

**CAMBRIDGE TECHNICALS LEVEL 3 (2016)**

**Examiners' report**

# **HEALTH AND SOCIAL CARE**

**05830–05833, 05871**

**Unit 2 Summer 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 2 series overview

For the externally assessed Unit 2 a wide range of marks were seen to be achieved. Many candidates had been well-prepared and were able to demonstrate detailed knowledge of the specification topics. Many candidates produced well-structured responses that demonstrated good exam technique and that addressed the command verbs and used subject specific terminology confidently. There were very few 'no responses' this session. All questions were answered by most of the candidates, indicating that candidates had enough time to complete the paper.

Some 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. Equally as important is the correct numbering of responses on typed scripts and on additional pages. Examiners sometimes have to work out which question number, or part question, is being answered as an incorrect number is written. Some candidates have written the question page number rather than the question number. This is very confusing; it is essential that responses on typed scripts and on extra pages are correctly numbered.

While typing their responses solved the handwriting issue for some candidates, many used a very tiny font size and did not use double spacing, making annotating and marking difficult. A font such as Arial, size of 11 or 12 with double spaced lines should be used to assist the examiners to annotate scripts accurately and with clarity.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> <li>applied knowledge and understanding appropriately to questions set in a health or social care context as seen in Questions 2(b), 3(c) and 4(b)</li> <li>demonstrated an understanding and familiarity with the different command verbs, e.g., explain, justify, identify, and analyse</li> <li>demonstrated accurate knowledge of the EHRC for Question 1(b) and effective communication methods for Question 3(c).</li> </ul>	<ul style="list-style-type: none"> <li>lacked precision in their responses, e.g., Question 1(b) confusing the EHRC with the CQC; Question 4(d) by stating 'discriminatory questions instead of non-discriminatory</li> <li>produced responses that were not relevant to what had been asked, such as writing about a wide range of communication methods when the question is about communicating with a patient who does not speak English. Question 3(c).</li> </ul>

### Question 1 (a)

1 (a) The text below gives an overview of the Children Act 2004.

Complete the text using words from the box.

<b>adviser</b>	<b>assessment</b>	<b>care</b>	<b>commissioner</b>	<b>confidentiality</b>
<b>experiences</b>	<b>harm</b>	<b>interests</b>	<b>legislation</b>	<b>paramountcy</b>
<b>partnership</b>	<b>policy</b>	<b>rights</b>	<b>shared</b>	<b>wellbeing</b>

The Children Act 2004 is ..... that sets out children's ..... The Act aims to protect children from ..... A key aspect is the ..... principle, where the child's best ..... are the first and most important consideration. The Act encourages ..... working, particularly in situations where child protection issues are involved. The Act created the role of Children's ..... to represent children's views and needs.

[7]

Generally, this question was well-answered with candidates choosing the correct words from those provided. Most achieved 4 marks or more, with a number gaining full marks.

The most common incorrect answers were the 'partnership' working and Children's 'Commissioner' responses. Some got 'paramountcy' and 'partnership' the wrong way round.

### Question 1 (b)

**(b)** Give **three different** ways the EHRC (Equality and Human Rights Commission) could help an individual to complain about discrimination they have experienced.

1 .....

.....

2 .....

.....

3 .....

.....

**[3]**

There were mixed responses to this question, depending on their knowledge of the EHCR. Good responses covered 'provides definitions of types of discrimination' or 'directs you to services that can help' and 'provides factsheets about discrimination and how to challenge it'.

Some candidates incorrectly suggested that the EHRC can work as your advocate or worded their response as though they provide people who come out and visit you.

Some less successful responses gained no marks for giving a list of three ways to make a complaint, e.g., challenge at the time, challenge following procedures, etc.

## Question 2 (a)

2 (a) Five aspects of **diversity** are described in the table below.

Complete the table by matching each aspect of diversity, **A – I** in the list below, with its correct description.

Each aspect may be used once or not at all.

Choose your answers from the list below:

- A** cultural differences
- B** disability
- C** dress
- D** education
- E** family structure
- F** food
- G** language
- H** religion
- I** social class

Description	Answer A, B, C, D, E, F, G, H or I
A particular system of faith, traditions and worship of a higher power or being.	
Examples include: extended, reconstituted, nuclear and step.	
Grouping of people according to economic factors such as their level of income, type of housing and occupation.	
Groups of people who have different customs, beliefs, values and social behaviour.	
Physical or mental impairment that has a substantial impact on a person's ability to do daily activities.	

[5]

Many candidates gained full, or nearly full, marks.

The most common incorrect responses were for E (family structure) and I (social class)

Marks were not gained if more than one response was put into one box.

## Assessment for learning



Centres need to make sure the candidates are familiar with the following information provided in the published mark scheme:

### **Multiple-Choice Question Responses**

When a multiple-choice question has only a single, correct response and a candidate provides 2 responses (even if one of these responses is correct), then no mark should be given (as it is not possible to determine which was the first response selected by the candidate).



### Question 2 (b)

**(b)\*** Jamal is 8 years old and has a learning disability. Until recently Jamal has enjoyed attending a children's drama club.

Jamal's carer talked with Jamal and found out that sometimes other children in the drama club laugh at him. Jamal has also been physically hurt when 'play fighting' with others at the drama club.

Explain **at least two** possible impacts of the physical and verbal abuse on Jamal.

.....

.....

.....

.....

.....

.....

.....

.....


**[10]**

Most candidates gained marks here, but many limited themselves to Level 2 due to lack of a developed explanation in their response.

Candidates are easily able to list a range of impacts of discrimination, but sometimes this could be strengthened by making a full statement followed up with good examples/explanations.

For example, stating that 'he will feel disempowered'. Candidates often used this term – even gave a definition for it – but then did not link it to Jamal's situation in the scenario at all. Candidates need to say why he will feel disempowered. Using the word 'because' in an explanation is something that might help candidates to develop their responses.

#### Assessment for learning



Giving fewer impacts with some explanation of links between cause and effect, which are clearly related to the case study, would gain higher marks.

### Question 3 (a)

3 Read the news article and answer questions 3(a), 3(b) and 3(c).

**Mother wins court case against the NHS**

Amaya gave birth in hospital to a healthy baby boy named Dev. The court heard that Amaya was anxious that Dev was “crying continuously”, but the judge said: “Her attempts to draw attention to her worries were ignored” by the staff who did not take her seriously and just told her not to be silly: “it is perfectly normal for newborn babies to cry.”

Amaya, who is from Sri Lanka, only knows a few basic words of English and because of this language barrier she was never given proper instructions about how to feed her son. The judge said the young mother was “certainly unable to understand anything but the simplest of instructions” and only when accompanied by hand gestures.

The mother and baby were discharged home too early. When the community midwife visited the family at their home Dev was pale and weak. He had not been fed for more than 15 hours.

Adapted from:  
<https://www.telegraph.co.uk/news/2018/04/13/sri-lankan-wins-lawsuit-against-nhs-midwives-fail-explain-needed/>

(a) Identify **three different** examples of discriminatory practice in the news article.

Use the headings below.

Being patronising

.....

.....

..... [1]

Neglect

.....

.....

..... [1]

Inadequate care

.....

.....

..... [1]

Well-answered by many candidates with most being able to give three good examples from the scenario to gain full marks.

Where candidates lost marks was if they said the mother had neglected the child or how the judge in the article was being patronising, rather than writing about the standard of care that was being received.

### Question 3 (b)

**(b)** Identify the basis of the discrimination that Amaya has experienced.

..... [1]

Many candidates incorrectly gave the 'type' of discrimination, rather than the 'basis' of the discrimination.

Common less successful answers referred to age, culture, language, direct and indirect discrimination. These answers did not gain any marks.

## Question 3 (c)

(c)\* Analyse **at least two** ways the hospital staff could use effective communication to improve the standard of care Amaya received.

.....

.....

.....

.....

.....

..... [7]

Mixed responses for this question, with many at Level 1 and Level 2, rather than Level 3.

Many candidates were able to identify at least one way of communicating effectively, usually translators were given as their example. Often all they could say about this method is that it will help mother to understand more. Responses could be strengthened if the statement was developed to show how the communication would improve the standard of care.

A few candidates wrote in general about what the staff could have done better, without linking it to communication for example, spend more time with the mother, have meeting with other staff to discuss care, hold staff training sessions, etc. Some candidates incorrectly suggested using an advocate.

Other candidates seemed to forget that Amaya could only speak a very few words of English. They wrote in detail about various methods of communicating to improve the situation, suggesting sign language, hearing loop systems, Braille, large print and any other method of effective communication that they could think of, even speaking louder'. These methods would not have been effective in this situation.

Good responses clearly related to the scenario and focused on translation methods – using a translation app, bringing in a relative who could speak some English, using pictures to show how to feed the baby, clips from the internet to demonstrate. Level 3 responses gave a good analysis of the methods suggesting how they would improve the standard of care and the benefits for staff and Amaya.

### Assessment for learning



Candidates should be advised not to rush; they should read the question very carefully – read it twice. This way they will have a better chance of producing an accurate response which will gain the marks. In this case the correct methods for effective communication in the scenario, not just generally.

### Question 4 (a)

4 Read the scenario and answer questions 4(a) and 4(b).

Sarah works at a lunch club for young people with learning disabilities. Li, aged 15, attends the lunch club.

Sarah notices that Li always has bruises on his arms and legs but when asked, Li does not want to talk about them.

Sarah is concerned that someone could be bullying or abusing Li and causing the bruising.

(a) Complete the table below by choosing the **three** most appropriate actions that Sarah should take.

Tick (✓) **three** only.

	Actions	Tick (✓) three only
A	Ask other young people who attend the lunch club if they know anything about what is happening to Li.	
B	Consult the lunch club's policy for raising a concern.	
C	Fill out an incident report form and place it in Li's file for future reference.	
D	Have an informal chat with some work colleagues to find out what they would do.	
E	If she sees bruises again organise a confidential meeting with Li, in a private room, to find out what's going on.	
F	Report her concerns to the senior manager of the lunch club.	
G	Talk with her supervisor about what she has seen and why she is concerned.	

[3]

Mixed responses here, although though most candidates did tick responses for telling the manager or supervisor.

A common error was that many thought it would be a good idea to speak to Li confidentially later or speak to other children about it.

It was good to see that virtually all candidates did only put 3 ticks in the column.

### Question 4 (b)

**(b)\*** Justify your choice of actions for question **4(a)**.

.....

.....

.....

.....

.....

.....

..... **[7]**

Many candidates repeated information without giving any sort of justification for their choices in part (a). Some candidates did have a good understanding of the need to refer their findings to a senior member of staff such as the supervisor and the manager and of the importance following policies for raising a serious concern.

### Question 4 (c)

(c) The lunch club is recruiting more staff.

Explain how using the following two procedures could help to ensure that the interviews comply with the Equality Act:

- The same set of questions will be used for each person being interviewed.

.....

.....

.....

..... [2]

- A trained, mixed interview panel will be used – including individuals of different ethnicities, age, gender and experience.

.....

.....

.....

..... [2]

There were some really good responses for 'same set of questions'. Most candidates could explain how this makes things fair and how it ensures that some applicants don't get easier questions than others, for example.

However, 'mixed panel' was not answered quite as well. Many candidates said there would be less discrimination but did not develop this to gain the marks. Reducing bias was the most common correct response. Benefits of a 'trained' panel was rarely mentioned with limited reference to how this would make sure interviewers would know the correct procedures required for a fair interview.

### Question 4 (d)

(d) State **three different** non-discriminatory questions that could be asked at the interview.

1 .....

.....

2 .....

.....

3 .....

.....

[3]

Most candidates gained marks here. The most common correct responses were things linked to why do you want the job / what experience do you have / how would you describe yourself.

Some candidates found it difficult to give three appropriate questions; they often gave examples of discriminatory questions. Examples include:

'What is your name', 'what is your age', 'do you need time off for medical/religious reasons'

These are questions that wouldn't need to be asked or should not be asked. Candidates should be advised to read the question carefully so that they are clear about what is required.



### Question 5 (a)

5 (a) Complete the table by choosing **three** examples of good practice when maintaining confidentiality in a retirement home.

Tick (✓) **three** only.

Examples	Tick (✓) three only
Always respecting resident's own private space by allowing them to personalise their room.	
Ensuring staff know never to share information when a resident has asked for it to be kept private.	
Having a confidentiality policy in place and ensuring it is followed by all staff.	
Making sure that residents receive their mail unopened.	
Only providing one member of staff with the password to access resident's electronic records.	
Staff should always shout their name when entering a resident's room, to warn them they are coming in.	
Staff to always ask the resident's permission before accessing their possessions or documents.	

[3]

Well-answered with most candidates gaining at least two of three marks.

The most common error was the second in the list 'never share information...'

It was good to see that virtually all candidates did only put 3 ticks in the column.

### Question 5 (b)

- (b) Give an example of how the value of care promoting individual rights and beliefs could be applied by staff at the retirement home.

Give **one** example for 'rights' and **one** for 'beliefs'.

Rights

.....

.....

..... [2]

Beliefs

.....

.....

..... [2]

There were many good responses. Rights and beliefs were generally understood, and common correct responses included enabled to practise their religion, providing prayer rooms, catering for dietary needs.

Less successful responses were vague for example 'give them rights to do anything they want' or 'let them believe in anything' or 'right to life', etc. Some candidates gave statements rather than an actual example or responses that did not apply to a retirement home.

### Copyright information

Question 3 - Adapted from online article 'Sri Lankan wins lawsuit against NHS as midwives fail to explain why she needed to feed her son due to language barrier, 13 April 2018, [www.telegraph.co.uk](http://www.telegraph.co.uk), The Telegraph. © Telegraph Media Group Limited 2018; <https://www.telegraph.co.uk/news/2018/04/13/sri-lankan-wins-lawsuit-against-nhs-midwives-fail-explain-needed/>.

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