

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

HEALTH AND SOCIAL CARE

05830–05833, 05871

Unit 7 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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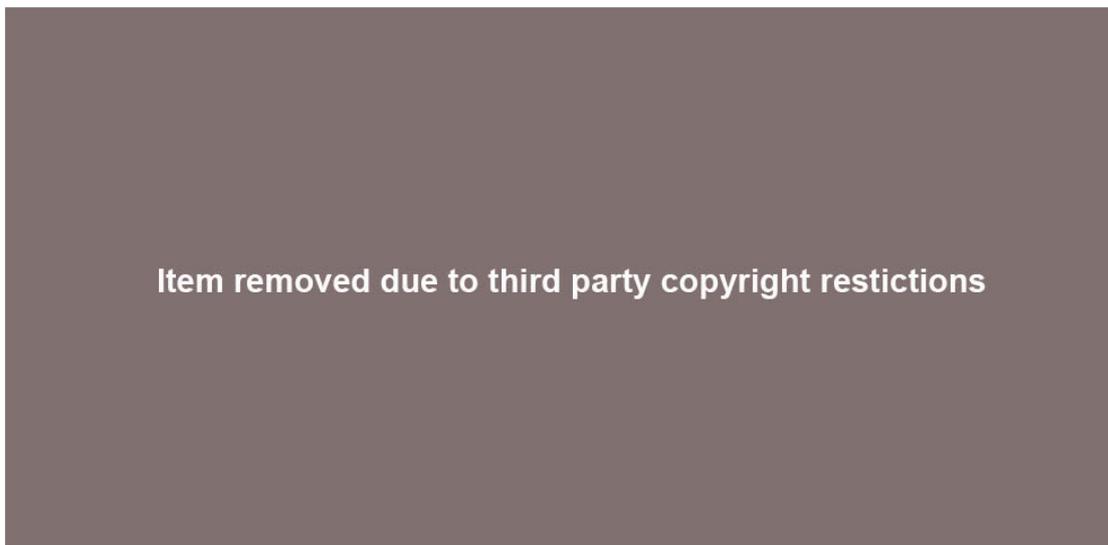
Unit 7 series overview

Candidates demonstrated skills in applying answers to scenarios and when applicable to named service users. As in other years some candidates did not outline the named legislation in the paper, instead describing features of policies or other learnt legislation.

<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"> • used the scenarios in text boxes to aid them applying their answer to the question • used key terminology to show understanding of features of legislation • showed understanding of the role of person-centred planning in health care environments. - Question 5. 	<ul style="list-style-type: none"> • added their own risk factors in scenario-based questions, appearing to reword the question to fit their own learnt examples • used features of legislation not asked for - Question 4(a) • confused mental capacity with application of choice in care settings, e.g., choice of food. - Question 2(b).

Question 1 (a)

1 Read the following inspection report on Silverleaf College for Deaf Students.



(a) Identify **three** different types of abuse in the report on Silverleaf College and give a **different** example for each type of abuse.

Type of abuse

Example

.....
.....

Type of abuse

Example

.....
.....

Type of abuse

Example

.....
.....

[6]

This question required candidates to identify three different types of abuse with examples from the report (assessing LO1.1.) This was very well answered with only a few candidates using examples not from the report.

	Misconception	Candidates need to know what is meant by institutional abuse and how it differs from other types of abuse.
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Question 1 (b)

(b)* Explain why adults who are deaf (a sensory impairment) are at risk of abuse.

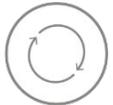
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..... [5]

Candidates were able to give an explanation linked to abuse although the aspect of adults with a sensory impairment was not clear/missing.

	AfL	Candidates should practise linking risks of abuse to different vulnerable groups (in relation to LO2.1).
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Question 1 (c)

- (c) Outline how the following policies and procedures minimise the risks of abuse at Silverleaf College for Deaf Students.

Safeguarding policy

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Risk assessments

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Staff training

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Confidentiality policy

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[8]

Most candidates gained marks for this question, with 'a need to know basis' being a popular response linked to the confidentiality policy. Candidates were better at outlining how risk assessments, staff training, and confidentiality policy rather than safeguarding policy could minimise the risks of abuse.

	AfL	For LO5 candidates need to know the role of individual and procedures/policies in protecting people from abuse and should practise this with all the policies and procedures.
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Question 2 (a)

2 (a) Define the term 'looked after children'.

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..... [2]

Most candidates gained at least 1 mark for this question. Common correct responses included children in care/cared for by local authorities. Some candidates gave specific examples of vulnerable children instead of a definition.

Question 2 (b)

(b)* An individual who lacks mental capacity is unable to make their own decisions.
Describe at least **two** situations where an individual's mental capacity may return.

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..... [6]

This question focused on assessing LO2. Common errors made in response to this question were referring to short term memory loss or not addressing the aspect of the question referring to when mental capacity may return. Candidates who were given top band level marks tended to refer to situations such as being in a coma and/or recovery from a mental health problem.

Question 2 (c)

- (c) Describe how the following factors could make adults with **physical disabilities** more at risk of abuse.

Staffing issues

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Invasion of privacy

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Residing in / use of health and social care settings

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Homelessness

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[8]

Most candidates gave clear descriptions for many of the factors listed in the question, assessing LO2.2. Common errors included not linking the response to abuse/adults with physical disabilities.

	OCR support	The Unit 7 delivery guide has advice and support in the delivery of factors that may increase the risk of abuse.
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Question 5

5* Analyse how workers in health care environments can use **person-centred planning** to minimise the risk of abuse.

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..... [7]

Many candidates did provide a sound analysis of how workers can use person-centred planning in health care environments and linked this to minimising the risk(s) of abuse. Common errors confusing the general use of individualised care/ multidisciplinary approaches /empowerment.

	OCR support	OCR resources links includes reference to support to aid the delivery in class of the concept and use of person-centred planning.
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