

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

HEALTH AND SOCIAL CARE

05830–05833, 05871

Unit 3 January 2022 series

Contents

Introduction	3
Unit 3 series overview	4
Question 1 (a)	5
Question 1 (b)	5
Question 1 (c)	6
Question 1 (d)	7
Question 2 (a)	8
Question 2 (b)	9
Question 2 (c)	9
Question 2 (d)	10
Question 2 (e)	11
Question 3 (a)	12
Question 3 (b) (i)	12
Question 3 (b) (ii)	13
Question 3 (c)	13

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 and the mark scheme can be downloaded from OCR.

Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

Unit 3 series overview

Overall candidates performed well and there were very few 'no responses'. We continued to see good practice in some of the candidates de-constructing the questions; underlining the command words, circling key phrases and bullet pointing key words / phrases around the question to support writing their answer. Several candidates used the additional pages at the end of the exam paper; for future reference it would be good practice for the candidate, if they were to use the additional pages, to insert an arrow at the end of the provided space to denote the continuation of their answer.

<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"> • Addressed the command words and developed answers that were logical with a clear well developed line of reasoning. • Wrote with clarity and precision. • Expanded on points made to provide more evidence to support their initial point. 	<ul style="list-style-type: none"> • Did not address the requirements of the command words. • Wrote in a disjointed way with no clear line of reasoning. • Had a lot of repetition within their answers. • Identified points and did not offer any further evidence in support of their initial point.

Question 1 (a)

1 (a) Describe **two** ways the manager of a residential care setting can reduce the risk of individuals being harmed.

1

.....

2

.....

[4]

Candidates, generally scored well on this question with the majority being able to pick up at least 2 marks. The most common answers centred around risk assessments, safeguarding, training and security. Candidates lost marks when they did not provide a clear description; they were able to gain 1 mark by stating a specific way, e.g., risk assessment but they did not provide any description of what could be involved when carrying out risk assessments.

Question 1 (b)

(b)* Explain **three** procedures that would be included in a nursing home fire safety policy.

.....

.....

.....

.....

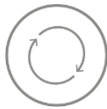
.....

.....

[9]

The main issue was that candidates did not seem to understand the term 'procedure' and because of this a significant number of answers focused solely on fire evacuation; candidates presented several points linked to this procedure, for example taking registers, having a set assembly point, carrying out fire drills, calling emergency services and having designated fire wardens. This impacted on the score that they were given as they had only provided an explanation of one procedure. However, there were some comprehensive answers that fully addressed the question by fully explaining three procedures; the procedures that were most commonly addressed were fire risk assessment, maintaining a safe building and fire detection / alarms.

Many candidates gave structure to their answer by developing three distinct paragraphs.

	AfL	<p>The definition of procedure is ‘a set of actions that is the official or accepted way of doing something’.</p> <p>To help candidates to differentiate between procedures and actions the published mark scheme for this question could be used and candidates can develop the following chart by inserting all of the component parts:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #f2f2f2;">Procedure</th> <th style="background-color: #f2f2f2;">Actions to be taken</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td></td> </tr> <tr> <td style="text-align: center;">2.</td> <td></td> </tr> </tbody> </table>	Procedure	Actions to be taken	1.		2.	
Procedure	Actions to be taken							
1.								
2.								

Question 1 (c)

(c) A care assistant notices that a hoist used to lift residents from their bed is broken.

Tick (✓) **three** appropriate actions the care assistant should take.

Possible actions	Tick (✓) three only
Fix the hoist.	
Follow the manual handling policy.	
Inform their manager.	
Remove the hoist from use.	
Take extra care when using the hoist.	
Write a report of the incident.	

[3]

Many candidates were able to provide the three appropriate actions. The most common error seen was in candidates ticking ‘write a report of the incident’. When addressing this specific scenario, the only three appropriate actions would be following the manual handling policy, inform their manager and remove the hoist from use.

Question 1 (d)

(d)* Describe **three** ways the Control of Substances Hazardous to Health (COSHH) Regulations 2002 reduce the risk of individuals being harmed.

.....

.....

.....

.....

.....

.....

..... [7]

Candidates were able to demonstrate their considerable knowledge of the Control of Substances Hazardous to Health (COSHH) Regulations; links were made between practice and Legislation. The most common ways that were addressed were related to safe storage, risk assessments, staff training and the use of PPE. Some candidates lost marks when they only focused on one way and, in the main, this tended to be safe storage. The question specified that candidates were to include three ways and many candidates started each paragraph with: the first way, the second way etc; this is good practice.

Question 2 (a)

2 Longcross is a day centre for adults with learning disabilities. The centre manager invites local charities to run activities including cooking, exercise classes and trips to local parks.

(a) Give **three** reasons why Longcross should implement a safeguarding policy.

1

.....

2

.....

3


.....

[3]

A significant number of candidates provided repeated answers for this question; they would often state to make sure that they are prevented from being harmed / to make sure that they are not abused / to make sure they are kept safe. All of these answers would be given on separate lines so this reduced the number of marks they could be given, i.e., they could only score 1.

Many candidates picked up that adults with learning difficulties are vulnerable to abuse; this was a very common answer. Other common answers were ensuring staff are DBS checked and that it is a legal requirement.

Many answers provided related to the second part of the stem and quite a few candidates gave answers that were linked to carrying out risk assessments; candidates had seemingly missed the words 'a safeguarding policy' in the question and they had honed in on the various activities that were provided in the stem of the question.

	AfL	Encouraging candidates to highlight key words within a question may make sure that they address the key focus rather than go off on a tangent.
---	------------	--

Question 2 (b)

(b) Describe **how** an adult from Longcross could come into contact with **one** biological hazard on a trip to a park.


.....

.....

..... [2]

This question was answered poorly and many candidates did not pick up any marks. Some candidates did not identify a biological hazard and they did not specify how contact could be made with the biological hazard. When answered correctly the most common biological hazards provided were blood, vomit and faeces. The most common ways stated for contact were touching and stepping in the biological hazard.

Some candidates did not use the correct terms for biological hazards, e.g., faeces and vomit. Centres should direct candidates to use correct terminology and not to use slang words.

	<p>AfL</p>	<p>Keywords are often highlighted within a question; this has been done to offer some direction to the candidate on how to answer the question. Within this question the words how and one were emboldened:</p> <p>How = come into contact</p> <p>One = provide a biological hazard</p>
--	-------------------	---

Question 2 (c)

(c) State **two** reasons why staff must carry out a risk assessment before running activities at Longcross.

1

.....

2

.....

[2]

Many different and varied answers were seen for this question; some were very accurate with respect to why a risk assessment must be carried out with the most common answers being it is a legal requirement, to identify potential risks and to take measures to reduce risks. However, some answers were too vague; to make the environment safe and to get rid of all risks.

Question 2 (d)

(d) Longcross food safety policy is shown below.

Complete the policy by choosing appropriate answers from the list.

You can use each answer once only or not at all.

- | | | |
|------------------------|--------------------|-------------------------|
| chopping boards | cleanliness | clothes |
| cooked food | equipment | face |
| frozen food | long | personal hygiene |
| raw food | short | |

Longcross Food Safety Policy

All staff must follow this policy when handling food.

Staff must ensure that adults in their care are aware of and follow the correct procedures.

- Maintain good
- Wash hands, especially after handling
- Use the correct to avoid cross-contamination
- Fingernails should be and clean
- Food handlers should avoid touching their hair or
- Hair must be tied up or covered
- Cuts and sores must be covered

[5]

Most candidates scored high for this question. The main errors seen were candidates stipulating equipment rather than raw food for the second answer and inserting clothes rather than face for the last answer.

Question 2 (e)

(e)* Explain the consequences for Longcross day centre and their staff if food safety procedures are not followed.

.....

.....

.....

.....

.....

.....

.....

.....

[9]

The main error seen within this question was candidates focusing too heavily on either Longcross day centre or staff; to be given Level 3 there needed to be a balance of consequences for both. Candidates showed considerable knowledge on the consequences for both, with the most common answers being:

Longcross day centre	staff
<ul style="list-style-type: none"> • Loss of reputation • High turnover of staff linked to training • Financial loss due to losing residents • Closure • Greater monitoring linked to Environmental Health 	<ul style="list-style-type: none"> • Disciplinary action • Food poisoning • Financial loss due to loss of income • Requirement to undertake more training

Another error seen was in candidates focusing in on the keywords 'food safety procedures' within the question and they went on to discuss food hygiene measures in depth. De-constructing the question could have avoided this from happening.

Question 3 (a)

- 3 (a)* Describe the role and responsibilities of the NHS for the health, safety and security of their patients.

.....

.....

.....

.....

.....

.....

.....

[9]

Those candidates that addressed this question from the perspective of the roles and responsibilities of the NHS scored well. The most common focus for answers were linked to staff training, security procedures, safeguarding procedures, data protection, the deployment of PPE and risk assessments. Many candidates addressed the command word of 'describe' and were able to give detailed descriptions for their chosen roles and responsibilities. The main error seen was in candidates developing their answers from the perspective of staff day to day roles / actions, for example cleaning up spillages and giving patients their medicine on time.

Question 3 (b) (i)

- (b) For each example provided below, identify the type of abuse and a consequence.

- (i) A care worker physically restrains an adult with learning difficulties, causing them pain and distress.

Type of abuse

Consequence for the care worker

[2]

Most candidates were able to correctly identify the type of abuse (intentional /physical) and were able to provide a consequence for the care worker. The most common responses centred around disciplinary action, training, loss of job and removal from the professional register.

Question 3 (b) (ii)

- (ii) A resident in a nursing home is not given medication at the correct time due to insufficient staff.

Type of abuse

Consequence for the resident

[2]

Most candidates were able to correctly identify the type of abuse (unintentional / neglect). The most common responses with respect to the consequence for the resident linked to worsening condition, illness, loss of trust and death. The main error seen was in candidates providing consequences for the care worker as opposed to the resident.

Question 3 (c)

- (c) A patient slips on a wet surface and falls whilst in hospital. List **three** actions staff should take when responding to this incident.

1

.....

2

.....

3

.....

[3]

This was a well answered question and many candidates were able to score full marks. The most common answers were assessing what care was required, calling for more help, cleaning up the spillage, reporting the incident to the manager and putting up a wet floor sign. The main error seen was in candidates providing first aid treatments for each of the required answers; only one of these could be credited.

Copyright information

Any reference to existing companies or organisations is entirely coincidental and is not intended as a depiction of those companies or organisations.

Supporting you

Review of results

If any of your students' results are not as expected, you may wish to consider one of our review of results services. For full information about the options available visit the [OCR website](#).

Supporting you through 2021-2022

Our priority is supporting you and your students this spring and to support you as you prepare for summer 2022. We'll update our [website information](#) regularly with resources, guidance and key information.

Take a look at our support for:

- [Teachers](#)
- [Students](#)
- [Exams officers](#)

Keep up-to-date

We are sending a weekly roundup to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

OCR Professional Development

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. All our courses for the academic year 2021-2022 are being delivered live via an online platform, so you can attend from any location.

Please find details for all our courses on the relevant subject page on our [website](#) or visit [OCR professional development](#).

Signed up for Exambuilder?

ExamBuilder is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals, Cambridge Technicals and Functional Skills qualifications. See the full list of available qualifications in the [sign up form](#).

ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an [Interchange](#) username to validate the identity of your centre's first user account for ExamBuilder.

If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

Supporting you

Active Results

Review students' exam performance with our free online results analysis tool.

For the spring 2022 series, results analysis is available for Cambridge Nationals (moderated units) only.

It allows you to:

- review and run analysis reports on exam performance
- analyse results at question and/or topic level
- compare your centre with OCR national averages
- identify trends across the centre
- facilitate effective planning and delivery of courses
- identify areas of the curriculum where students excel or struggle
- help pinpoint strengths and weaknesses of students and teaching departments.

Find out more at ocr.org.uk/activeresults.

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on
01223 553998

Alternatively, you can email us on
support@ocr.org.uk

For more information visit

 **ocr.org.uk/qualifications/resource-finder**

 **ocr.org.uk**

 **/ocrexams**

 **/ocrexams**

 **/company/ocr**

 **/ocrexams**

We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.



I like this



I dislike this

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2022 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

You can copy and distribute this resource freely if you keep the OCR logo and this small print intact and you acknowledge OCR as the originator of the resource.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.