

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 7 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 7 series overview

Candidates produced many successful responses for this question paper, notably on questions about staff recruitment and the DBS scheme. Many candidates showed knowledge of types and signs of abuse, although performance on questions about instructional abuse were generally less successful at gaining higher level mark bands. Candidates did show clear understanding of the care settings referred to in the scenarios alongside knowing how to response to disclosures of abuse. Only a few candidates used extra space and when doing so in this session it did often help improve the success of their response.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• used the scenario provided to help them in their response • applied knowledge of the DBS to how it can help avoid risks of abuse • avoided attempting to reword scenarios to use prepared responses, e.g. discussing sensory impairments when not relevant to the question being asked.	• did not know the differences in types of abuse • gave factors that would not lead to lack of mental capacity for Question 3 (c) • did not provide responses applied to the type of abuse asked about, e.g. Question 1 (d) (Learning Outcome 1.1) • did not understand any key features of the Data protection Act (Question 3 (a)).

Question 1 (a) (i)

- 1 Woodcock Manor is a residential care home for individuals with learning disabilities, including complex emotional and educational needs.

The Care Quality Commission inspected Woodcock Manor. In their report, they said that many residents were withdrawn or had unexplained bruising, and that some of the residents' personal possessions had gone missing. They concluded that there is **institutional abuse** at the care home.

(a)

- (i) State what is meant by institutional abuse.

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

Many candidates were less successful in demonstrating a clear understanding of institutional abuse. Instead of addressing the concept directly often candidates listed general types or signs of abuse. More successful candidates were given a mark linked to the idea that institutional abuse is widespread or considered normalised within a care setting or organisation.

Question 1 (a) (ii)

- (ii) Give **one** example of institutional abuse.

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

Less successful responses for this question gave types of abuse and not examples.

Question 1 (b)

- (b) The Care Quality Commission report also includes signs of financial, physical and emotional abuse at Woodcock Manor.

Use the information given in the scenario above to identify **one** sign of each type of abuse.

Write your answers in the table below. You must use three **different** signs in your answer.

Type of Abuse	Sign from scenario
Financial	
Physical	
Emotional	

[3]

Most candidates responded successfully to this question, the few that were not given 3 marks gave generic signs not in the scenario.

Question 1 (c)

- (c) State **three other** signs of abuse. Do **not** use the signs you have given in your answer to 1(b).

1

2

3

[3]

Less successful responses did not gain marks as the question was not read carefully and candidates gave examples of types of abuse, or factors that cause abuse.

Question 1 (d)*

(d)* The Care Quality Commission found that the care at Woodcock Manor included institutional practices.

Explain why institutional practices make residents more at risk of abuse.

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.....

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.....

.....

..... [8]

This question was less successfully responded to with many responses being in the Level 1 mark band. Candidates often gave generic responses, not linking clearly to institutional practice and often focusing on staffing issues generally.

Assessment for learning



Candidates should understand how institutional practice and the concept of institutional abuse across care settings and how the concept relates to not just one person abusing a service user on one occasion.

Question 2 (a)*

2
(a)* Explain why staffing issues increase the risk of abuse for individuals in an adult care setting.

.....

.....

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.....

..... [6]

This question was responded to successfully with correct explanation linking to problems of having a lack of staff or lack of training of staff. Some candidates were able to make clear links relating to poor supervision of staff and abuse therefore going un-noticed. A wide range of creditworthy responses were given, with very few candidates linking to early years settings rather than an adult care setting.

Exemplar 1

There are several reasons why staffing issues could increase the risk of abuse for adults in care settings. Firstly, staff absenteeism or a higher ratio of ~~adverts~~ service users to staff than what is appropriate could put unnecessary stress on staff and more pressure, resulting in a lower quality of care which could lead to abuse, both unintentionally and intentionally.

Secondly, untrained staff working in an adult care setting could also result in service users being abused. For example they might handle a patient incorrectly causing them pain and leaving them with bruising or other symptoms of physical abuse.

Finally, another staffing issue would be if the wrong staff were employed because they slipped through the net of a correct recruiting process. [6]

This response gained a Level 3 mark. It clearly and concisely links explains several points linked to risks of abuse. The response could be improved by explaining what is meant by 'wrong staff'.

Question 2 (b)

(b) Describe **two** ways the Disclosure and Barring Service reduces the risk of abuse of vulnerable groups.

- 1
-
-
- 2
-
-

[4]

Most candidates did know what DBS is and provided at least one way it can reduce the risk of abuse of vulnerable adults. There were some responses that suggested that any criminal conviction would make you unable to work with vulnerable people.

Misconception



Some candidates suggested any criminal conviction or 'bad behaviour' would ban people from ever working with vulnerable people.

Question 3 (a)

3
(a) Describe how the Data Protection Act helps to safeguard adults and/or children from abuse.

-
-
- **[2]**

This question was successfully responded to with most candidates gaining full marks.

Question 3 (b)

- (b) Complete the table below to show whether each statement is included in the Mental Capacity Act.

Statement	Included in the Mental Capacity Act? (Yes or No)
Individuals with learning disabilities are assumed not to have mental capacity.	
Being unconscious from an accident could cause lack of mental capacity.	
Any decisions made on a person's behalf must be made in their best interest.	
All decisions should be made on behalf of people who lack mental capacity.	

[4]

This question was successfully responded to with most candidates gaining full marks. Candidates showed good knowledge of the Mental Capacity Act.

Question 3 (c)*

- (c)* Learning disabilities and dementia are two factors that might result in a lack of mental capacity in adults.

Analyse how **two other** factors might result in a lack of mental capacity in adults and how they might make them more vulnerable to abuse.

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.....

.....

.....

.....

[8]

Many candidates responded less successfully to this question by suggesting that sensory impairments, or all physical disabilities caused a person to have a lack of mental capacity. Few were able to expand into sufficient detail for Level 3, with some defining a relevant factor with tenuous links to abuse. A few candidates did appear to miss the 'other factors' part of the question and focused on discussing dementia.

Exemplar 2

~~Another~~ Another factor leading to loss of mental capacity could be unconsciousness due to an accident. ~~This~~ This could make someone vulnerable to abuse as they may not have people who would put their best interests first, or the people who are making decisions on their behalf are unaware of their preferences due to it being unexpected. They have no way for abuse to be reported. People who have a mental illness could result in loss of mental capacity. They may be aware of the situation but unable to communicate or express their feelings. ~~The~~ The choices made on their behalf are not in their best interest. ~~If they regain mental capacity they may have to~~ They won't recognise abuse and are considered as an easy target. Could be completely unaware of abuse so never reported. ~~None~~ No one else aware of the abuse due to ~~being~~ them being isolated. [8]

This exemplar is a Level 2 response. It analyses two relevant factors and details how they could link to vulnerability to abuse. The use of terms such as 'easy target' are relevant and helps the candidate elaborate on the factors they identify.

Question 4 (a)

4 When a health and social care professional has a disclosure of abuse made to them, they should follow reporting procedures and not judge service users.

(a) Describe how following reporting procedures helps deal with a disclosure of abuse.

.....

.....

.....

.....

.....

..... [3]

This question was successfully responded to. Those who were less successful defined what reporting procedures were rather than how they helped with disclosures.

Question 4 (b)

(b) Describe how **not** judging service users helps deal with a disclosure of abuse.

.....

.....

.....

.....

.....

..... [3]

This question was responded to successfully by most candidates. Many linking to how feeling comfortable will help a person to disclose more information about the disclosure of abuse.

Question 4 (c)

(c) Identify **two other** actions a health and social care professional should take when dealing with a disclosure of abuse.

1

2

[2]

Many candidates were clearly familiar with the teaching content and the key actions giving two creditworthy factors.

Question 4 (d)*

(d)* Explain how staff recruitment procedures **and** staff training can protect children in care from abuse.

.....

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..... [6]

Many candidates successfully referenced DBS in relation to recruitment procedures. Candidates who were given the higher marks often also explained the value of references and checking qualifications. Candidates gave a range of aspects of training and did link these to protecting children from abuse.

Question 5 (a)

- 5** Workers in health and social care settings can help to minimise the risk of abuse by promoting active participation.

(a) Complete the sentence below about active participation.

Use words from the list.

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

Confidence

Dependence

Reliance

Resilience

Active participation is important in developing and
for individuals receiving care and support.

[2]

Most candidates successfully responded to this question. Those who were less successful put the word dependence as one of the options.

Question 5 (b)

- (b)** Identify **four other** ways that workers in health and social care settings can help to minimise the risk of abuse.

1

2

3

4

[4]

Most candidates were able to refer to suitable actions to minimise abuse, those who were less successful gave very brief words/terms/phrases, e.g. 'keep them safe'.

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