates only provided how you could reduce risk; this limited their mark to Level 1. Also seen were candidates who only gave negative or positive evaluation points; this again limited them to 4 marks.

### Question 3 (c)

(c) Give **three** examples of physical hazards in a hospital.

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

This was poorly answered and many candidates were unable to provide examples of physical hazards, e.g. noise and radiation. We saw many response centred on tripping hazards, broken furniture and extremes of temperature; none of these are physical hazards.

### Question 3 (d)

(d) A nurse working in a hospital has not followed the correct procedures when carrying out an X-ray.

Outline **two** different possible consequences for the nurse.

1 .....

.....

.....

.....

.....

2 .....

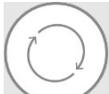
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.....

[4]

This was answered well and candidates were able to demonstrate their knowledge of disciplinary procedures, the need for more training, possible harm and injury as well as criminal prosecution. The main error seen was repeating answers, particularly those linked to disciplinary procedures.

|   |            |  |
|---|------------|--|
|  | <b>AfL</b> | 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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