OCR
Oxford Cambridge and RSA

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

HEALTH AND SOCIAL CARE

05830–05833, 05871

Unit 7 January 2023 series

Contents

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

This paper included a range of questions assessing candidates understanding of how practices and roles of staff can help protect service users from abuse. Responses by candidates showed a good understating of the many factors that can increase the risk of abuse alongside understanding of relevant legislation, an area of improvement compared to previous exam sessions. Most candidates attempted all questions, and many gained full marks for Questions 1(a) 1(b) and 2(a). Only a few candidates needed to use the extra pages provided.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
- showed a clear understanding and interpretation of command words used in the questions - used the number of marks available and space provided to help them write their response - understood the different types of abuse and factors that can increase the risk of abuse.	- used generic pre learned responses that were not always relevant to the question. - demonstrated a lack of understating of the role of the Children's Commissioner.

Question 1 (a)

1   A safeguarding manager in a hospital reviews safeguarding practices used in a children's ward.

The text below outlines the key findings.

> • The Disclosure and Barring Service is used effectively to protect children from abuse
>
> • Risk assessments were outdated and new activities in the play area were not assessed
>
> • Staff follow a multi-agency approach
>
> • There are effective recruitment procedures
>
> • The complaints procedure was only available in one format
>
> • Personal data was not stored securely

(a)   Identify **two** examples of **good** practice being used in the hospital and explain how each example helps protect children from abuse.

Example 1

....

....

....

....

.... **[2]**

Example 2

....

....

....

....

.... **[2]**

This question was answered well with many candidates correctly identifying the Disclosure and Barring Service as an example of good practice. Most candidates showed understanding of how this can help protect children. A few candidates did not gain marks due to their explanations just repeating the information given to them in the question.

Question 1 (b)

(b) Identify **two** examples of **poor** practice being used in the hospital and explain how each example may make children more at risk of abuse.

Example 1

....

....

....

....

.... **[2]**

Example 2

....

....

....

....

.... **[2]**

Candidates performed well with this question clearly identifying and explaining examples of poor practice. A few candidates used examples not from the hospital review provided in the question which were not creditworthy.

Question 1 (c)

(c) Outline how employing a Designated Child Protection Officer can help a hospital to safeguard children.

....

....

....

....

.... **[2]**
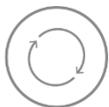
Slightly fewer candidates were able to answer this question successfully to gain full marks compared to Questions 1(a) and 1(b). Many gave very general points about safety in general.

Assessment for learning

Centres should encourage student to create flashcards or other revision notes for each of the professional roles listed in the specification.

Question 2 (a)

2   **(a)** Complete the table by choosing **three** examples of non-professionals who might be told about abuse.

Tick (✓) **three** only.

Non-professionals	Tick (✓) **three** only
Neighbours	
Nurses	
Peers	
Siblings	
Social workers	
Teachers	

[3]

The vast majority of candidates gained full marks for this question, with only a small minority incorrectly identifying teachers as non-professionals.

Question 2 (b)*

(b)* Abuse may be reported to the police.

Explain why it is important to maintain confidentiality when teachers are reporting disclosures of abuse to the police.

....

....

....

....

....

.... **[6]**

Candidates who performed well on this question focused on the importance of maintaining confidentiality, rather than listing ways confidentiality can be kept. Good responses often addressed how teachers themselves may be at risk if their names are released/leaked and/or the risk to children if parents/caregivers know information before the police could act.

Question 3*

3* Jack is 16 years old and has a learning disability. At school, a support worker helps Jack in lessons.

Explain why Jack may be more likely to experience abuse than others.

....

....

....

....

....

.... **[10]**

Many candidates showed a sound understanding of how Jack may be more at risk of abuse compared to others, with only a few responses adding other factors to the scenario, e.g., suggesting Jack may also be homeless and then using pre learned responses that were not creditworthy.

Question 4 (a)

4   **(a)**   Complete the sentences below about different types of abuse.

Use words from the list.

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

Emotional   **Financial**   **Institutional**   **Neglect**   **Physical**   **Sexual**

.... abuse includes hitting, burning and slapping.

.... is a failure to meet a person's basic needs, e.g. adequate

food.

.... abuse includes widespread poor care practice within an

organisation that makes discrimination and abuse more likely.

.... abuse includes fraud, misuse of property, possessions

and theft.

[4]

Centres had prepared their candidates well for this question with nearly all candidates gaining full marks.

Question 4 (b)

(b)   Identify **five** likely psychological effects of abuse on children.

1 ....

2 ....

3 ....

4 ....

5 ....

[5]

Candidates performed well when answering this question, although a few gave examples of physical not psychological effects of abuse.

Question 4 (c)*

(c)* Adults with physical disabilities can be dependent on others for personal care and in some situations do not have the mental capacity to make their own choices.

Analyse at least **two** other factors that may make adults with physical disabilities more at risk of abuse than others.

....

....

....

....

....

.... **[10]**

Candidates who performed less well when answering this question gave responses about lacking mental capacity (one of the two factors the stem of the question excluded).

Candidates should be prepared to be assessed on the full range of factors that may make abuse more likely for a range of service users.

OCR support

ⓘ Centres should help the students prepare for questions covering a range of factors that can increase the risk of abuse by using OCR support materials.

Question 5 (a)

5 **(a)** Are the following statements about legislation **true** or **false**?

Complete the table by stating **true** or **false**.

Statement	True or false
The Equality Act 2010 aims to protect whistle-blowers working with vulnerable adults.	
The Human Rights Act 1998 includes the right to education.	
The Mental Capacity Act 2005 aims for the age of a person to be the main factor when making decisions about lack of capacity.	
The Safeguarding Vulnerable Groups Act 2006 aims to prevent people deemed unsuitable to work from gaining access to vulnerable adults.	

[4]

This question was very well answered.

Question 5 (b)

(b) The Children Act 2004 established the role of Children's Commissioner.

Identify **two** ways the Children's Commissioner helps safeguard children.

1 ....

....

2 ....

....

[2]

Many candidates appeared to confuse the role of the Children's Commissioner with other organisations, for example the Care Quality Commission and/or suggested the Commissioner could help all children in courtrooms and/or directly intervene with every case of abuse.

Question 5 (c)*

(c)* Analyse how teaching personal safety may help develop the confidence and resilience of children.

....

....

....

....

....

.... **[6]**

Many of the responses provided by candidates included a good analysis of how teaching personal safety could help develop the confidence of children and used creditworthy examples to help illustrate their points. The resilience aspect of the question was less well answered, with some candidates appearing to be less familiar with this term.

Supporting you

Reviews of marking

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 monthly bulletin 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**
- **facebook.com/ocrexams**
- **twitter.com/ocrexams**
- **instagram.com/ocrexaminations**
- **linkedin.com/company/ocr**
- **youtube.com/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.