

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

HEALTH AND SOCIAL CARE

05830–05833, 05871

Unit 7 January 2024 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 exam paper and the mark scheme can be downloaded from [Teach Cambridge](#).

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Unit 7 series overview

This paper included questions that assessed candidates' understanding and ability to apply knowledge of safeguarding to a range of scenarios, including users with dementia, and physical and sensory impairments. Many candidates were able to show clear understanding of the signs and types of abuse and the ability to analyse and evaluate risks of abuse. The vast majority of candidates attempted all questions and many gained full marks for Questions 1 (a) and 2 (b). Only a few candidates needed to use the extra pages provided. Candidates performed slightly less well on the questions assessing knowledge of legislation, i.e. 3 (a) and 3 (b)

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none">understood the types and signs of abuseavoided using pre-prepared responseschose valid points and provided a depth of knowledge about those points, applying them clearly to the question (LoR questions)knew how to compare (Question 1 (b)).	<ul style="list-style-type: none">demonstrated a lack of understanding of key features of legislationshowed errors in understanding some key terminology, e.g. informal carersapplied pre-learnt responses to the question that were not always relevant.

Question 1 (a)

- 1 Li and Jane are 14-year-old students at a girls school. Li has recently started a relationship with a 19-year-old man. Jane is concerned that Li is being abused.

(a) State **three** signs that might indicate Li is being abused.

- 1
- 2
- 3

[3]

The majority were able to successfully identify three different signs of abuse. A few just identified information from the scenario without any link to abuse, e.g. 'at a girls' school'.

Question 1 (b)*

(b)* Compare the difference in disclosing abuse to a teacher or a peer.

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..... [6]

There were many good responses provided by candidates, recognising relevant differences with clear comparisons made. The most common and creditworthy comparison related to teachers knowing procedures and having duty to report whereas peers would not, and/or how students may feel more comfortable telling a peer compared to a teacher. A few candidates did not make a direct comparison.

Assessment for learning



A useful exam skill is for candidates to know how to use comparative language when answering questions using the 'compare' command verb.

OCR support



OCR provides a list of [command verbs](#) to help learners and teachers know how to respond to questions.

Question 1 (c)

Jane approaches their teacher to tell them about her concerns. Jane tells the teacher not to tell anyone else.

Confidentiality is a vital aspect of safeguarding, but there are circumstances when confidentiality must be broken.

(c) State **two** reasons when confidentiality should be broken.

1

2

[2]

Candidates who were not credited full marks for this question tended to give responses that were too vague, such as 'at risk' with no link to a type of risk that would require confidentiality to be broken. Others referred to breaking the law, rather than serious crime.

Assessment for learning



Candidates should make sure they know reasons/scenarios when teachers must break confidentiality. This could be by teachers showing candidates their own centres/organisations confidentiality and/or safeguarding policies.

Question 2 (a)

2 Rosa is 84 years old and lives at home with her son Hugo. Rosa has limited mobility and relies on Hugo to care for her. He often takes money without asking and leaves her on her own for long periods of time without food, water, or ability to get to the toilet. If she complains, Hugo often loses his temper and shouts at her. Recently he physically abused her by hitting her.

(a) One type of abuse is physical.

Identify **three** other types of abuse that Rosa might be experiencing.

1

2

3

[3]

This was answered very well with the most common correct responses given being neglect, financial and emotional as types of abuse.

Question 2 (b)* and 2 (c)*

Rosa suffered a stroke three years ago which resulted in her becoming physically disabled. She struggles to walk and has limited movement in her right arm.

(b)* Explain **two** ways physical disability makes someone more at risk of abuse.

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

The stroke also affected Rosa's speech.

(c)* Explain **two** ways sensory impairment such as speech impairment may make abuse more likely.

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

Both 2 (b) and 2 (c) required students to give **two** reasons why a person may be at risk of abuse, with a link to physical disability for 2 (b) and a sensory impairment for 2 (c). While many candidates were able to link at least one reason to the scenario, a notable number of responses gave generic reasons that were not relevant to either physical disability or sensory impairment. For example, some responses incorrectly stated that people with hearing impairments also always lacked mental capacity, and so did not know what abuse was. In addition, a few candidates listed many reasons when the question specifically asked for two reasons.

Assessment for learning



When reviewing or marking practice questions completed by candidates they should be made aware that if a question includes a specific number of responses required any 'extra' responses will not be credited. This information is included in mark schemes.

Question 3 (a)

- 3
- (a) Complete the table by deciding whether each statement about legislation is **True (T)** or **False (F)**.

Statement	True (T) or False (F)
Being happy is one of the 5 Every Child Matters outcomes, under the Children Act 2004.	
Nationality is a protected characteristic under the Equality Act.	
Preventing impairment of children’s health or development is a key purpose of Working Together to Safeguard Children.	
The Mental Capacity Act only applies to people aged over 16.	

[4]

Candidates performed less well on this true/false question compared to other similar questions in past exam papers. The most common correct responses were for the last two statements.

Question 3 (b)

- (b) Using an **example**, describe the role of the Rehabilitation of Offenders Act 1974 in preventing abuse.

[4]

Candidates’ responses varied on this question with a minority appearing not to know the law at all, e.g. talking about DBS checks generally. However, many did use key terms such as ‘spent convictions’ and their example included how the law could protect offenders from abuse when applying for jobs.

Question 4 (a)

4 Sam is the Designated Protection Officer for Adult Social Services in a large town.

(a) Describe the role of a Designated Protection Officer in safeguarding vulnerable adults.

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..... [4]

A good overall response from candidates with many able to describe the role of a Designated Protection Officer, e.g. to protect vulnerable adults, report abuse, or give guidance. There were some misconceptions, e.g. DPO is in a care role working directly with service users; DPO carries out DBS checks.

Misconception



A misconception was that a DPO is in a care role working directly with service users and or DPOs always carry out DBS checks.

Question 4 (b) (i)

Sam is writing a safeguarding policy with specific reference to the care of people with dementia within their own homes. Sam has included guidance on visiting people with dementia every two weeks and observing family carers performing care tasks.

(b) Outline why **each** of these actions are important in safeguarding people with dementia.

(i) Regular visits

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..... [2]

Overall, many candidates understood the purpose of regular visits. A few candidates misunderstood the question and discussed families visiting the individual.

Question 4 (b) (ii)

(ii) Observing informal carers

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..... [2]

Candidates that were not credited full marks tended to miss that the observation would be of the informal carer and/or not recognising that certain behaviours would not be observable.

Question 4 (c)*

- (c)* Analyse how care provided by informal carers can **both** increase and decrease the risk of abuse for people with dementia.

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..... [8]

Candidates performed well on this question with many providing a response that accessed at least the Level 2 band on the mark scheme. Reference to dementia was done well, with good knowledge, sometimes with clear examples. Top level responses often referred to how informal carers would not be trained in caring for people with dementia, and/or how they would be less likely to be suspected of being abusers. Overall candidates tended to provide less sophisticated responses in regard to how risks of abuse may be increased. A notable number of candidates appeared to not know what an informal carer was, which limited their ability to gain marks for this question.

Question 5 (a)

- 5 Ali is the manager of a hospital that specialises in residential care for people with eating disorders. The hospital has both inpatients that live at the setting and outpatients who visit for treatments.

Ali has just held a training session with the staff on the importance of effective record keeping.

- (a) Explain how effective record keeping minimises the risk of abuse.

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..... [4]

This was answered quite well. Responses that performed less well focused a lot on confidentiality and the risks of breaking this, rather than record keeping. Many just described the ways to keep information confidential.

Question 5 (b)*

Ali believes positive risk-taking is an important way of developing confidence and resilience of the service user at the hospital.

(b)* Evaluate the role of supporting positive risk-taking in this care situation.

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..... [6]

This appeared to be a challenging question for candidates with many not getting more than three marks. This was often due to the candidate only including positives of risk taking and/or not linking this to the care situation (or introducing an irrelevant other care situation).

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