

**CAMBRIDGE TECHNICALS LEVEL 3 (2016)**

**Examiners' report**

# **HEALTH AND SOCIAL CARE**

**05830–05833, 05871**

**Unit 2 Summer 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. A selection of candidate responses is also provided. 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 OCR.

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## Unit 2 series overview

The majority of candidates were able to access all of the questions on the paper and there were only a few 'No responses'. The Levels of Response questions proved challenging for some candidates whose responses did not fulfil the command verb resulting in lower marks, as the responses provided did not meet the full requirements.

The longer responses were well-structured and many candidates confidently used appropriate subject-specific terminology which clearly related to the scenarios presented in the questions. Candidates achieved a full range of marks demonstrating the paper's accessibility and level of demand.

A number of scripts proved very 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 get full credit for their responses. Typed scripts solved this issue for some candidates, however some used a very tiny font size and did not use double spacing. A font size of eleven with double spaced lines should be used to make sure the examiners can annotate scripts more easily and clearly. Scripts with extra pages should always have the questions clearly and accurately numbered.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> <li>• demonstrated an understanding and familiarity with the different command verbs, e.g. identify, give, outline, explain, justify, analyse</li> <li>• paragraphed their longer responses enabling them to produce well-organised, focused responses; Q1 (c), Q1 (d), Q3 (c) and Q4 (b)</li> <li>• read questions carefully so that responses were relevant to what had been asked. Such as Q2 (a) and Q2 (b) are about 'learning disability' not 'physical disability'.</li> </ul>	<ul style="list-style-type: none"> <li>• did not provide an evaluation of a topic when required, e.g. Q1 (d)</li> <li>• lacked precision in their responses. For example, in Q2 (a) and Q2 (b) responses should reflect individuals with learning disabilities not physical disabilities</li> <li>• did not check how many marks the question is worth before starting their response.</li> </ul>

## Question 1 (a)

1

(a) Give a definition of the term 'valuing diversity'.

.....

.....

.....

..... [2]

This was well answered by the majority of candidates. There were however two common errors: Some candidates gave an example, not a definition of diversity; others gave a response using wording from the question, i.e. it means valuing.....

## Question 1 (b)

(b) 'Valuing diversity' is one of the values of care in child care services.

Identify **three** other values of care in child care services.

1 .....

2 .....

3 ..... [3]

This was well answered with the welfare of the child paramount, working in partnership and encouraging learning and development the most common correct responses.

The majority of candidates scored something on this question. Some candidates gave rights rather than care values. Marks were lost for health and social care values.

## Question 1 (c)\*

(c)\* Explain different ways that Southcott School can value diversity.

[6]

Most candidates scored at least some marks for this question. Candidates of all abilities were able to provide some examples, most commonly a range of food options for a range of different special occasions or a wide range of cultural celebrations.

High scoring candidates were able to explain what would be included in a cultural day and why this would actually help value diversity. The best responses discussed a wider range of diverse activities as mentioned on the mark scheme, and explained how and why it would support diversity.

Some candidates did not gain more marks because they did not explain how their suggestions actually valued diversity, e.g. mentioning culture days but with no explanation as to what would be included in a culture day and why this would actually help to demonstrate valuing diversity.

The extract below demonstrates a very good attempt at the question. It explains several different aspects of diversity and links these clearly with the school scenario and how it promotes and values diversity.

## Exemplar 1

One way Southcott could value diversity within their school is by celebrating <sup>and events</sup> festivals such as Ramadan and Chinese New Year. This would value <sup>children's</sup> ~~people's~~ diversities ~~and~~ differences, making everyone feel included, as well promote diversity.

Another way could be to create posters for around the school that reflect different cultures, faiths and beliefs. This would educate children and give them a better understanding of, for example, religion.

Lastly is to offer and serve food which are popular or originated in other countries. This will demonstrate diversity as everyone feels involved, as well as encourage equality ~~and inclusivity~~.

This exemplar demonstrates a Level 3 response. It provides a detailed explanation of more than two different ways that the school can value diversity and this meets the question requirements.

The response includes festivals such as Ramadan and Chinese New Year, faith/cultural posters, food from other countries. The responses presented are explicitly linked to the school scenario, with each way being clearly explained and linked to how it demonstrates valuing diversity.

## Question 1 (d)\*

**(d)\*** Evaluate how providing information about complaints procedures can promote equality, diversity and rights in Southcott School.

.....

.....

.....

.....

.....

..... [9]

Many candidates found this question challenging with only a few achieving Level 3. They were able to give some positives of the complaints policy but did not discuss at all or only in brief detail any negatives.

The most common negative was that they could not access the website or had English as a second language. No solutions or alternative ways were suggested.

Other responses wrote vague or repetitive statements. Some almost forgot what the question was and just filled the space with types of discrimination that could occur or how diversity could be valued.

The question required an evaluation, needing 'pros and cons' to achieve Level 3.



## Exemplar 2

promotes equality,  
It ~~does this as~~ diversity and rights as all individuals know how to complain and exactly who to complain to. ~~in this case~~ This means all individuals have equal opportunity to access the complaints procedure and are able to freely express their views, opinions and feeling making them feel valued. However some parents may not speak ~~to~~ English or understand how to do it so they may choose to not voice the complaint as some parents struggle with technology, this will make them feel not valued and excluded. It also promotes equality, diversity and rights as it allows the individual to feel safe and secure. They are made aware their is support available if they ever need it on the school website. During the information events they are consulted and informed of the options available which allows them to ~~be~~ play more of a part in their child's school life. However some parents may be working or unable to attend the information events, their absences will mean they don't have the same information and support as everyone else so they will feel less confident [9] raising any concerns they have.

Exemplar two here demonstrates a response that evaluates. It gives the pros of the ways described and cons of each method. It also provides information about how the methods promote equality, diversity, and rights.

## Question 2 (a)

- (a) Outline **one** reason why people with a learning disability may face barriers when applying for work.

.....

.....

.....

.....

..... [2]

Often only one mark was given, usually by just saying that the employer may think they are incapable of the job.

Additionally, they could have included details such as – employers can stereotype someone with learning difficulties, assume they will need too much extra support, may not be willing to make 'reasonable adjustments' and so on. Any of these would gain the extra mark.

### Assessment for learning



For short answer questions students should take note of the command word, marks available and keep their answer short, responding specifically to the question.

## Question 2 (b)

- (b) State **two** rights that people with a learning disability should expect to be provided by health services.

1 .....

2 .....

[2]

This question was well answered with the majority of candidates able to give two correct rights.

## Question 2 (c)

(c) People with learning disabilities can benefit from an advocacy service.

Outline **two** different ways that advocacy services can offer support.

- 1 .....
- .....
- 2 .....
- .....

[2]

Many candidates did know how an advocate can support individuals and the most popular responses were speak on behalf of, write a letter or attending a meeting with them.

Some candidates still refer, incorrectly, to the advocate making the decisions or giving advice.

## Question 2 (d)

(d) One way that organisations can help prevent discrimination is having a complaints policy.

State **three** other organisational policies which employers should provide to promote anti-discriminatory practice.

- 1 .....
- 2 .....
- 3 .....

[3]

This was very poorly done by many candidates.

Candidates did not understand the term organisational policies. Some gave Acts or Procedures and others just gave terms or knowledge learned. This included: CQC, NICE, SEAP and many others.

Where candidates did answer correctly the most common responses were Bullying, Equal Opportunities and Safeguarding policies.

A few irrelevant policies were given, for example health and safety.

## Question 2 (e)

(e) Four examples of discriminatory practice are described below.

Choose the example of **indirect** discrimination.

Tick (✓) **one** box.

Example of discriminatory practice	Tick (✓) <b>one</b> only
A job advert specifies that all candidates must only have UK qualifications.	
A pub owner asks a family with a child who has Down's syndrome to use the beer garden not the family room.	
A woman is not offered a promotion because she is planning to have a family.	
Providing a job reference which includes negative comments about an individual's mental health.	

[1]

Most responses were correct. Answers 3 and 4 were the main incorrect responses given.

## Question 3 (a)

3

(a) Name the regulatory body responsible for enforcing the Equality Act 2010.

..... [1]

Many candidates gave the correct answer - EHRC.

The most common incorrect responses were the Government, the CQC and the police.

### Question 3 (b)

**(b)** Identify **four** ways which will ensure that interviews comply with the Equality Act.

Tick (✓) **four** boxes.

Way to ensure interviews comply with the Equality Act	Tick (✓) <b>four</b> only
Always ask the candidate 'do you have any questions?'	
Ask candidates if they have a criminal record.	
Candidates should be selected on merit only.	
Ease the candidates into the interview before challenging them with difficult questions.	
Ensure each candidate is given exactly the same amount of time.	
Questions should be non-discriminatory.	
The main questions asked should be the same for all candidates.	
The people on the interviewing panel should be a representative mix (e.g. age, race, gender, disabilities).	

**[4]**

A wide range of responses were given for this question. Many candidates gave the incorrect responses 'do you have any questions?' and 'exactly the same amount of time'.

The correct answer most commonly missed by candidates was 'selected on merit'.

### Question 3 (c)\*

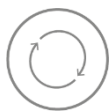
(c)\* Justify your answers to 3(b).

[6]

Many candidates waste time and space by completely writing out the exact wording of the ways chosen from the question paper – instead they should focus on responding to the question.

Many candidates seem to find justifying their choice of responses difficult. What is required for 'justify' is to say why they chose each of the ways; give a reason.

#### Assessment for learning



##### 'Justifying'

Build student confidence when practicing exam questions by discouraging the writing out of sections of text from the question – explain to students that it will not gain any marks.

For example for 3c above choose the four options from 3b and then write about why they chose each of them.

### Question 3 (d)

(d) Newly recruited care assistants are expected to complete the Care Certificate.

State **four** different ways that the Care Certificate can improve quality of practice.

- 1 .....
- 2 .....
- 3 .....
- 4 .....

[4]

Some candidates were able to provide good responses for this question, referring to a care assistant having clear guidelines to follow, a good understanding of safeguarding, rights, diversity and equality, etc and how this provides knowledge and develops skills for providing quality care.

Other candidates seemed unaware of much detail about the Care Certificate.

## Question 4 (a)

- 4** Read the information about Eve and Layla and then answer questions **4(a)**, **4(b)**, **4(c)** and **4(d)**.

Eve is 86 years old and has Alzheimer's. Layla, her daughter, wanted her mother to move to a care home but Eve wanted to stay in her own home. Layla used a local home care service to provide daily care for Eve. This worked well as the carer made Eve's meals, did her shopping and cleaned her house. The carer established a strong relationship with Eve, but then started to steal from her on a regular basis. She took £250 out of Eve's account each day for a couple of months before the abuse was discovered.

- (a)** Identify the type of abuse that Eve has experienced.

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

This was generally well done with most candidates gaining the mark.

## Question 4 (b)\*

(b)\* Analyse the possible impacts of the abuse on both Eve and Layla.

[8]

Most candidates were able to give impacts and expand on some of these linking them to the scenario.

The most common responses were lack of trust, disempowerment, and guilt. Some stronger candidates linked this to Eve's Alzheimer's.

Marks were lost when candidates wrote at length and this led to repetition of responses. Candidates would focus on loss of money and its impact, potential suing of the thief, time taken to deal with police, etc and move away from talking about the impacts on Eve and Layla so much of their writing was not relevant.

Some candidates did not consider the scenario and talked about how Eve would self-harm and have deep depression.

Some candidates were confused; they were talking as if Layla was the carer who stole the money, rather than her being Eve's daughter.

Other candidates responded as if Eve was already in a care home – mistaking this from home care service.

This question often had extra pages, with candidates writing at unnecessary length.

### Assessment for learning



Candidates should be advised not to rush; they should read the scenario and question very carefully – read it twice.

This way they will have a better chance of producing a more accurate and appropriate response that will gain more marks.



### Question 4 (c)

(c) Explain **two** ways the Mental Capacity Act can support the rights of individuals like Eve.

- 1 .....
- .....
- .....
- 2 .....
- .....
- .....

[4]

There were some good responses linked to lack of capacity, assumption of capacity and in best interests.

However, there was evidence that the Mental Capacity Act was not generally well known for some candidates.

### Question 4 (d)

(d) Identify a piece of legislation, other than the Mental Capacity Act, which can support individuals like Eve and give **one** example of how it could support Eve's rights.

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

Many candidates gained a mark here, but often could not give anything to gain the second mark.

A frequent correct response was the Health and Social Care Act linked with 'no decision about me without me' or the Equality Act linked to age being a protected characteristic.

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