

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

HEALTH AND SOCIAL CARE



05830–05833, 05871

Unit 7 Summer 2019 series

Version 1

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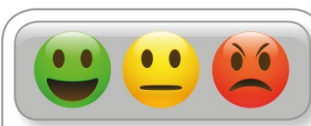
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Introduction

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.

Note to Centres

There were a number of centres who had selected an invalid combination of units or had claimed the wrong units for a candidate that prevented overall qualifications results being issued. Please note that it is the responsibility of the centre to check that correct units have been entered for certification claims. OCR cannot guarantee that the issuing of results in these circumstances will meet deadlines for UCAS confirmation.

Sector Update

Two key changes have occurred in relation to the Level 3 Technicals qualifications, both in relation to the examined units; firstly, an additional re-sit has been allowed, so candidates can have two further attempts at an examined unit if they wish to improve their result from the first attempt made. And secondly, a 'near pass' R grade has been introduced, which enables candidates who do not pass but achieve sufficient marks to gain some points for their examined unit outcome, which may mean that it is not necessary to re-sit the exam.

Paper Unit 7 series overview

Candidates performed well in questions relating to safeguarding children, how abuse may have effects on individuals and understanding how dependency can increase the risk of abuse. Centres may wish to use more time focusing on how laws can be outlined by candidates and how teaching personal safety can be used to attempt to reduce the risk of abuse. The use of factual or fictional scenarios may also help candidates develop their skills in applying answers to the context given/ particular service user groups.

Question 1 (a)

1 Alison is a schoolteacher. She is planning to take a class of 12-year-old children to a local swimming pool.

(a) Tick the **three** most appropriate actions Alison should take when planning this activity:

Possible actions	Tick three only
Apply the schools' safeguarding policy to check appropriate staff/children ratios.	
Ask the swimming pool to request all visitors on the day bring two forms of identification.	
Carry out a risk assessment.	
Gain informed consent from the parents/carers.	
Meet all of the children's parents/carers individually to discuss the planned event.	
Only take children who have their own Designated Child Protection Officer.	
Use a multi-agency approach by informing the local police of the visit.	

[3]

Most candidates were given full marks for this question. Lower ability candidates chose 'Use a multi-agency approach by informing the local police of the visit' as an incorrect response.

Question 1 (b)

(b)* Analyse how the Disclosure and Barring Service can help safeguard children from abuse.

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[6]

Candidates did show an understanding of the Disclosure and Barring Service with many using key terminology, e.g. 'convictions' 'suitable' and so able to access the higher band marks. Lower ability candidates suggested all crimes would bar people from all occupations. A common error stated was that legally DBS checks must be renewed every 3 years, although this can be a local authority recommendation it is not part of the DBS service.

Question 2 (a)

2 Young people can experience abuse of various types, in a number of different environments.

(a) Describe how **each** heading can increase the likelihood of a young person experiencing abuse.

You must use a **different** reason for each heading.

Residing in a social care setting

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..... [2]

Attending a physiotherapy practice

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..... [2]

Social isolation

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..... [2]

Relationships where there is an imbalance of power

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..... [2]

Homelessness

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..... [2]

Many candidates were given at least 2 of the 3 marks available. Less able candidates gave vague answers such as 'they may not understand their needs' or 'they have a disability'.

Question 3

- 3 Complete the table below, stating two **different** possible signs of abuse for each type of abuse listed.

Type of abuse	Signs
Sexual	1..... 2.....
Physical	1..... 2.....
Neglect	1..... 2.....
Financial	1..... 2.....

[8]

Most candidates performed well on this question. Where marks were lost this was often due to repetition or giving signs of sexual/physical abuse for the financial type of abuse.

	<p>OCR support</p>	<p>OCR has support on how to deliver both types and signs of abuse https://www.ocr.org.uk/Images/283133-safeguarding.pdf</p>
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