OCR
Oxford Cambridge and RSA

CAMBRIDGE TECHNICALS LEVEL 2 (2016)

Examiners' report

HEALTH AND SOCIAL CARE

05890, 05880, 05881

Unit 1 Summer 2024 series

Contents

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 1 series overview

This was the twelfth series of assessment for this unit. The unit contains a large breadth of knowledge and, as is to be expected, candidates performed better on some Learning Outcomes (LOs) than on other LOs. Similarly, even within each LO candidate performance varied across the range of questions which assessed that LO.

Candidates on average performed best on those questions which assessed LO4 and LO1 and least well on those questions which targeted LO6 on the key principles for communicating effectively.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• demonstrated a secure breadth of knowledge across all six Learning Outcomes.	• displayed gaps in their knowledge in relation to individual Learning Outcomes. Less successful candidates did not answer a question correctly at all in some LOs.

Learning outcome 1: questions 1 - 8

This LO requires the candidates to know the principles of maintaining health, safety, and security and to know basic emergency procedures. Candidates generally performed well on this LO.

The most successful responses were to Questions 2 and 3. Question 3, on the stages of the risk assessment was the most successfully answered question in this LO.

Question 6 had lowest outcomes in this LO. This question was on the disposal of hazardous waste and required candidates to correctly identify the colour of bag used for soiled linen.

Learning outcome 2: questions 9 - 14

This LO covers the principles of equality and diversity in health care, social care, and childcare environments. Candidate performance in this exam was average in this LO.

Questions 9 and 14 were the most successfully answered questions in the LO. However, Question 10 was the least successfully answered question in this summer's exam. Question 10 asked candidates to correctly identify which area the Equality Act 2010 prohibits discrimination in.

Learning outcome 3: questions 15 - 20

LO3 covers the principles of individual rights and the key features of a person-centred approach.

Candidates found LO3 questions challenging this summer.

Question 18 was by far the most successfully answered question in this LO.

Question 16 proved to be the most challenging question in this LO, with many candidates not able to correctly identify an example of individual rights.

Learning outcome 4: questions 21 – 28

LO4 requires candidates to know key facts about safeguarding. LO4 was where candidates were most successful this summer.

Questions 21, 23 and 24 had very high outcomes. Question 23 was the second most successfully answered question in this summer's exam, with the majority of candidates able to correctly identify an example of physical abuse.

Question 27, however, was one of the least successfully answered questions in this summer's exam. The question focussed on individuals at risk of abuse.

Learning outcome 5: questions 29 - 34

LO5 covers aspects of anatomy and physiology. Candidates generally performed well on LO5.

Question 29 was the most successfully answered question in this summer's exam with nearly all candidates able to identify the correct organ from the supplied image, which in this case was the brain.

Questions 32 and 33 were the least successful in the LO, however the performance on these questions was still far better than the bottom questions in other LOs.

Learning outcome 6: questions 35 - 40

The sixth and final LO requires the candidates to know the principles of effective communication. Candidates found this LO the most challenging this summer.

Questions 37 and 39 were the most successful in this LO but the performance on these was just above average compared to the top performing questions in other LOs.

Candidates found Question 35, on key aspects of verbal communication, the most challenging in this LO.

Appendix 1 Questions

Question 1

Which of the following is a social care setting?

A	Day centre
B	GP surgery
C	Hospital
D	Primary school

[1]

Question 2

Which of the following is an example of a hazardous waste?

A	Body fluids
B	Hot drinks
C	Toys
D	Trip hazards

[1]

Question 3

Which one of the following is **not** a stage of risk assessment?

A | Assess who might be harmed and how

B | Give advice

C | Look for hazards

D | Record findings, implement them

[1]

Question 4

When moving and handling which of the following is good practice?

A | Check if two people are needed

B | Check the lifting equipment after use

C | Lift objects or people slowly

D | Move/handle objects or people quickly

[1]

Question 5

Food must be stored in a freezer below what temperature?

A $-14\,°C$

B $-16\,°C$

C $-18\,°C$

D $-20\,°C$

[1]

Question 6

What colour bag should be used for soiled linen?

A   Black

B   Blue

C   Red

D   Yellow

[1]

Question 7

Which of the following is an aspect of **personal** hygiene that reduces the spread of infection?

A	No nail polish
B	Regular dusting
C	Safety goggles
D	Vacuuming

[1]

Question 8

What does this safety sign mean?

A	Biohazard
B	Corrosive
C	Irritant
D	Toxic

[1]

Question 9

A carer says that male residents are grumpy and difficult to care for.

This is an example of:

A	Consultation
B	Diversity
C	Equality
D	Stereotyping

[1]

Question 10

The Equality Act 2010 prohibits discrimination in which of the following areas?

A	Access to goods
B	Dress
C	Family structure
D	Opportunities

[1]

Question 11

The Equality Act states that age and disability are examples of which of the following:

A | Diversity

B | Equality

C | Protected Characteristics

D | Rights

[1]

Question 12

Which of the following is a way of challenging discriminatory practice?

A | Allowing access to goods

B | Labelling

C | Making reasonable adjustments

D | Staff challenging afterwards through procedures

[1]

Question 13

How could staff at a GP surgery show that they value gender and gender reassignment and are promoting equality?

A | Ask whether they would prefer to see a male or female doctor

B | Don't ask questions about employment status

C | Ensure they use preferred gender pronouns

D | Respect people's beliefs

[1]

Question 14

If a member of staff in a hospital witnesses discrimination, who could they contact to get support to challenge it?

A | Equality and Human Rights Commission

B | Mind

C | National Institute for Clinical Excellence

D | NSPCC

[1]

Question 15

Which of the following is an example of applying the values of care in a health care environment?

A | Clarity

B | Maintaining confidentiality

C | Providing first aid

D | Staff training

[1]

Question 16

Which of the following is an example of individual rights?

A | Accountability

B | Consultation

C | Diversity

D | Meeting needs

[1]

Question 17

The National Institute for Health and Clinical Excellence (NICE) provides guidelines for which of the following?

A   Equality and rights

B   Person centred care

C   Treatment of medical conditions

D   Working with other professionals

[1]

Question 18

The Care Certificate identifies which of the following as a person-centred value?

A   Choice

B   Danger

C   Neglect

D   Relationships

[1]

Question 19

Which of the following is an aspect of person-centred planning?

A | An individual can plan for themselves

B | Dignity

C | Promoting privacy

D | Safeguarding individuals

[1]

Question 20

Individual rights include which one of the following?

A | Control

B | Empowerment

C | Individuality

D | Right to life

[1]

Question 21

Which of the following is a key aspect of safeguarding?

A | Ensuring choice

B | Partnership

C | Preventing abuse

D | Promoting independence

[1]

Question 22

'Enjoying and achieving' is an outcome related to which of the following?

A | Disclosure and Barring Services

B | Every Child Matters

C | Safeguarding Vulnerable Adults

D | The Care Certificate Standard 5

[1]

Question 23

Which of the following is an example of **physical** abuse?

A　Comatose

B　Grabbing

C　Theft

D　Verbal insults

[1]

Question 24

Neglecting **own** personal hygiene is an example of which type of abuse?

A　Emotional

B　Neglect

C　Physical

D　Self-neglect

[1]

Question 25

Services provided that are focused on the needs of the organisation not the individual is a definition of which type of abuse?

A   Discrimination

B   Financial

C   Institutional

D   Neglect

[1]

Question 26

Befriending a person in order to take advantage of them, is an example of which type of abuse?

A   Emotional

B   Exploitation

C   Modern slavery

D   Neglect

[1]

Question 27

Which of the following individuals are **most** at risk of abuse?

A | A child who does not write or speak English as their first language

B | Children in childcare

C | Female individuals

D | Looked after children

[1]

Question 28

A student makes a disclosure of abuse to a teacher.

Choose the way in which the teacher should respond.

A | Ask detailed questions

B | Examine any injuries

C | Provide a translator

D | Report the abuse

[1]

Question 29

The image shows the organs of the body.
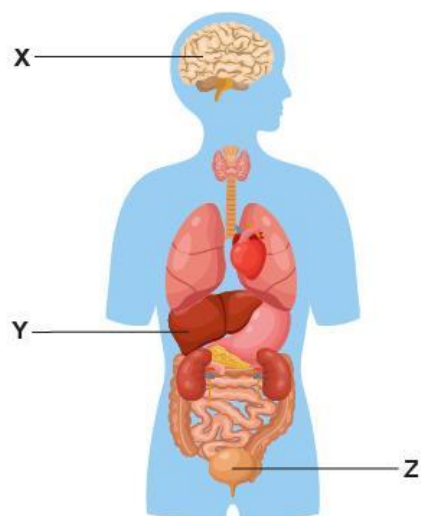
What is part **X** called?

A	Brain
B	Lungs
C	Pancreas
D	Uterus

[1]

Question 30

The image shows the organs of the body.
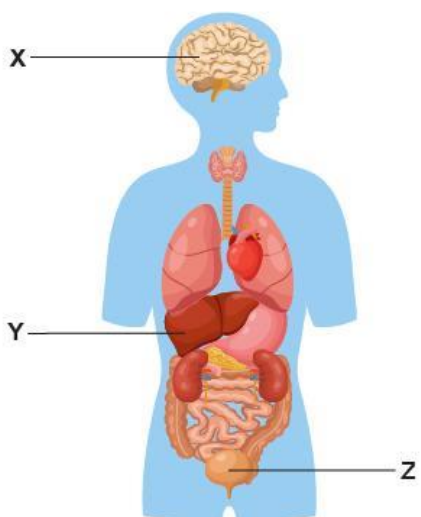
What is part **Y** called?

A	Bowel
B	Intestines
C	Liver
D	Stomach

[1]

Question 31

The image shows the organs of the body.
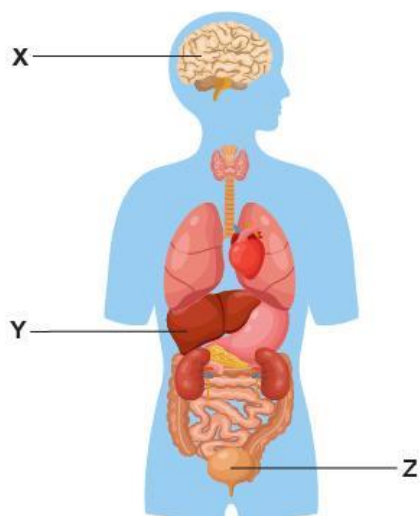
What is part **Z** called?

A   Bladder

B   Kidneys

C   Pancreas

D   Uterus

[1]

Question 32

Which body system regulates water levels within the body?

A   Digestive

B   Endocrine

C   Nervous

D   Renal

[1]

Question 33

Which one of the following could be a possible cause of Cirrhosis of the liver?

A | Diet

B | Hepatitis C

C | Lack of exercise

D | Smoking

[1]

Question 34

The nephrons are part of which of the following?

A | Female Reproductive Organs

B | Heart

C | Kidneys

D | Lungs

[1]

Question 35

Which of the following is a key aspect of verbal communication?

A　Body language

B　Clarity

C　Facial expressions

D　Gestures

[1]

Question 36

Which of the following is part of SOLER?

A　Emails

B　Open posture

C　Open questions

D　Sign language

[1]

Question 37

What type of communication are care plans?

A	Non-verbal
B	Specialist
C	Verbal
D	Written

[1]

Question 38

Which of the following is an environmental barrier to communication?

A	Aggression
B	Dementia
C	Jargon
D	Ventilation

[1]

Question 39

Which of the following is a method for overcoming barriers to communication?

A	Active listening
B	Inappropriate body language
C	Specialist terminology
D	Ventilation

[1]

Question 40

Which of the following is a personal skill that helps overcome barriers to communication?

A	Empathy
B	Interpreter
C	Privacy
D	Relax

[1]

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Questions 29 - 31, Human body internal organs, © Shutterstock, credit LadadikArt 2146867607.

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Enhance your skills and confidence in internal assessment

What are our online courses?

Our online courses are self-paced eLearning courses designed to help you deliver, mark and administer internal assessment for our qualifications. They are suitable for both new and experienced teachers who want to refresh their knowledge and practice.

Why should you use our online courses?

With these online courses you will:

- learn about the key principles and processes of internal assessment and standardisation

- gain a deeper understanding of the marking criteria and how to apply them consistently and accurately

- see examples of student work with commentary and feedback from OCR moderators

- have the opportunity to practise marking and compare your judgements with those of OCR moderators

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Which courses are available?

There are **two types** of online course: an **introductory module** and **subject-specific** courses.

The introductory module, Building your Confidence in Internal Assessment, is designed for all teachers who are involved in internal assessment for our qualifications. It covers the following topics:

- the purpose and benefits of internal assessment

- the roles and responsibilities of teachers, assessors, internal verifiers and moderators

- the principles and methods of standardisation

- the best practices for collecting, storing and submitting evidence

- the common issues and challenges in internal assessment and how to avoid them.

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- the assessment objectives and marking criteria for the NEA units

- examples of student work with commentary and feedback for the NEA units

- interactive marking practice and feedback for the NEA units.

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