

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

HEALTH AND SOCIAL CARE

05830–05833, 05871

Unit 7 January 2021 series

Contents

Introduction	3
Unit 7 series overview	4
Question 1 (a)	5
Question 1 (b)	6
Question 1 (c)	7
Question 2 (a)	8
Question 2 (b)	8
Question 2 (c)	9
Question 3 (b)	10
Question 4 (a)	10
Question 5	11

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.

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).

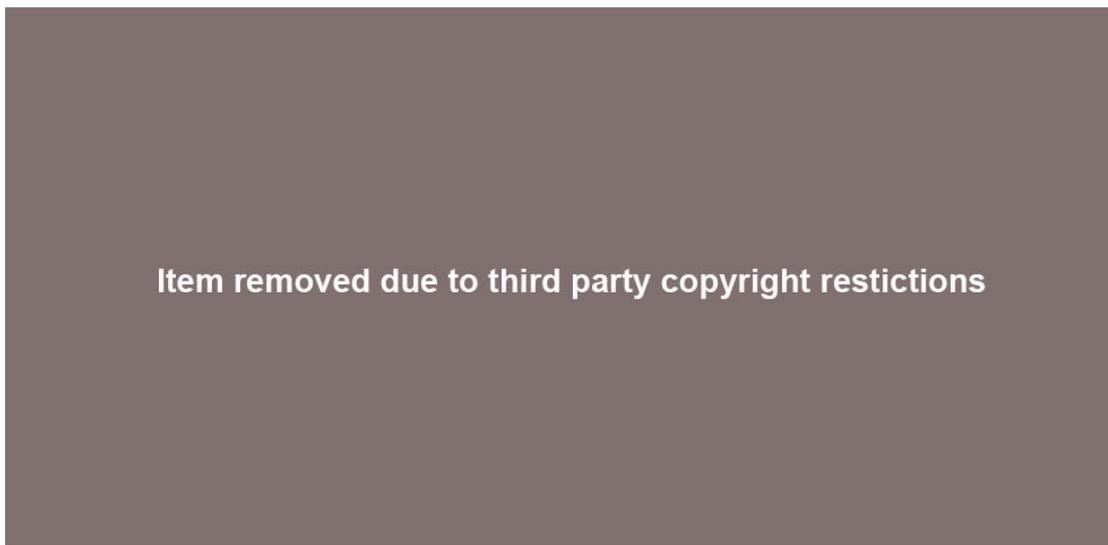
Unit 7 series overview

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

Question 1 (b)

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

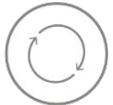
.....

.....

.....

..... [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).
---	------------	--

Question 1 (c)

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

Safeguarding policy

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

Risk assessments

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

Staff training

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

Confidentiality policy

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

[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.
---	------------	---

Question 2 (a)

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

.....
.....
.....
..... [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.

.....
.....
.....
.....
.....
..... [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

.....

.....

.....

.....

Invasion of privacy

.....

.....

.....

.....

Residing in / use of health and social care settings

.....

.....

.....

.....

Homelessness

.....

.....

.....

.....

[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.
---	--------------------	--

Question 3 (b)

(b)* Professionals have a duty to report disclosures of abuse.

Analyse at least **two** other ways that professionals should deal with disclosures of abuse.

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

Many candidates were able to show an understanding of reporting procedures and the use of support and comfort as a way to deal with disclosures of abuse. A few candidates repeated the stem of the question in terms of 'duty to report' and others discussed what not to do. Some listed ways rather than showing analysis of them.

Question 4 (a)

4 (a)* Outline at least **two** key features of the Public Interest Disclosure Act 1998 that help to safeguard young people from abuse.

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

Many candidates did show an understanding of this piece of legislation, able to outline at least one feature. Common errors included outlining features from other pieces of legislation, e.g., the Rehabilitation of Offenders Act. For LO3 candidates should focus their revision on key features of the legislation.

Question 5

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

.....

.....

.....

.....

.....

.....

..... [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.
---	--------------------	---

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](#).

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/

 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



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.