

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

HEALTH AND SOCIAL CARE



Unit 7 January 2019 series

Version 1

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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. 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 can be downloaded from OCR.

Unit 7 series overview

Candidates who did well on this paper:

- Used the scenarios in text boxes to help them apply their answer to the question.
- Used key terminology to show understanding of the role of workers and policies in avoiding abuse.
- Demonstrated use of the command words in their answer, e.g. in discussion based questions avoiding listing answers.

Candidates who did less well on this paper:

- Used generic pre-learnt answers that were not relevant to the question, e.g. in questions 5(a) and 5(b) where some candidates talked about general safeguarding issues.
- Were overly reliant on effects of abuse for questions such as 1(b) and 1(c).
- Appeared to reword the question e.g. adding disabilities/ risk factors to the scenario in order to provide their own learnt examples.

Question 1 (a)

1 Rob is 25 years old and has a learning disability. Rob has difficulties coping with personal care.

(a) State **three** reasons why having a learning disability may make Rob more likely to experience abuse.

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

[3]

This question required candidates to state three reasons why a person with a learning disability may be more likely to experience abuse, assessing LO2.1. This was well answered with a range of appropriate reasons given, with a minority of candidates losing marks by giving one word answers e.g. vulnerable or gave examples of abuse instead of reasons.

Question 1 (b)

(b)* Rob lives at an independent living facility and the care services have institutional practices.

Discuss how this may make Rob more likely to experience abuse.

[10]

This question focused on assessing LO2.2. Candidates that did well on this question showed a knowledge of what an independent living facility is and/or what is meant by institutional practices. Overall though many did not seem to understand these terms and instead focused on learning disabilities or added other problems that Rob may have to attempt an answer. Many candidates appeared to have little knowledge of institutional practices.



Misconception

Also there was a misconception of independent living facilities e.g. that Rob would have constant care or no care/support at all.

Question 1 (c)

(c)* Explain how staffing issues and invasion of privacy may make abuse more likely for a child with a sensory impairment.

[10]

Candidates performed reasonably well on this question, however not using a clear example of invasion of privacy or a sensory impairment meant many did not gain access to the top band. Staffing issues was done better than invasion of privacy. Many candidates mis-spelt 'Deaf' as 'Death'. With invasion of privacy, candidates often mistook needing personal care as invasion of privacy.



AfL

For LO2 candidates should be taught examples of sensory impairments as well as what counts as invasion of privacy.

Question 2 (b)

(b)* Outline the key points of the Rehabilitation of Offenders Act that protect and safeguard young people.

.....

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..... [6]

Compared to previous years many candidates did show a reasonable understanding of this piece of legislation, particularly in relation to how convictions would still prevent offenders from working with vulnerable groups. Common mistakes related to a fresh start with no explanation.



AfL

For legislation based questions (LO3) candidates do not need to know the full legislation but instead should focus on key features that help safeguard adults, young people and children.

Question 3 (a) (ii)

(ii) Define what is meant by the term 'mate crime'.

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..... [2]

This question assessed LO1 and most candidates gained at least one mark. Where a mark or marks were lost it was often because candidates gave examples rather than a definition.

Question 3 (b)

(b) Colin is 17 years old. At the start of term he was confident, had an excellent attendance record, had lots of friends and played rugby for his school. Recently, Colin's behaviour has changed. The school suspect he is being abused.

Identify **three** signs of abuse that the school may identify.

1.....
.....
2.....
.....
3.....
..... [3]

Well answered. Often candidates only lost marks because of repeating a sign of abuse or giving types of abuse instead. This question assessed LO1.

Question 4

- 4* Eric has serious health and mobility problems. He was admitted to hospital after injuring himself in a fall. He disclosed to a nurse that he was worried about going home. He explained, "I have a friend who visits with her boyfriend, they are always drinking and asking me for money".

Analyse how the nurse should deal with this disclosure.

.....

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.....

..... [7]

Generally a very well answered question (assessing LO4) with many candidates gaining top band marks. Common errors included not understanding what a nurse can do, e.g. expecting them to find Eric somewhere to stay, and investigating the situation.

Question 5 (a)

5 (a) Explain how each of the following could help safeguard vulnerable adults from abuse.

Designated protection officer

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

Risk assessments

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

Accessible complaints procedures

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

Answers often lacked technical application and link to abuse. The designated protection officer was often mistaken for a personal protection officer. Candidates were better at risk assessments and accessible complaints procedures. For LO5 candidates need to know the role of individuals and procedures/policies in protecting people from abuse.

Question 5 (b)

- (b) Explain how each of the following could help workers minimise the risk of abuse for people who use health care environments.

Person centred planning

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..... [2]

Duty of care

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..... [2]

Effective communication channels

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..... [2]

Duty of care was the most poorly answered aspect of this question (assessing LO5). Weaker candidates gave general explanations of the terms without linking to minimising the risk of abuse. Candidates were often awarded full marks for person centred planning.

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