

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

HEALTH AND SOCIAL CARE



05830–05833, 05871

Unit 2 Summer 2019 series

Version 1

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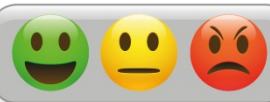


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Introduction

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.

Paper Unit 2 series overview

For the externally assessed Unit 2 a full range of marks were seen to be achieved this session. There were few 'no responses' and candidates seemed to have used their time effectively with reduced use of extra pages leading to more succinct and focused responses with less repetition.

Responses were generally well-structured and many candidates confidently used appropriate subject specific terminology in their responses which clearly related to the scenarios presented in the questions. Legislation continues to be an area of weakness. Many candidates seem to be unfamiliar with even the most basic facts about the legislation covered by this specification.

A number of scripts proved very challenging to mark due to poor handwriting. This can be very difficult for examiners to decipher and centres should encourage candidates to write as clearly as possible so that they can gain full credit for their responses. Typed scripts solved this issue for some candidates, however some used a very tiny font size and did not use double spacing. A font size of 11 or 12 with double spaced lines should be used to assist the examiners to annotate scripts more easily and clearly.

<i>Candidate performance overview</i>	
<i>Candidates who did well on this paper generally did the following:</i>	<i>Candidates who did less well on this paper generally did the following:</i>
<ul style="list-style-type: none"> • Demonstrated an understanding and familiarity with the different command verbs e.g. identify, describe, explain, analyse and assess, e.g. 1(c) assess 4(b) explain. • Produced clear and concise responses for Level of Response Questions: 1(c), 2(c), 4(d). • Applied knowledge and understanding appropriately to questions set in a health, social care or early year's context or scenario as seen in 1(c), 2(a) and 4(d). • Demonstrated accurate knowledge of the Children and Families Act for 3(a). 	<ul style="list-style-type: none"> • Lacked precision in their responses e.g. 1(a) where some candidates identified ways of valuing diversity but did not develop their responses by explaining how the way actually demonstrated valuing diversity. Also 3(a) giving vague and imprecise suggestions for key aspects of the Children and Families Act. • Found it difficult to apply what they had learnt to health, social care or early year's contexts, 4(b) confidentiality and 2(b) support groups for example. • Produced responses that lacked depth and were often rambling and peripheral to what had been asked, e.g. 1(c) assessing the use of regular staff meetings to apply best practice.

Question 1 (a)

1 The children at Tean Valley Primary School are culturally diverse. The staff apply the values of care. They also aim to ensure a happy and stimulating environment where all children can be helped to achieve their potential.

(a) Explain ways that the school staff could value the **diversity** of the children, using the aspects of diversity listed below.

Food

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

Music

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


Dress

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

Generally this question was well answered, with 'food' and 'dress' being the most successful answers for the majority of candidates.

A large number of candidates gave good responses, providing very clear explanations of a way for each aspect of diversity. Detailed explanations about providing a range of foods that meet specific religious or dietary needs, such as providing Halal meat or vegetarian meals, gained full marks. However, some candidates seem to think that diversity is about choices, rather than appreciating that everyone is different.

Many candidates suggested listening to 'different types of music' or 'provide a range of different types of food' without any further detail that relates this to the culturally diverse pupils and so did not gain the marks.

	<p>AfL</p>	<p>Some candidates did not gain full marks due to repetition or through giving rather vague and repetitive answers such as suggesting 'culturally diverse food' and 'culturally diverse music' and 'culturally diverse dress'. 'Culture' was only credited once. The question requires an explanation and so this type of response does not provide enough detail to gain higher marks.</p>
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Question 1 (b)

- (b) State **one** way that staff at Tean Valley could apply the early years value of care statement, '**making the welfare of the child paramount**'.

.....
[1]

Some candidates did not always have clear examples to offer and repeated the question as an answer. Good responses focused on aspects of safeguarding, having a child-centred approach or the use of health and safety precautions.

Question 1 (c)

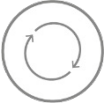
- (c)* Assess the use of regular staff meetings at Tean Valley Primary to help apply best practice.

.....

[8]

There were many excellent responses that explained the benefits of using staff meetings to keep staff informed, share ideas, and flag up aspects of best practice. Those candidates who went on to state that other methods, such as observation or mentoring, may be more effective depending on the information / practice that needs to be conveyed were able to gain full marks. Other negative points such as staff being tired after a long day's work or staff being absent were also given as the downside of having a meeting.

A few candidates did not appear to understand what is meant by a 'staff meeting', these candidates often gave rather confused answers that referred to monitoring or mentoring staff or one to one 'meetings' to deliver training etc. This limited the marks that could be achieved. Other candidates wrote at length about what is meant by 'best practice', this did not gain marks as it was not required by the question.

	<p>AfL</p>	<p>The main reason that restricted the marks gained by candidates was a lack of assessment. The question's command verb is 'assess' the use of staff meetings. This involves making a judgement as to the value of using staff meetings as a way to help apply best practice. To achieve Level 3 marks candidates' answers needed to include strengths and weaknesses or 'pros' and 'cons'.</p>
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Question 2 (a)

2 Read the case study below about Lola.

“The bullying all started in senior school. I was purposely left out and had comments made about me. I remember when one girl said to my friend, ‘You’re not friends with that freak are you?’ and my friend said ‘no’ even though she was. Any confidence I had in myself was destroyed, my friends were too embarrassed to admit they were friends with me.

When the bullying began my social anxiety worsened. I couldn’t get myself involved in activities. I didn’t leave the house and I did not want to speak to anyone. At 14, all the comments triggered my eating disorder. Not eating was the one thing that I was able to have control over that no one else could comment on.

As time went on I then began feeling very depressed. I found it difficult to go to school, I had no motivation and I didn’t want to leave my bed as I felt worthless to everyone.

I felt like I had no future and no one wanted me, but eventually got the courage to go online and contact Childline when I was 15. Their help changed my life.

Source: Childline
<https://www.childline.org.uk/get-involved/real-life-stories/bullying-lolas-story/>

(a)* Analyse possible effects of the bullying that Lola has experienced.

Your analysis should include effects on:

- Mental health
- Physical health and well-being.

.....

.....

.....[6]

There were some excellent responses to this question which covered mental and physical health, linking cause and effect, with reference to disempowerment, isolation, self-harm, malnourishment, fatigue, lack of sleep and concentration resulting in ill health.

Some candidates limited their marks by simply repeating the key words from the scenario (depression, eating disorder, etc.) with no attempt to analyse in more detail what effect this would have on Lola.

Question 2 (b)

(b) Describe **two** ways that support groups, such as Childline, can help individuals who have been bullied.

1.....

 2.....

[4]

Well answered with a range of practical ways of supporting such as providing someone who will listen, giving advice and guidance.

A few candidates did not gain marks due to repetition of the information provided in the question by just stating 'providing support' or 'supporting' which is in the question. Actual types of support were required with clear recognition of how this relates specifically to those who have been bullied.

Question 2 (c)

(c)* The school Lola attends is introducing a bullying policy.

Analyse the possible impact of having a bullying policy, for individuals who are being bullied.

.....

[5]

Good responses took note of the requirement to analyse the impact of the policy for those experiencing bullying and gained marks in Level 3. These responses gave a range of ways the policy would benefit and be of help by providing support and redress for those being bullied, along with raising awareness of signs of bullying, defines what bullying behaviour is and provides clear procedures to follow if you are being bullied.

However, some candidates did not read the question carefully enough and focused their answers entirely on ways of 'punishing' the bullies. Others tried to evaluate or assess by giving positives and negatives of having a bullying policy, this was not asked for. This approach found candidates struggling to give negatives of having a bullying policy and some candidates demonstrated a lack of understanding of what a bullying policy actually involves.

Question 3 (a)

- 3 (a) The table below lists areas covered by the Children and Families Act 2014.

Complete the table with **one** key aspect for each area covered by the Act.

The first one has been done for you.

Area covered	Key aspect
Adoption	Promotes 'fostering for adoption' in which approved adopters are allowed to foster children during the wait for formal court approval.
Family courts and justice	
SEND (Children with special educational needs and disabilities)	
Role of the Children's Commissioner	
Parents who have a new child	

[4]

There were very varied responses to this question. Those candidates familiar with the Children and Families Act were able to provide specific and accurate key aspects for each area covered by the Act and gained the marks. Many candidates seemed to lack any knowledge of this legislation and in some cases seemed to be guessing by stating values of care or general rights.

Question 3 (b)

(b) The roles of some organisations are listed in the table below.

Match each role in the table to an organisation from the list:

- A CQC (Care Quality Commission)
- B EHRC (Equality and Human Rights Commission)
- C NICE (National Institute for Health and Care Excellence)
- D Ofsted (Office for Standards in Education)


Each organisation may be used once, more than once, or not at all.

Write **A**, **B**, **C**, or **D** in the answer column.

Role	Answer: A, B, C, or D
Considers whether a drug or treatment benefits patients	
Improves outcomes for individuals using NHS and social care settings	
Provides information for individuals so that they know their rights under equality law	
Publishes inspection reports and, if the setting does not meet the required standards, can issue warning notices and fines	
Registers and licenses care services	

[5]

Well answered with many candidates gaining at least 3 marks for correct answers.

	<p>Misconception</p> <p>The most common incorrect answer was 'Ofsted' for: 'Publishes inspection reports and if the setting does not meet the required standards, can issue warning notices and fines.'</p> <p>The correct response is the CQC. Some candidates read the word 'inspections' and immediately thought of 'Ofsted' without considering the rest of the sentence.</p>
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Question 4 (a)

4 Read the scenario below.

Rupesh is 78. He lives alone with his dog. Rupesh has some health issues, he is slightly hard of hearing, has high blood pressure, is overweight and finds it difficult to move around. Rupesh used to look forward to his visits to a day centre three times a week to socialise with friends, as he often feels lonely, but recently has only been attending the day centre once a week.

One of the senior care assistants, Susan, has noticed that Rupesh does not seem very happy and is quite withdrawn. She asks him why he isn't visiting as often. Rupesh tells her that he feels unwelcome as one of the staff, Tom, who is new to the day centre, calls him 'slow Rupert' because he can't walk very quickly due to his weight and because he says 'Rupesh' is a silly foreign name. Tom often loses patience with Rupesh because he has to repeat things due to Rupesh having poor hearing.

Rupesh tells Susan not to say anything.

(a) Describe **two** examples of discriminatory practice in the scenario. Use the headings below.

Being patronising

.....

.....

.....

.....

Prejudice

.....

.....

.....

.....

[4]

This question was generally well done with candidates using relevant information from the scenario and developing their answers with descriptions of how the example is patronising or prejudice. Descriptions included reference to comments being racist, discriminatory or derogatory and insulting, for example by deliberately getting Rupesh's name wrong or saying, 'it is a silly foreign name'.

Some candidates were able to identify an example from the scenario but could not describe why it was patronising or prejudice, this limited their marks.

Question 4 (c)

(c) How should Susan respond to what Rupesh has told her?

Choose the **three** most appropriate actions from the list below.

Tick **three** boxes only.

Possible actions	Tick three only
Listen to Rupesh but do nothing because that is what Rupesh has requested	
Discuss the issue with her supervisor and arrange for Tom to have a mentor	
Make a note about Rupesh's comments in her personal diary for future reference and check if he feels the same in a few weeks	
Listen to Rupesh and sympathise with him, but explain that the staff are very busy and sometimes don't have time to do things properly	
Chat informally with a colleague to get another opinion about what to do	
Privately, speak to Tom and tell him that he should not be treating Rupesh like this and should reflect on how he could treat Rupesh with more respect	
Provide Rupesh with information about the day centre complaints procedure and who to contact	
Observe Tom working with Rupesh for a couple of weeks to make sure that what Rupesh has said is actually happening	

[3]

Many candidates gained 2 or the full 3 marks.

The most common error was choosing the very last option of observing for a couple of weeks rather than the correct answer of speaking privately with Tom about his behaviour.


Question 4 (d)

(d)* Justify your answers to 4(c).

[7]

Candidates did well on this 'justification' question. The quality of responses for this type of question are improving with many candidates organising their answers into three distinct paragraphs, one for each option, and writing clearly focused and relevant justifications.

However, a number of candidates stated that just observing Tom for a couple of weeks was best as they thought it was a good idea to see whether Rupesh was lying or not.

	<p>AfL</p>	<p>Too many candidates waste time and space by writing out the three actions from the exam paper – there are no marks for this.</p> <p>A brief reference to their choice such as 'discussing with her supervisor' or 'speaking to Tom privately' and 'provide information about complaints procedures' is all that is needed.</p> <p>This leaves more answer space and time for the candidate's actual response to the question.</p>
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Q2 (Text)

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