

Examiners' report

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

HEALTH AND SOCIAL CARE

**OCR Level 3 Cambridge Technical
in Health and Social Care**

Certificate: 05830

Extended Certificate: 05831

Foundation Diploma: 05832

Diploma: 05833

Extended Diploma: 05871

Unit 2 Summer 2025 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 question paper and the mark scheme can be downloaded from [Teach Cambridge](#).

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Unit 2 series overview

Candidates performed well on both the shorter and longer questions on the paper. They were all able to attempt all the questions in the time available, and most candidates demonstrated a clear focus on rights, diversity and equality in care settings. There were very few 'no responses' to questions by candidates.

A large number of candidates used the continuation pages for their longer answers, although many did not necessarily gain any additional marks. Candidates should be made aware that 'quantity' of writing will not gain extra marks, it is the quality of the response that is important, especially with the level of response questions.

Scripts where extra pages have been used should have each additional question and part question clearly and accurately numbered.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• knew what the command verb of the question meant and so they were able to give clear and relevant answers, for example justify, explain, identify, outline, state, etc. • read the question through before attempting it • presented their answer content in paragraphs; this gave structure and organisation to the content • applied appropriate knowledge and understanding to questions set in an early years, health or social care context as seen in Questions 1, 2, 3 and 4 • demonstrated sound knowledge and understanding of the role of an advocate.	• did not read the question carefully enough • did not focus on the command verb for their answers to the longer questions • seemed to be unfamiliar with the work of Ofsted in Question 2 (c) • were unaware of appropriate ways of maintaining confidentiality in a care setting – see Question 4 (a) • seemed to forget that Question 3 (b) was being answered when moving on to use extra pages • repeated content when using the extra pages for Question 3 (a) and Question 4 (b) for example.

Question 1 (a)

1 Read the case study below.

Jamal is 14 years old and has mild learning difficulties. Once a week he enjoys going with his learning support teacher to a sports club to play football.

Recently a boy named Jack has joined the club. Jack makes fun of Jamal when the learning support teacher is not looking. Jamal is now becoming very withdrawn and has said he does not want to go to the football club anymore.

One of Jamal's friends tells the learning support teacher what is happening.

(a) How should the learning support teacher respond to this situation?

Identify the **three** most appropriate actions from the list.

Tick (✓) **three** boxes only.

Actions		Tick (✓) 3 only
A	Consult with a senior member of staff to understand how to deal with the situation.	
B	Explain to Jamal that he needs to be more outgoing and play with the other children.	
C	Have an informal chat with Jamal to find out if there is anything worrying him.	
D	Phone Jamal's parents to discuss the situation.	
E	Wait to see if he gets more confident – he is probably just going through a 'quiet phase'.	
F	Write up the incidents in a private diary to monitor the situation.	

[3]

Most candidates answered all 3 correctly, A, C, and D, so gained full marks. A small number of candidates incorrectly gave F as their third answer.

Question 1 (b)*

(b)* Justify your choice of answers for **1(a)**.

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..... [8]

Many candidates used wording from the question to provide support for their answer. It is important that candidates also use their own wording to meet the command word of justify demonstrating their understanding for higher marks.

Many candidates achieved a Level 2 at 4 marks and were able to give a brief justification on why they would do each of the actions. But greater elaboration is needed.

It is possible to gain marks in Level 3, even if only two correct actions are given, if there is a well-developed line of reasoning which is clear and logically structured.

Question 1 (c)

(c) Describe **two** impacts on Jamal's **mental health** of the discriminatory behaviour he is receiving.

Impact 1

.....

.....

.....

Impact 2

.....

.....

.....

[4]

While well answered, some candidates did not gain the second mark due to lack of description of the impact.

Less successful responses saw candidates make common errors, such as:

- Candidates used depression and anxiety together as though they were the same condition.
- They just focused on social and physical impacts when the question requires mental health impacts.
- Repetition in answers.

Exemplar 1

Impact 1 One impact on his mental health is depression,
 ... due to Jack making fun of him he may become
 ... extremely sad and further distance himself:

Impact 2 He may self harm himself
 ... Because Jack is making fun of him, he may feel
 ... worthless and therefore start injuring himself

Exemplar 1 gained full marks. The answer involves no repetition, and it identifies two well described and appropriate impacts.

The answers describe:

Impact 1 – Depression and sadness

Impact 2 – Self-harm and feeling worthless

Question 2 (a)

2

(a) The Equality Act 2010 is a piece of legislation that identifies protected characteristics.

Identify the **four** protected characteristics in the table below.

Tick (✓) **four** only.

Protected characteristics	Tick (✓) 4 only
Disability	
Equal and fair treatment	
Gender	
Language	
Marriage and civil partnership	
Religion or belief	

[4]

There was an error in this question and only three protected characteristics were included in the table. 'Gender reassignment' was the fourth intended correct answer but was not an available option. The question was marked with a maximum of 3 marks available (for disability, marriage and civil partnership, and religion or belief), and the majority of candidates gained full marks.

Question 2 (b)

(b) The Equality Act 2010 requires services to be accessible for everyone.

State **two** different examples of how a GP surgery could make sure its services are accessible.

Example 1

.....

.....

Example 2

.....

.....

[4]

This was well answered with 2 to 4 marks achieved with answers referring to lifts, ramps, wheelchairs, etc.

However, some candidates did not read the question carefully enough. The most common misunderstanding was suggesting a prayer room, which showed a lack of engagement with the stem of the question, mixing up accessibility with inclusivity.

Question 2 (c)

(c) Describe **two** different ways Ofsted inspections can help child care settings to achieve high standards.

Way 1

.....
.....

Way 2

.....
.....

[4]

Candidates found this question challenging with only a few gaining 4 marks. Candidates were unsure how Ofsted improved settings and there was some confusion with schools and special measures. The ways the setting could achieve high standards were often not referred to at all, suggesting a lack of knowledge. Some candidates wrote about facts to do with Ofsted but did not then explain how this might help settings to achieve high standards and improvements.

Some candidates confused Ofsted with the local authority/Care Quality Commission (CQC), referring to closing down settings. Several candidates incorrectly suggested Ofsted fined schools, provided training and equipment.

Assessment for learning



Candidates should be aware of the role of all Quality Assurance organisations found in section 3.2 of the specification.

Question 2 (c) requires straightforward information and candidates who had knowledge of the role of Ofsted were able to achieve higher marks.

Question 2 (d)*

(d)* Outline how the following **three** ways could be used to challenge discriminatory behaviours:

- Challenge at the time
- Challenge afterwards through procedures
- Challenge through long-term campaigning.

.....

.....

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..... [6]

There were many good attempts here, helped by the three bullet points which some candidates used to provide structure. Bullet points 1 and 2 were generally well answered, with candidates able to identify that the individual could reflect on their actions and apologise. However, bullet point 3 was less well answered with vague suggestions of national campaigns.

Question 3 (a)*

3 Read the case study below.

Little Stars Nursery School has been praised for its hygiene, safety, and nutritious meals in its latest Ofsted inspection report.

The inspector said that 'promoting gender equality' is a weakness and needs improvement.

The nursery owner wants to improve their grade next time they are inspected. She starts by having a staff meeting to discuss gender equality and how it can be promoted in the nursery.

(a)* Explain how the nursery owner can make sure that Little Stars Nursery School's resources (e.g. staff, books, toys) **and** environment (e.g. displays/posters, staff roles) promote gender equality.

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..... [8]

Many candidates had examples of practice and could suggest how they promoted equality. Those candidates who were confident gave excellent answers with clear examples of practice.

Other candidates found the question challenging. Some answers supported the stereotypes but did not develop a clear answer on how gender equality could be promoted.

More successful responses gave some good answers around job roles and specific toys which would be gender neutral.

There were responses across the range of marks, but most candidates generally gained Level 2.

Question 3 (b)

(b) The early years values of care are applied in early years care settings.

For each value listed, state **one** example **and** describe how it would be applied in an early years care setting.

Keeping children safe and maintaining a healthy environment

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.....

Working in partnership with parents

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.....

Making the welfare of the child paramount

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.....

.....

[6]

A wide range of responses were seen to keeping children safe, often 1 to 2 marks were awarded.

Working in partnership was generally done well with many candidates gaining 2 marks. Where a mark was not gained it was usually for not giving a specific way.

At times there was no response to the making the welfare of the child paramount and many candidates who responded with put the child first/at the centre of everything, meaning using a child centred approach.

Question 4 (a)

4

(a) State **three** different methods that could be used to maintain patient confidentiality in a residential care home.

1

2

3

[3]

This was well done and many candidates scored full marks. There were also vague responses like locked away, don't take out of EU and don't leave lying around.

Occasionally candidates did not read the question, with responses that did not link to confidentiality, e.g. referring to privacy.

Question 4 (b)

(b) Describe **two** different examples of how a member of staff can maintain the right of choice for a care home resident.

1

.....

2

.....

[4]

Many candidates gained 2 marks as further detail was often missing, e.g. Give a choice of food with no description.

Most popular responses were choice of food, clothing to wear or activities.

Question 4 (c)*

(c)* Describe the role of an advocate.

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..... [6]

Responses to this question covered the full range of marks. Where known, this was very well done with a clear understanding of the role of an advocate.

Speak on behalf of or attend meetings were popular, together with express views and wishes, cannot allow own view to influence and best practice all being seen.

Those that did less well often gave information linked to carers. A number gave examples of organisations that provide advocacy services.

Some candidates did not know what an advocate was and gave vague responses such as 'speak for' or do their shopping, cooking and cleaning.

Exemplar 2

The role of an advocate is to speak on behalf of an individual, this means speaking based on ^{the individual's} ~~their~~ wishes, opinions and needs of the individual. They (advocate) ensure that the individual's best interests are supported and presented.

As an advocate you should avoid judgement, this enables the individual to feel comfortable and supported while they share their values.

An advocate ensures that an individual is heard by voicing what the individual has asked for.

As an advocate, you may request a female nurse for an individual's appointment due to their religious belief that they've expressed.

As an advocate you may be required to attend meetings on behalf of an individual. [6]

Exemplar 2 gained 5 marks. This is a well organised response that provides a detailed description of many aspects of an advocate's role.

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