

Cambridge Technicals Level 3

Health & Social Care

05830-05833 & 05871

Unit 7 Safeguarding

OCR Report to Centres June 2018

About this Examiner Report to Centres

This report on the 2018 Summer assessments aims to highlight:

- areas where students were more successful
- main areas where students may need additional support and some reflection
- points of advice for future examinations

It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

The report also includes links and brief information on:

- A reminder of our **post-results services** including **reviews of results**
- Link to **grade boundaries**
- **Further support that you can expect from OCR**, such as our CPD programme

Reviews of results

If any of your students' results are not as expected you may wish to consider one of our Reviews of results services. For full information about the options available visit the [OCR website](#). If University places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications: <http://www.ocr.org.uk/administration/stage-5-post-results-services/enquiries-about-results/service-2-priority-service-2-2a-2b/>

Grade boundaries

Grade boundaries for this, and all other assessments, can be found on the [OCR website](#).

Further support from OCR



Attend one of our popular CPD courses to hear exam feedback directly from a senior assessors or drop in to an online Q&A session.

<https://www.cpdhub.ocr.org.uk>

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Unit 7 Safeguarding

1. General Comments:

The vast majority of candidates attempted all questions, with a few no responses for question 4. Candidates showed the ability to apply their answers to the question, in terms of using the scenarios given (e.g. questions 2 and 4a). Quite impressive knowledge of safeguarding individuals with dementia was shown by candidates. Similar to other years some of the weaker responses were in regards to the legislation based question (question 5a)

2. Comments on Individual Questions:

Question No.

1(a) This was well answered with the vast majority of candidates gaining full marks. Candidates who lost marks tended to respond with other types or other definitions of abuse in the 'signs' column.

1(b) The most common correct answers given were family and siblings. A few candidates incorrectly stated teachers (or other professionals)

1(c) There was an improvement in candidates' ability to analyse compared to previous sessions, in particular in regard to positive risk taking. Many candidates did give clear examples to illustrate their point (although this was not required). The main limiter of marks was in regard to not linking their answer to looked after children.

2 There were some excellent responses provided for dementia, showing a comprehensive understanding of how it may increase the likelihood of an individual being at risk of abuse. The responses provided for communication difficulties were often more limited and so many candidates could not gain access to the highest-level mark band.

3(a) This was well answered with many candidates identifying at least 3 of the 4 correct responses. A few incorrectly identified option H as an appropriate action.

3(b) Most candidates gave a clear reason for their chosen action, with a few able to gain marks even when an incorrect option for part (a) had been given

3(c) The most common responses explained how adults with learning disabilities and physical disabilities may depend on others, with many explaining this fully in the context of either physical disabilities or learning disabilities.

4 This question was not attempted by a noticeable number of candidates, with no policy given at all. The more able candidates did read the stem of the question and so responded with a policy not mentioned in the stem. As has been the case in other years, a few candidates incorrectly responded with laws instead of policies, e.g. the *Children Act*.

5(a) Many level 1 responses were given by candidates here, with 'need to know basis' being the most common aspect of the *Data protection Act* to be stated. Some candidates clearly knew the law and used key terminology correctly. Weaker responses tended to describe ways to keep information safe and to describe day-to-day practices rather than to describe aspects of the law itself.

5(b) Some good examples about invasion of privacy were given by candidates , although many gave no indicator of what personal information they were discussing, or discussed privacy in terms of the use of screens in hospitals when undressing, rather than actual personal information.

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