OCR
Oxford Cambridge and RSA

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

HEALTH AND SOCIAL CARE

05830−05833, 05871

Unit 7 January 2025 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 Teach Cambridge.

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Unit 7 series overview

Candidates performed well on this paper showing a good understanding of safeguarding across a range of setting and when applied to vulnerable groups with most of them attempting all questions. Candidates who did less well tended to respond with pre learned answers to aspects of the syllabus that did not always apply to scenarios given (e.g. in Questions 1 (b) and 1 (c)). Many candidates gave well thought out and developed answers for Question 4. There was no evidence to suggest that candidates ran out of time as all questions were attempted by many candidates, and only a few used the additional pages. Based on the answers given candidates appeared particularly well prepared for questions relating to Learning Outcomes 11, 1.2 and 5.2. The trend for improvement in knowledge of legislation, shown in the last few years continued in this paper.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
- could identify key aspects of legislation and policies - knew the different types of abuse and signs of abuse - could explain how professional should deal with disclosures of abuse - gave detailed answers when examining environmental factors that may make abuse more likely (Question 4).	- misunderstood independent living facilities and/or appeared to not how that setting is different from other health/social care settings - did not provide responses applied to specific factors (Learning Outcome 2.1) instead adding other risk factors that were not relevant to the question - did not understand the role of the CQC (Question 3 (b)).

Question 1 (a) (i)

1 Dev is a 24-year-old man with learning disabilities and hearing impairment. He lives in an independent living facility. His social worker, Rosa, is concerned that he might be being abused. In a conversation, Dev discussed his new friends leaving packages in his flat for him to look after.

During a visit, Rosa noticed that Dev no longer has a TV. She asked him about this, and he said that he lent it to one of his friends a month ago. Finally, Dev had some small round burn marks on his arm. When she asked how he got them, he explained that it was from a game he plays with his friends.

(a)

(i) The table states three types of abuse Dev is experiencing.

Complete the table using the information given in the scenario above, to identify **one** sign for each type of abuse.

You must use **three** different signs in your answer.

Type of abuse	Sign
Physical	
Exploitation	
Financial	

[3]

Most candidates gained full marks for this question. Where candidates were less successful was when they gave signs of abuse that Dev was not experiencing, instead provided other signs that were not in the scenario.

Question 1 (a) (ii)

(ii) Identify **four other** types of abuse people with learning disabilities might experience.

1 ....

2 ....

3 ....

4 ....

[4]

Candidates often gained full marks for this question, a few repeated the same types of abuse listed in the previous question, e.g. financial, so did not gain full marks.

Question 1 (b)*

(b)* Analyse why living in an independent living facility might make Dev more vulnerable to abuse.

....

....

....

....

....

.... **[8]**

Overall, a less well answered question, with many candidate responses being in the Level 1 mark band. Candidates who did well on this paper clearly understood independent living facilities and focused on that in their response. Candidates who performed less well brought in other risk factors, e.g. lack of mental capacity mobility issues. A common misconception was that Dev, would not have access to any care at all or that he would be living where no one would ever see him.

Misconception

? A common misconception was that people in independent living facilities had no care or support at all.

Question 1 (c)*

(c)* Dev is sensory impaired.

Explain how hearing impairment might lead to abusive situations.

....

....

....

....

....

.... **[7]**


There were pleasing responses with many candidates being given the Level 3 mark band. High performing candidates clearly explained how a hearing impairment might lead to abusive situations for example specifying what abuse he may not hear and therefore may not report it. Communication barriers were sometimes often made relevant by well performing candidates. Less successful candidates suggested people with hearing impairments would also lack mental capacity and/or always have other physical disabilities.

Assessment for learning
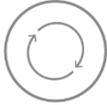
When teachers are delivering the context and assessing students for Learning Outcome 2.1, activities could involve candidates explaining how risk factors can be unique and examine each individual factor separately.

Exemplar 1

Dev may get taken advantage of making him more vulnerable to abusive situations. Individuals may make fun of Dev, bullying him, which may get progressively worse and lead to Dev being hit or have objects thrown at him. Individuals may also laugh at him or make a joke out of him. This may lead Dev to be exploited by friends' (mate crime) for their own benefit.

This exemplar demonstrates a Level 1 response where the candidate has not explained the link between the 'bullying' and 'mate crime' and Dev's hearing impairment. Both factors could be relevant, but the points are too generic.

Question 1 (d)

(d) Dev's social worker, Rosa, must deal with this suspected abuse correctly.

Describe how Rosa should respond to this situation in the following ways: support and comfort, do not judge and protect self.

Support and comfort ....

....

....

....

Do not judge ....

....

....

....

Protect self ....

....

....

....

[9]

Overall a common error was candidates explaining why each way would be used rather than how each could be used. 'Don't judge' appeared to be the most challenging element for candidates, with vague responses such as 'don't look judgemental'. The most well answered way was 'protect self' with many candidates correctly describing not confronting the abuser.

Assessment for learning

Candidates should be advised to read the questions carefully.

This way they will have a better chance of producing an accurate response and not miss what the question is asking them to do.

Exemplar 2

Support and comfort Rosa will make Dev feel comfortable and trustful that action will take place to stop the abuse. It will also help calm him down if he is upset and overwhelmed; allowing him to understand that it is okay to disclose and means he is more likely to open up / disclose information.

> This response demonstrates the common error of stating why Rosa should support and comfort Dev not how.

Question 2 (a)

2   Social service departments safeguard children from abuse. They should have several policies in place including a safer recruitment policy and a confidentiality policy.

(a)   The table below includes statements about safer recruitment and confidentiality.

Complete the table indicating whether the statements are True (T) or False (F).

Statement	True (T) or False (F)
When advertising vacancies, a job specification is an important aspect of safer recruitment.	
If new employees pass DBS checks, checking references is not required.	
New employees should have a probationary period.	
Only a child protection officer should have access to confidential information.	
Password protected computers is one method for promoting confidentiality.	
Maintaining confidentiality means you must not tell anyone.	

[6]

> Most candidates achieved at least 5 marks for this question. A common incorrect response was stating true for 'only a child protection officer should have access to confidential information'.

Question 2 (b)

(b) Describe how having a safeguarding policy helps to minimise the risk of abuse.

....

....

....

....

.... **[2]**

This question was answered very well, most candidates were given 2 marks.

Question 3 (a)

3

(a) State the act which established the Care Quality Commission.

.... **[1]**

Many candidates identified the correct legislation; a common incorrect response was The Equality Act.

Question 3 (b)*

(b)* Discuss how the Care Quality Commission helps protect and safeguard individuals who are receiving support from social services.

....

....

....

....

.... **[6]**

Candidates' responses varied on this question with a sizeable number appearing to not know the CQC at all. Other candidates did successfully use key terms (e.g. inspections) to help them discuss the role the CQC has in protecting individuals receiving support from social services.

Question 4*

4*   Homelessness is an environmental factor that may make abuse towards an individual more likely.

Examine why homelessness may make abuse more likely.

....

....

....

....

....

.... **[8]**

Many high level responses were given for this question. These responses included a range of factors which linked clearly to abuse. Less successful candidates tended to be more descriptive about what homelessness is with no link to abuse.

Exemplar 3

One reason why homelessness makes abuse more likely is due to social isolation from family / friends. Homeless individuals are often lonely, lacking bonds with family or friends meaning they have no support or anyone trusting to tell about abuse and they also don't have someone they see regularly to spot any signs or pattern of abuse. Furthermore, homeless people are on the streets where they aren't protected, anyone can get to them as they don't have a safe place to go to and not having a fixed address also makes it harder to get support from local authorities. Additionally, ~~the~~ some members of the public may have negative opinions on homeless people, believing they are drug users or that it's their fault, etc. This negative perspective from people who can [8]

4 simply walk past them at any time makes them vulnerable to being victims of of abuse as some people may shout things, name-call, etc., which are forms of psychological abuse, and some may even go as far as to physically abuse, hitting, kicking, etc, all due to their personal opinion on homeless people. In general, the lack of protection, and social isolation makes homelessness ~~and~~ an environmental factor that is a risk of abuse.

This response received full marks. Each point made is clearly discussed in relation to abuse.

Question 5

5 Complete the sentences about how workers within health, social care and childcare environments can minimise the risks of abuse.

Use words from the list.

You can use each word once, more than once, or not at all.

communication	**follow**	**monitoring**	**planning**
produce	**professional**	**record**	**risk**
safeguarding	**supportive**	**training**	**trusting**

Person-centred .... is a vital method in minimising the risk

of abuse.

Organisations ensure there is effective .... keeping and

effective .... channels. Professionals must

.... policies and procedures. Furthermore, they must build

.... professional relationships and engage with continuing

.... development.

[6]

Generally, this was a well answered question with many gaining at least 5 marks. A common mistake was using safeguarding or planning for the last gap instead of professional

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

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- the best practices for collecting, storing and submitting evidence

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- the assessment objectives and marking criteria for the NEA units

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