

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

HEALTH AND SOCIAL CARE

05830–05833, 05871

Unit 7 Summer 2022 series

Contents

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

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 7 series overview

Candidates demonstrated high level skills in applying responses to scenarios and/or factors that may increase risks of abuse. Many candidates gave clear and factually accurate responses in relation to how professionals should deal with disclosures of abuse, others needed to explain with detail how some of these factors could be used by professionals.

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">• clearly linked their response to the scenario and/or abuse• demonstrated a concise and factually correct understanding of key terms/ pieces of legislation• used key terminology to show understanding of features of legislation.	<ul style="list-style-type: none">• use of pre-learned examples that did not apply to the scenario in the question• confused the Disclosure and Barring Service with confidentiality policies.

Question 1 (a)

- 1 (a) Explain how teachers working in a secondary school could use each of the following to develop the confidence and resilience of children to help minimise the risks of abuse.

Promoting active participation

.....

.....

.....

.....

.....

.....

.....

.....

Supporting positive risk-taking

.....

.....

.....

.....

.....

.....

.....

.....

Promoting choice

.....

.....

.....

.....

.....

.....

.....

.....

[9]

Most candidates gained at least 5 marks for this question, being able to apply the subheadings to improving the confidence and/or resilience of children. Candidates achieving lower marks did not make a link to abuse for the 3 subheadings.

Question 1 (b) (i)

- (b) (i) Designated child protection officers can use **proactive measures** to reduce the risks of abuse.

Define the term 'proactive measures'.

.....

.....

.....

..... [2]

Many candidates gained 1 mark for this question; a common error was giving examples of proactive measures rather than defining the term.

OCR support



Candidates should be familiar with the requirements of the [command words definitions](#)

Question 1 (b) (ii)

- (ii) Give **one** example of a proactive measure that could be used in a secondary school.

.....

.....

..... [1]

A very well answered question, common correct responses included DBS checks for staff, having a designated safeguarding officer or having a safeguarding policy.

Question 1 (c)

- (c) The school has a confidentiality policy which includes when teachers may have to break confidentiality.

Give **one** example of a situation when teachers may have to break confidentiality to safeguard children from abuse.

.....

.....

.....

.....

..... [2]

A very well answered question with most candidates gaining full marks. Common examples included children being sexually or physically abused at home or examples linked to self-harm.

Question 2 (a)*

- 2 (a)* Explain how the Disclosure and Barring Service can help safeguard children from abuse.

.....

.....

.....

.....


.....

.....

..... [5]

This question required students to show knowledge of the Disclosure and Barring Service (assessing LO 3.1). This was well answered by many candidates for example including the 'barring list' and explaining how this can help safeguard children from abuse. Most candidates clearly linked their response to children and demonstrated the ability to be concise. A few candidates gave a response focusing on confidentiality policies and procedures rather than the Disclosure and Barring Service.

Misconception

 Candidates need to know the difference between policies and legislation and the difference between the Disclosure and Barring Service and confidentiality procedures/policies.

Question 2 (b)

(b) Complete the sentences about the Children Act 2004.

Use words from the list.

You can use each word once, more than once, or not at all.

achieving **advisor** **advocate** **attaining** **authority** **Counts**
Matters **paramountcy** **positive** **priority** **safeguarding** **safety**

The Children Act created the Children's Commissioner and set up boards.

Every Child is an aspect of this act and ensures that the following are addressed:

- Being healthy
- Enjoying and
- Making a contribution

The principle means that a child's needs must come first.

All children have the right to an

[6]

See the answers on the mark scheme.

Question 3 (a)

- 3 (a) Describe **one** reason why an individual may decide to tell a social worker about abuse rather than a close relative.

.....

.....

.....

.....

.....

.....

..... [3]

Most candidates did gain at least 2 marks for this question. The marks given were often limited by candidates giving unbalanced responses, i.e., only focusing on the social worker aspect or close relative aspect.

Question 3 (b)*

- (b)* Explain how **each** of the following can be used by a social worker to deal with disclosures of abuse.

- Supporting and comforting
- Protecting self

.....

.....

.....

.....

..... [6]

Some candidates did not clearly explain both supporting and comforting and protecting self therefore only gained access to the Level 2 band. Higher performing candidates did focus on the 'explain how' aspect of the question rather than just describing the effects of supporting and comforting individuals.

Question 4

4 Describe the likely effects of the following types of abuse on young people.

Financial abuse

.....

.....

.....

.....

.....

Physical abuse

.....

.....

.....

.....

.....

Sexual abuse

.....

.....

.....

.....

.....

[6]

This question required candidates to identify describe likely effects of abuse (assessing LO 1.2.). Most candidates were able to describe effects of abuse, often gaining full marks. Many candidates avoiding listing effects and the vast majority gave relevant effects of each type of abuse.

Question 5 (a)*

5 (a)* Sam works as a nurse at a day care centre for older people. He is asked by his manager to report on factors in the day care centre that may make abuse more likely.

Describe what Sam could include in this report in relation to the following factors.

- Relationships where there is an imbalance of power
- Situations where there is an invasion of privacy

.....

.....

.....

.....

.....

.....

..... [10]

A range of responses were given for this question with candidates tending to focus more on imbalance of power rather than invasion of privacy. For the imbalance of power aspect common good responses linked to carers abusing their power when helping users with basic tasks such as bathing. This question (and Question 5b) did on occasions have responses where candidates appeared to rely on predetermined generic responses that were not always relevant to the scenario given.

Question 5 (b)

(b)* Analyse **in detail** how the following environmental factors might make abuse of older people more likely.

- Independent living facilities
- Use of health services

.....

.....

.....

.....

.....

.....

.....

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

Most candidates demonstrated a good understanding of independent living facilities, e.g., linking to absence of a carer always being present and/or potentially having less contact with family/friends and so less opportunities to report abuse. Candidates gaining the top band included links to both environmental factors and older people

OCR support



[The Unit 7 delivery guide](#) has advice and support in the delivery of factors that may increase the risk of abuse.

Supporting you

Post-results services

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

Keep up-to-date

We send 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. Most of our courses are 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 and Cambridge Technicals qualifications. [Find out more](#).

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.

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.