

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

HEALTH AND SOCIAL CARE

05830–05833, 05871

Unit 2 January 2023 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

All questions were attempted by most of the candidates. There was evidence of well-prepared candidates who demonstrated their subject knowledge by producing well-structured responses, meeting the requirements of the command verb and which confidently used specific and appropriate terminology. Candidates appeared to have used their time effectively with very few 'no responses' seen, the few scripts where there was 'no response' had large sections of the paper which had not been tackled.

Case study and scenario-based questions were often well answered by many candidates and enabled some of the weaker responses to access marks. Generally, candidates produced succinct and focused responses and so avoided repetition.

Weaker areas include the role of the CQC in Question 1(c) and the actions it can take. Question 5(b) required reference to the early years values of care, candidates often missed this reference entirely or demonstrated only minimal knowledge of the early years values.

Few candidates made use of the extra pages this session, suggesting they were able to focus their responses and were guided by the number of lines provided for the response. It was good practice and very helpful for examiners when candidates put a note at the bottom of their response in the main paper stating that a question had been continued on the extra pages.

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"> applied knowledge and understanding appropriately to questions set in a health, social care or early year's context or scenario as seen in Questions 1, 3, 4 and 5. demonstrated accurate knowledge of the role of the 'CQC' for Question 1(c) demonstrated an understanding and familiarity with the different command verbs such as: Question 1(a) identify, Question 1(d) discuss, Question 3(a) explain, Question 3(b) analyse, Question 4(a) describe. 	<ul style="list-style-type: none"> produced responses that were irrelevant to what had been asked, such as writing about training staff when the question is about actions the CQC can take in Question 1(c) or monitoring patients' fluid intake when the question is about monitoring staff performance in Question 1(d) did not read the question carefully enough, for example, in Question 3(a) incorrectly referring to Alex being bullied, not noticing that Alex was a senior member of staff - so 'passing it on to a senior member of staff' is not a particularly good response.

Question 1 (a)

1 Read the information about Tean Lodge residential retirement home and then answer the questions.

Tea Lodge residential retirement home's CQC (Care Quality Commission) inspection report stated:

- there are enough staff to meet people's nursing and personal care needs, however the staff were very busy and had limited time to sit and chat with people
- care plans do not always ensure the protected characteristics of the Equality Act are supported
- staff use effective communication methods with the residents
- risks are not always identified, especially for residents with mobility problems
- record keeping is poor and it was not clear whether residents had received enough fluids or the appropriate type of food
- medicine management procedures are carried out safely
- the complaints procedure is clear
- a range of group activities are available for residents to choose and enjoy, although these were limited to 'men's' and 'women's' activities rather than allowing a free choice

(a) Identify **three** examples of good practice at Tea Lodge retirement home.

1

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.....

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2

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3

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[3]

This was a well answered question with most candidates able to identify the correct information from the case study. Many candidates gained full marks for this question.

Where marks were lost it was usually due to candidates identifying a point, for example, stating 'there is a complaints procedure' rather than completing the statement by linking to good practice, such as: 'the complaints procedure is clear'.

Question 1 (b)

(b) Complete the table with **two** examples that show how Tean Lodge retirement home is **not** providing care that supports the Equality Act protected characteristics.

An example has been done for you.

Protected characteristic	Example
Sex	Activities available are limited to 'men's' and 'women's' activities rather than allowing a free choice
Disability	
Religion or belief	

[2]

Disability was answered very well using information from the scenario.

The 'religion or belief' section was answered less well, with some candidates just stating 'protected characteristics,' where something from the scenario like 'it was not clear whether residents had received appropriate food' would have gained the mark.

Question 1 (c)

(c) The CQC report graded the care provided at Tean Lodge retirement home as 'inadequate'.

State **three different** actions that the CQC could take because of the care home's 'inadequate' grading.

1

2

3

[3]

Candidates who did know the actions that the CQC could take, gained all 3 marks for responses such as 'issue a warning notice', 'close down the home' and 're-inspect'.

Many candidates lacked knowledge of the powers that the CQC has. Candidates suggested a wide range of incorrect actions such as 'train the staff', 'do risk assessments' or 'sack the staff'. Others confused the role of the CQC with the care home manager and stated actions they would take such as fire the staff or send them on a course.

Misconception



Candidates need to be clear on what actions the CQC can take if problems have been identified within a setting.

Question 1 (d)*

(d)* Discuss how the manager at Tean Lodge retirement home could use **training, mentoring** and **monitoring** to help improve the standard of care provided.

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

Most candidates understood 'training' and were able to give examples of the benefits, relating their responses to learning about legislation, gaining qualifications, or developing new skills and improving the standard of care. Some candidates seemed unfamiliar with the terminology 'mentoring' and 'monitoring'.

Where mentoring was familiar to some candidates, they wrote about gaining support from a more experienced colleague, learning on the job and getting immediate feedback.

Monitoring was widely misunderstood by candidates who mistakenly wrote about monitoring residents, giving examples such as 'monitoring residents fluid intake.'

Question 2

2 A list of terms used in health and social care are shown in the table below.
Choose the correct description for each term from the list of options numbered 1–5.

Write your chosen number in the option number column.

Each option may be used once, more than once, or not at all.

- 1 an aspect of diversity
- 2 best practice
- 3 right
- 4 type of discrimination
- 5 value of care

Terms	Option number
being non-judgemental	
choice	
dress	
effective communication	
labelling	
language	
prejudice	

[7]

This was very well answered and was a high scoring question for many candidates.

Question 3 (a)

3 Read the information in the box and answer the questions.

Alex works as a senior teacher at a primary school and has been receiving complaints from several parents about their children being bullied. Children have been called names, and experienced racist comments and aggressive behaviour.

Alex has investigated and found that two pupils have been bullying some of the other children.

(a) Explain **three different** ways that Alex could deal with the pupils' racist discrimination and bullying behaviour. Use the headings below.

Challenge at the time

.....

.....

.....

.....

..... [2]

Challenge afterwards through procedures

.....

.....

.....

.....

..... [2]

Challenge afterwards through long-term campaigns

.....

.....

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..... [2]

Many candidates achieved well on this question. Candidates that were more successful explained 'challenge at the time' and 'challenge afterwards through long-term campaigns', along with giving good examples.

Some candidates wrote the response as if Alex was the victim and others spoke about racist discrimination instead of fully understanding the role of Alex in the text. They did not notice that Alex was a senior member of staff, so 'passing it on to a senior member of staff' was not a good response.

Candidates must take time to read the question and other information very carefully so that they know exactly what is required in the response.

Assessment for learning



Candidates should be advised not to rush; they should read the question very carefully – read it twice. Use a highlighter, or underline, key requirements of the question. This way they will have a better chance of producing an accurate response which will gain the marks.

Question 3 (b)*

(b)* Analyse the possible impact that discrimination and bullying behaviour could have on the mental and physical health of the children.

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.....
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.....
.....
..... [8]

This was the best attempted of the longer responses on the paper; the majority of candidates knew the difference between the mental impacts and the physical impacts.

The mental aspect was the most successful with clear understanding of the impact in terms of withdrawal, upset and low self-esteem for example. Physical impacts were less developed and generalised comments made, rather than analysis.

Lower performing responses just gave lists of effects or wrote about effects of discrimination in general, rather than linking it to the school-based scenario.

Some candidates struggled with the 'analyse' command verb.. There were plenty of references to impacts on mental health and, to a lesser degree physical health, but not much in the way of a developed analysis.

Candidates would have done better to choose fewer impacts and then develop them, to clearly demonstrate the 'cause' and 'effect'.

OCR support



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

Question 4 (a)

- 4 Read the following interview with Nina, whose job involves visiting older adults in their own homes to provide assistance with daily living tasks. Then answer questions 4(a) and 4(b).

“I think it is important to be cheerful and a good listener. I love my job and get to know my clients very well. For some people I care for, I am the only person they see in the day so I want to make it really good for them. To them I am the link with the outside world.

My first visit will be to James. I help him prepare a breakfast of his own choice and make sure that he eats it and has a drink of orange juice – his favourite. I help him clean his bathroom and do a bit of ironing for him. He tells me about his travels to South Africa and all the animals he saw up close. He talks of elephants and lions – it is fascinating.

Then I drive to Eve who lives alone. She has dementia and is very forgetful, so I gather information from her by listening and observing, rather than direct questioning. I let myself in and call out ‘hello’ so she knows that I have arrived. I remind and help Eve to do some clothes washing and to prepare her lunch.

On a later visit the same day I ensure that Eve has remembered to eat her lunch. If she hasn’t I will sit with her and enjoy a chat about her time in the army while she eats her meal. At the end of the visit I always tell her when I will be back and leave her with a cup of tea and a biscuit. She waves me off from the window of her house.”

- (a) Describe how Nina provides care that meets four of the Care Certificate standards listed. Give a different example for each.

Standard 1: Understand your role

.....

.....

.....

..... [2]

Standard 5: Work in a person-centred way

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..... [2]

Standard 8: Fluids and nutrition

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..... [2]

Standard 9: Awareness of mental health, dementia and disability

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..... [2]

Overall, this was a very well answered question. Many candidates could identify how the care met the Care Certificate requirements, selecting the correct responses from the case study. Work in a person-centred way was the least well answered of the four-part questions.

Some candidates lost marks by repeating the same point in multiple sections.

Question 4 (b)

(b) Nina is employed to provide **formal** support for James and Eve. They also receive **informal** support.

Identify a type of informal support and state who could provide it.

Type of informal support.....

.....

Who could provide the informal support.....

[2]

The majority of candidates could name an example of who provided the care although a few candidates got confused with who Nina was and suggested she would give the support, which is incorrect.

Some candidates did not know the difference between formal and informal care and so gave incorrect responses.

Question 4 (c)

(c) The Mental Capacity Act 2005 supports the rights of individuals, such as those Nina cares for.

State **one** key aspect of the Mental Capacity Act.

.....
..... [1]

Candidates that did well on this question showed a clear knowledge of the Act.

Where candidates displayed limited knowledge of the Mental Capacity Act, they wrote about it giving people choice, others gave responses linked to either the Mental Health Act or Health and Social Care Act.

Some students had clearly covered the Act, but got muddled up with their terminology, writing 'presumption of incapacity' when it should be 'capacity'.

Many candidates wrote about 'choices' rather than referencing 'decisions'. Candidates either knew about this Act or they had little idea and left it blank.

Question 5 (a)

5 Read the information in the box and answer the questions.

Gabi attends primary school; she is not progressing as well as expected.

Gabi is pale and quiet; she doesn't interact with the other children or her teacher who is quite worried about her.

The class teacher has attended training about the early years values of care and so uses these values to help inform how she deals with the situation.

(a) Identify the **three** most appropriate ways for the class teacher to support Gabi to help her progress.

Tick (✓) **three** only.

Answer letter	Actions	Tick (✓) three only
A	Arrange an interview with Gabi and the Headteacher so that they can ask her what the problem is.	
B	At a staff meeting ask all of the staff to watch out for Gabi to make sure everyone is aware of the situation.	
C	Contact Gabi's parents so that they know she is being very quiet and not interacting at school.	
D	Discuss the issue with the school nurse and ask for advice on what to do.	
E	Have a chat with Gabi to informally try and find out if she has any worries.	
F	Keep a private written record of Gabi's behaviour to monitor the situation.	
G	Tell Gabi she needs to be more confident and outgoing, and to join in with the other children.	

[3]

This was well answered by many candidates. Most correctly chose contacting parents and a chat with Gabi. The third option chosen varied widely.

Question 5 (b)*

(b)* Justify your choice of answers for question **5(a)**. Your justification should include reference to the early years values of care.

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

Contacting Gabi's parents was by far the most well answered aspect of this question. There were some good responses, especially those who linked to the early years' values of care.

Very few candidates made links to the early years' values of care in an appropriate way, just listing them without any justification.

Some candidates did not address the question and repeated wording from the scenarios chosen in Question 5(a), so could not be credited any marks.

Copyright information

Question 4: Adapted text by Sue Learner '[Day in the life of a home care worker: To them I am the link with the outside world](#)', 6 July 2016, www.homecare.co.uk Permission granted 13/10/2020

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