

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

HEALTH AND SOCIAL CARE

05830–05833, 05871

Unit 2 January 2022 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

All questions were attempted by most candidates. There was evidence of well-prepared candidates who demonstrated their subject knowledge by producing well-structured responses, meeting the requirements of the command verb and confidently using specific and appropriate terminology.

Very few candidates made use of the extra pages this session, suggesting they were able to focus their answers and were guided by the number of lines provided for the answer. It is good practice and very helpful for examiners when candidates put a note at the bottom of their response in the main paper stating that a question had been continued on the extra pages.

Some scripts proved challenging to mark due to poor handwriting. This can be very difficult for examiners to decipher and centres should encourage candidates to write as clearly as possible so that they can gain full credit for their responses.

While typing their responses solved the handwriting issue for some candidates, many used a very tiny font size and did not use double spacing, making annotating and marking difficult. A font such as arial, size 11 or 12 with double spaced lines should be used to assist the examiners to annotate scripts accurately and with clarity.

<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 and familiarity with the different command verbs such as identify, describe and explain, e.g., Question 1(a) identify, Question 2(c) explain and Question 5 describe. • Applied knowledge and understanding appropriately to questions set in a health, social care or early year's context or scenario as seen in Questions 1(a), 1(b) and 3. • Demonstrated accurate knowledge of the role of 'NICE' for Question 5. 	<ul style="list-style-type: none"> • Produced responses that were irrelevant to what had been asked, such as writing about the 'right to die' when the question is about healthcare practitioners supporting an individual's right to life in Question 2(b). • Did not read the question carefully enough, as seen in Questions 2(b), 3c(i) and 3c(ii) and 3(e).

Question 1 (a)

1 Read the following extract from Bridge Place Nursery's Ofsted inspection report and answer question 1(a).

Summary of key findings:

- The manager provides staff with regular training and effective support such as mentoring.
- Staff supervision of children is good. Children have regular opportunities to get fresh air and exercise. This supports children's physical development and suits those children who learn best outdoors.
- The special educational needs coordinator works closely with other staff to help meet children's individual learning needs. Children are provided with personalised support and one-to-one teaching when appropriate.

(a) Identify **four** examples of good practice from Bridge Place Nursery's Ofsted inspection report.

1

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2

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3

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4

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[4]

Generally, well answered by most candidates who clearly identified four appropriate examples from the scenario text. A small number of candidates gave other examples not related to the context, this is not required by the question and so did not gain the marks.

Question 1 (b)

Read the extract below from Bridge Place Nursery's Ofsted inspection report and answer question 1(b).

The nursery is not yet outstanding because:

- Staff were overheard talking about a child's lack of progress in the school car park and children's personal files were seen lying around in the office.
- Staff need to improve information sharing with parents about their children's individual next steps for learning and how they can support learning at home.
- Not all staff understand the safeguarding policies and procedures.

(b) The nursery manager wants to achieve an 'outstanding' grade at the next inspection.

Give **one** example of how nursery staff could apply each early years values of care to improve the standard of care at Bridge Place Nursery.

Use a different example for each value of care.

Maintaining confidentiality.

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Working in partnership with parents.

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Making the welfare of the child paramount.

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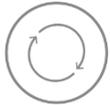
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[6]

This question asks for **one** example of applying each of the values of care stated. Maintaining confidentiality and working with parents were generally very well answered and familiar topics for candidates. However 'making the welfare of the child paramount' was often the weakest response with candidates giving health and safety examples rather than the required safeguarding information.

Many candidates had not read/understood the question fully as they gave two or more examples for each. Lower ability responses were vague answers describing what not to do, sometimes linked with the scenario, but often giving their own examples.

	<p>AfL</p>	<p>As you prepare your students for the exams, encourage them to only give 'one' example of something when that is what the question asks for. They will not get more marks for writing more than one and it can save time.</p>
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Question 2 (a)

2 (a) Identify **three** key aspects of the Human Rights Act 1998.

Key aspects of the Human Rights Act 1998	Tick (✓) three only.
Freedom of expression	
Freedom of speech	
Freedom to choose	
Right not to be offended	
Right to education	
Right to employment	
Right to healthcare	
Right to marry	

[3]

There were mixed responses to this question. Many candidates managed to gain 2 marks, usually for 'right to education' and 'freedom of expression'. The most common incorrect answers were 'right to healthcare' and 'freedom of speech'.

Question 2 (b)

(b) The 'right to life' is another key aspect of the Human Rights Act 1998.

State **three** ways healthcare practitioners can support an individual's right to life.

1

.....

2

.....

3

.....

[3]

This question was not well answered. Candidates incorrectly focused their responses on procedures for 'end of life care' and having a 'DNR' (do not resuscitate), 'switching off life support' and 'assisted death' rather than the correct answers which are much more straightforward. This demonstrates how important it is to read the question carefully.

The accurate answers seen suggested things such as 'safe manual handling', 'working in person-centred way', 'provide the best care', 'safe administration of medication', 'preventing the spread of infection', 'meeting hydration / nutrition needs', and 'carrying out surgical procedures accurately'.

Question 2 (c)

(c)* The statement 'no decision about me, without me' is a key aspect of the Health and Social Care Act 2012.

Explain the impact of 'no decision about me, without me' on individuals who use health and social care services.

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[7]

This was a well answered question, many candidates gained Level 2 marks, or more. There was a complete range of responses worthy of marks focusing clearly on the question, most responses demonstrated a good level of understanding of the impact of this piece of legislation. Common responses included links to decision making, control, consultation, linking to empowerment, trust and respect.

Question 2 (d)

(d) Give the meaning of the term 'legislation'.

.....
.....
.....
..... [2]

Many candidates achieved 1 mark for 'laws' and 1 mark for 'passed by Parliament'.
Common, lower ability answers referred to 'rules' or 'acts'. These answers did not gain marks.

Question 3 (a)

3 Read the following information about Ben and Jack then answer the questions.

Ben is an adult with a learning disability. He lives independently in a flat, with support, from a carer, Jack, who visits once a day.

Jack checks Ben is carrying out daily-living activities, for example having a shower, preparing and eating meals regularly, managing his bills and keeping his flat tidy.

Jack is an inexperienced carer. He is very impatient and gets angry with Ben. Jack sometimes shouts at Ben and calls him stupid, if he has forgotten to have a meal or tidy up, because it means Jack has to help him.

(a) Name the type of discrimination that Ben is experiencing.

..... [1]

Mixed responses, candidates often named the form of abuse, e.g., shouting at him or calling him stupid, rather than the type which is 'direct' or 'disability' discrimination.

Question 3 (b)

(b) Give **one** example of how Jack is discriminating against Ben.

.....
..... [1]

Very well answered by most candidates who were able to pick an example from the scenario.

Question 3 (c) (i) and (ii)

(c) (i) Identify **two** possible effects of the discrimination on Ben's mental health.

1
2 [2]

(ii) Identify **two** possible effects of the discrimination on Ben's physical health and well-being.

1
2 [2]

Both parts of the question were well answered by candidates who read the question carefully and noticed different mental health and physical health effects were required.
A wide range of appropriate examples were suggested with mental health effects almost always correct. Physical effects were not quite as well done. Lower ability answers confused the two types of effects.

Question 3 (d)

(d) Name a support group that could help Ben with his learning disability.

..... [1]

Well answered by almost all candidates. A few suggested 'Age Concern' or NICE which are not relevant for this scenario. Mind, MENCAP Empower Me and Heads Together were all common, correct, answers.

Question 4 (a)

4 (a) Actions taken by staff at a residential care home are given in the table below.

For each action identify the individual right that is being supported.

Choose from the list below.

- A Choice
- B Confidentiality
- C Consultation
- D Empowerment
- E Equal and fair treatment
- F Paramourncy
- G Protection from abuse and harm
- H Right to be treated the same
- I Right to life

Each right may be used once, more than once or not at all.

Write **A, B, C, D, E, F, G, H, or I** in the answer column.

Actions	Answer letter
A meeting is arranged to be attended by a resident, her GP, social worker and the care home manager to discuss her support needs.	
A range of different social activities are available to meet the needs and interests of the residents.	
Drinks are available in mugs as some residents have shaky hands and struggle with wobbly cups and saucers.	
Each resident is given a menu of food options at mealtimes.	
Lifts and ramps have been provided so all residents can access all areas of the residential home.	
Meetings are always held in a private meeting room.	
Risk assessments carried out on all equipment provided.	
Staff ensure that all activities provided are accessible for all of the residents.	

[8]

Well answered by many candidates. Most achieved 3 – 6 marks.

A few candidates put more than one letter in a box, this did not gain a mark. The candidate needs to put the correct answer as examiners will not choose from multiple responses.

Question 4 (b)

(b) Prejudice and stereotyping are types of discrimination.

Give the meaning of the terms 'prejudice' and 'stereotyping'.

Prejudice

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.....

.....

.....

Stereotyping

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[4]

This question proved a challenge and few candidates gained full marks. Stereotyping was better answered than prejudice. Many candidates found it easier to give an example to demonstrate the meaning, correct examples did gain credit. Generally the good answers for prejudice referenced 'negative attitudes' towards a specific individual or group and making generalised 'assumptions' for stereotyping.

Some candidates found the question tricky, often mixing up the two terms.

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