

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

HEALTH AND SOCIAL CARE

05830–05833, 05871

Unit 3 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.

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Unit 3 series overview

Most candidates were able to show their knowledge on the specification through their responses to this paper using subject-specific terminology and responses that related to different Health and Social Care settings. Some candidates used extra pages although not all candidates linked the response to the correct question number. Very few candidates did not respond to questions even if they were unsure of the answer.

Level of Response questions occasionally had plans written and these generally achieved the best marks as thoughts were logical and sequenced in answering the question. Relevant examples were also used to reinforce the response.

Shorter responses were answered well, although it should be noted that marking protocol means the first response is the one marked and not subsequent other responses, so some candidates lost marks by providing more than one answer to the question.

It was obvious that many students had subject-specific knowledge and terminology and the ability to apply it to a variety of settings.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • used the command verbs to decide on the depth of response required, particularly in the difference required for describe and explain • provided specific examples linked to different Health and Social Care settings where appropriate • wrote a short plan for their response • understood how and why health professionals moved from the medical model of care to the social model of care • understood the role of governors in a school is to oversee and provide direction • wrote with clarity and had good subject-specific vocabulary. 	<ul style="list-style-type: none"> • did not write at the required depth to meet the command verb • used examples that were general and not specific or, on occasion, not relevant for Health and Social Care • digressed from the focus of the question • were repetitive • chose examples not linked to health and social care settings • did not provide structure or logic in the sequence of their responses.

Question 1 (a)

- 1 Darcie works in the kitchen at a busy lunch club. She helps to provide meals for adults with learning disabilities.

Darcie's job sometimes involves receiving deliveries of food which she helps store in cupboards, on shelves and in fridges and freezers. She also updates computer records of the deliveries received.

- (a) State **two** examples of a **musculoskeletal** hazard that Darcie may face.

Identify the potential **impact** that the hazard may have on Darcie.

Hazard 1

.....

Impact

.....

Hazard 2

.....

Impact

.....

[4]

This question was generally answered well by candidates with most responses focused on lifting. However, some wrote about muddled or vague hazards such as things on the floor or chose impacts that were not musculoskeletal such as headaches and concussion. Others wrote of the dangers of falling objects from shelves resulting in headaches, or tripping over objects, neither of which are musculoskeletal hazards.

Question 1 (b)

- (b) List **two** different actions that Darcie and the staff at the lunch club must take to comply with the Food Safety (General Food Hygiene) Regulations (1995).

1

2

[2]

This question enabled candidates to answer with a wide range of actions, mainly about using coloured chopping boards and the correct storage of food. Less successful responses were vague, such as 'good hygiene' or prepare food 'properly' which were not credited. The most common error was to repeat different types of PPE or personal hygiene methods.

Question 1 (c)

(c)* An intruder walks into the lunch club.

The person is very aggressive, shouting, swearing and demanding a meal.

Explain how Darcie should respond to this situation.

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.....

..... **[8]**

Most candidates were able to write a detailed response to this, including actions that Darcie should take such as calling for help, moving the residents and being calm. A few candidates were able to identify that the intruder may have been under the influence of alcohol or drugs, have mental health issues or was a dissatisfied service user. Most candidates lost marks because they did not explain how Darcie should respond to the situation but wrote a description. A common response was to give the intruder what he wanted – lunch. Few candidates could explain the use of a lockdown procedure and why that is important. Other candidates wrote about reporting which was credited if it was after the incident, but the checking of security systems for the setting was inappropriate for Darcie whose role is providing meals in the kitchen.

Exemplar 1

Darcie whilst dealing with this challenging behaviour should try and remain calm so as not to further upset this person and keep the situation under control. Darcie should speak to this individual in a firm and clear voice to allow the person to know she is in charge of this situation, not to antagonise them further and to ensure what she is saying is heard. Additionally, Darcie should signal to other employees to leave the room and to take the other ^{individuals} ~~employees~~ out of the room in order to de-escalate the situation, keep them safe and allow them to feel protected from potential risk of harm. If the individual keeps persisting and fails to calm down then Darcie should phone the police in order to get them to leave and allow everyone to feel safe and secure. Additionally, Darcie should keep herself safe by not antagonising the intruder, not shouting, screaming or attacking them in order to keep the situation under control and for the best and safest outcome. [8]

- calm
- firm, clear
- remove others
- call police
- keep safe

This response demonstrates Level 3 because a number of valid points are written about Darcie handling the intruder. Points are then explained. For example, 'remain calm so as not to further upset the person' or 'speaking in a clear firm voice so the intruder knows she is in charge' or 'taking others out of the room to keep them safe'. Each point has an explanation of why it is happening to meet the command verb explain.

Exemplar 2

The first action Darcie should take is alert all staff of the intruder, she should then instruct them to remove all service users from the whereabouts of the intruder. After this Darcie should try to speak with the intruder, she should use a calm voice, use eye contact and ask them to leave. During this Darcie should be working to keep herself safe through keeping a distance and staying calm. If the intruder is persistent and refuses to leave as well as showing aggressive behaviour Darcie should then resort to calling 911. Once the intruder has left the premises Darcie should write up a report and give it to her manager.

This demonstrates a Level 2 response because it is a list of actions Darcie should take when the intruder enters the room. There is no explanation – it is a description.

Question 1 (d)

(d) Here are some statements about risk assessments:

A	Carry out a review of the risk assessment regularly.
B	Consider the level of risk – decide on precautions needed.
C	Eliminate all risks.
D	Identify who might be harmed and why.
E	It is a legal requirement to carry out risk assessments.
F	Keep a written record of the findings.
G	Look for hazards associated with the activity.
H	Trained in how to carry out a risk assessment.

Identify the **five** steps for carrying out a risk assessment in the correct order.

Place **one** letter next to each step.

Step 1

Step 2

Step 3

Step 4

Step 5

[5]

Most candidates could put these statements in the correct order, although some still thought that the purpose of a risk assessment is to eliminate all risks rather than minimise or control.

Assessment for learning



Create some short answer sequences about risk assessment or manual handling and ask candidates to put them in the right order.

Question 2 (a)*

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(a)* Describe the roles and responsibilities of a Board of Governors, for health and safety at a primary school.

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..... [10]

Very few candidates could identify the role of a board of governors. Most responses outlined day to day tasks in the running of a school. Best responses included words such as 'oversight', 'responsibility to check', 'ensure that'. High scoring responses would include having a vision, ethos and direction for the school, holding the headteacher to account for health and safety, ensuring budgets for health and safety are wisely spent, providing oversight on the senior management team and staff, and being accountable to the school and wider community. The command verb was described so explanations of why are not required.

Governors are not involved in the day to day running of the school but they may have a health and safety governor who does do health and safety walks around the school with the headteacher or designated officer. Many students wrote about DBS checking which was acceptable but then digressed into safeguarding, school meals and supervising the curriculum which was not relevant.

Question 2 (b)

- (b) One of the consequences of a care professional, such as a teacher or a nurse, not meeting their responsibilities is being removed from professional registers.

Explain the meaning of 'being removed from professional registers'.

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..... [3]

Very few candidates were able to score any marks on this question. Most were aware of professional registers but could not say what removal meant; others said that you couldn't return to work in that setting rather than in that exact role, and others thought once removed you could not return. Very few candidates could give a valid reason why someone may lose their professional status – those who did respond gave examples such as not met their responsibilities.

Question 2 (c)

- (c) Give **three** examples of electrical safety checks that would be carried out in a care setting.

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2

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3

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[3]

Responses to this question were generally unsuccessful. Better responses were checking for extension leads and plug overloads. Most candidates could give PAT testing and then responses became vague, for example test the lights, or responses that were not relevant such as use a qualified electrician.

Question 3 (a)*

- 3
(a)* Discuss how the Manual Handling Operations Regulations 1992 promote health and safety in care settings.

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..... [6]

Many candidates scored low marks on this question. Some candidates named specific health and social equipment, e.g. sliding sheets and hoists, which showed their knowledge and application. The key issues to discuss were avoid manual handling unless absolutely necessary and if so, train staff; do not allow untrained staff to manual handle and inspect equipment regularly; risk assess every manual handling operation and reduce the risks wherever possible, for example having more than one person doing the manual handling task.

Question 3 (b)

- (b) State **three** different potential consequences for a care home manager if the Manual Handling Operations Regulations 1992 are not being followed.

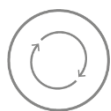
1

2

3 [3]

Most candidates could answer this correctly with three relevant consequences although some responses were three elements of the disciplinary process, for example, a warning, a second warning and dismissal, rather than choosing three different consequences or give consequences related to staff or the home itself.

Assessment for learning



Practice giving three different responses for any short response questions.

Question 3 (c)

- (c) Identify, with a tick (✓) the **three** statements that show a workplace is complying with the Health and Safety at Work Act.

Statement	Tick (✓) three only
A written Health and Safety policy is provided to all staff.	
Lifting and handling equipment is checked to ensure it is in good working order.	
Optional health and safety training is provided for staff.	
Staff are told they are only responsible for their own safety.	
Staff must pay for their own PPE.	
The Health and Safety Law poster is displayed.	

[3]

Almost all candidates answered all these correctly. A few answered that health and safety training is optional.

Question 4 (a)*

- 4
(a)* Explain how care workers providing a poor standard of care can result in unintentional abuse.

Your answer should include:

- reasons for poor standards of care
- the impacts on the individuals being cared for.

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..... [7]

This question asked for two points to be included in the response. Most candidates could give reasons for poor standards of care; tiredness and lack of time being the most common ones. Impacts tended to be repetitive using bruises and injury. Some candidates took injury to an extreme and mentioned death immediately. The question command verb was explained, and so more information was needed than just the impact; for example, forgetting to give fluids may result in thirst, leading to dehydration and confusion for the resident as they develop a UTI. This will make individuals feel neglected and not respected.

Candidates were able to give at least two examples in separate paragraphs which helped clarify their response. In order to progress above Level 2 responses needed to be balanced with reasons for poor care and impacts treated equally.

Question 4 (b)*

(b)* Analyse how a storage and dispensing of medicines policy helps to reduce risks to residents in a residential care home.

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..... [6]

This question uses the command verb 'analyse' and so responses should have positives, negatives and or reasoned comment to meet the verb. Many candidates found this part difficult and offered descriptions of how to store medicines rather than how they are stored and why it is that way. Some candidates again confused the word dispense with dispose and so wrote about disposal policies and the type of bins medicines are thrown away in. Disposal was only credited if the candidate wrote about finding out of date medicine while dispensing. Storage of medicines was the strongest part of this question with examples of storing in locked cupboards and safety of keys. Responses to dispensing were less successful – better responses cited nurses who have dispensing tabards and the safety of the drugs' trolley on its round.

Reasoned comments included:

- unintentional abuse in giving an incorrect dose – this could be due to staff shortages and having to work in a pressurised environment
- side effects of having too high a dose of a prescribed medication
- unscrupulous staff or confused residents who are stealing medication for their own use
- too low a dose could result in increased and sustained pain or too much an overdose
- stock checking and re-ordering of drugs/checking expiry dates.

Assessment for learning



It may help candidates to role play this to gain a greater depth of understanding of the storage and dispensing of medicine.

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