

**CAMBRIDGE TECHNICALS LEVEL 3 (2016)**

**Examiners' report**

# **HEALTH AND SOCIAL CARE**

**05830–05833, 05871**

**Unit 7 January 2022 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. 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.

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## Unit 7 series overview

This paper included a range of questions assessing candidates' understanding of types of abuse and ways that organisations can safeguard individuals from abuse. Candidates performed well on this paper with many able to show clear understanding of factors that can increase the risk of abuse in a range of settings. Most candidates attempted all questions, and many gained full marks for all parts of Question 1. Only a few candidates needed to use the extra pages provided. Some candidates did not seem to have the knowledge/skills required to gain full marks for questions about legislation.

<b><i>Candidates who did well on this paper generally did the following:</i></b>	<b><i>Candidates who did less well on this paper generally did the following:</i></b>
<ul style="list-style-type: none"> <li>• Linked their responses to the scenario given.</li> <li>• Including discussions/explanations with clear links to risks of abuse.</li> <li>• Understood the types of abuse.</li> <li>• Understood reporting procedures using in health and care services.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrated a lack of understanding of key features of legislation.</li> <li>• Showed errors in understanding some key terminology, e.g., institutional practices.</li> </ul>

## Question 1 (a)

1 (a) The table below lists different signs of abuse.

Complete the table by matching each sign of abuse to the correct type of abuse listed A–F below.

- A Discrimination
- B Financial
- C Institutional
- D Neglect
- E Physical
- F Sexual

Each type of abuse may be used once, more than once or not at all.

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

Sign of abuse	Answer letter
Malnourishment	
Poor professional practice as a result of the structure, policies and practices within an organisation	
Pregnancy in a person unable to consent	
Unexplained loss of possessions	

[4]

Very well answered with most candidates correctly identifying all types of abuse, with a few candidates giving C as incorrect response for malnourishment.

### Question 1 (b)


(b) Discrimination is a type of abuse.

Identify **four** different effects discrimination could have on adults.

- 1 .....
- 2 .....
- 3 .....
- 4 .....

[4]

This question was generally well answered with many candidates clearly identifying four different effects of abuse. Some candidates gave vague answers such as “social” or listed basic needs or types of discrimination.

	<b>AfL</b>	Candidates should make sure they do give different effects of discrimination when asked, to avoid not gaining full marks through repetition.
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### Question 1 (c)

(c) Identify **two** non-professionals who may be told about abuse.

- 1 .....
- 2 .....

[2]

Centres had prepared their candidates well for this question with very few candidates incorrectly identifying professionals, e.g., teachers as their response.

	<b>AfL</b>	Some candidates may benefit from highlighting or underlining what it is the question is asking for along with the command word. In this instance underlining identify, two and non-professional could have meant that non-professional was recognised instead of ‘professional’ and possibly the 2 marks could have been achieved.
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### Question 2 (a)

- 2 (a)\* Describe the key features of the Public Interest Disclosure Act 1998 that protect and safeguard adults.

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[6]

Compared to previous exam sessions more candidates did respond with clear creditworthy material showing knowledge of the key features of the Public Interest Disclosure Act. Less successful candidates confused this piece of legislation with others, e.g., The Data Protection Act.

	<b>AfL</b>	Candidates should learn a few distinct key features of each piece of legislation listed on the specification illustrating how each can prevent abuse/ promote safeguarding.
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### Question 2 (b)

- (b) The Health and Social Care Act 2008 set up the Care Quality Commission.

Complete the table below by deciding whether each statement about the Care Quality Commission is True or False.

Statement	True or False
The Commission can grant or refuse applications of registration as a service provider.	
The Commission can inspect and assess the educational provision of all schools.	
The Commission requires care providers and managers to account for failures in how care is provided.	
The Commission requires care providers to display the ratings given to them.	

[4]

Well answered with the last option being the most common error.

### Question 3 (a)

3 (a) Outline **two** different reasons why homelessness may make abuse more likely.

Reason 1

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

Reason 2

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

Very well answered with candidates giving a wide range of creditworthy responses clearly linked to homelessness.

### Question 3 (b)


(b)\* Explain how the following factors can make children at risk of abuse when using health services:

- Institutional practices
- Staffing issues

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.....  
.....  
.....  
..... [10]

Many of the responses included excellent detailed explanation on how staffing issues could make children at risk of abuse when using health services. Other responses lost marks when explanations were not linked to health services or misunderstood institutional practices. A common error was mistaking procedures such as storage of chemicals / fire drills as a form of abuse.



	<b>Misconception</b>	Institutional practices appeared to be an area of the specification that candidates felt less confident on. In particular, many candidates would have benefitted from a more precise understanding of institutional practices being linked to rigid/unchanging routines.
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Question 4 (a)

4 (a) Identify **four** ways a teacher should deal with abuse.

- 1 .....
- 2 .....
- 3 .....
- 4 .....

[4]

A sound understanding was demonstrated of the ways a teacher should deal with abuse. A common misconception was suggestions that teachers would investigate the abuse themselves.

Question 4 (b)

(b)\* Staffing issues, homelessness, use of health services and institutional practices are all factors that can make abuse of adults more likely.

Discuss **two** other factors that may make abuse of adults more likely. [10]

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Many responses were clear and accessed Level 2 or 3 of the mark scheme. A few candidates misread the question and wrote about staffing issues and institutional practices. Less successful responses repeated examples many times and/or listed concepts rather than discussed them.

### Question 5 (a)

5 (a)\* Jack is setting up a new childminding service and must create a staff recruitment policy.

Describe **two** procedures that could be included in the recruitment policy to help protect children from abuse.

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..... [6]

The most common procedure given was DBS checks with many candidates demonstrating a sound understanding and impressive detail. Less successful candidates did not appear to understand what a recruitment policy was and gave incorrect answers like providing first aid equipment. Some links to protecting children from abuse were more implicit than explicit.

### Question 5 (b)

- (b) Explain how each of the following could help workers in a childcare environment minimise the risk of abuse.

Building a trusting professional relationship

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..... [2]

Effective communication channels

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..... [2]

Continuing professional development

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..... [2]

Most candidates did gain 2 marks for the first sub heading of building a trusting relationship. For the second sub heading a common mistake was writing about effective communication generally, missing the word 'channels'. Continuing professional development was generally answered well, although a notable number of candidates did not appear to understand the phrase.

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