

## **CAMBRIDGE TECHNICALS LEVEL 3 (2016)**

*Examiners' report*

# **HEALTH AND SOCIAL CARE**



## **Unit 2 January 2019 series**

Version 1

## Contents

Introduction .....	3
Unit 2 series overview .....	4
Paper overview.....	5
Question 1 (a).....	5
Question 1 (b).....	6
Question 1 (c).....	7
Question 1 (d).....	8
Question 1 (e).....	8
Question 2 (a).....	9
Question 2 (b).....	11
Question 2 (c).....	12
Question 3 (a).....	13
Question 3 (b).....	14
Question 4 (a).....	15
Question 4 (b).....	16
Question 5 (a).....	17
Question 5 (b).....	18

## 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 can be downloaded from OCR.

## Unit 2 series overview

For the externally assessed Unit 2 a full range of marks was achieved this session. 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.

Many excellent responses demonstrated that candidates were well prepared for this examination producing well-informed and accurate answers using appropriate subject specific terminology from the specification. Responses were generally well structured and related well to the question scenarios and contexts provided. There was a decrease in the number of additional pages used with candidates producing more succinct and focused responses and so avoiding repetition.

A number of 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. For typed scripts candidates should use a font size of 11 or 12 with double spaced lines to assist the examiners to annotate scripts more easily and clearly.

### *Candidate performance overview*

Candidates who did well on this paper generally did the following:

- demonstrated an understanding and familiarity with the different command verbs e.g. identify, describe, explain and analyse
- produced clear and concise responses for Level of Response questions: 1(e), 2(c), 4(b), 5(b)
- applied knowledge and understanding appropriately to questions set in a health, social care or early year's context or scenario as seen in 4(b) and 5(a).

Candidates who did less well on this paper generally did the following:

- lacked precision in their responses e.g. Q1(e) where some candidates identified training, monitoring and using 'appropriate questions', but did not develop their responses with how senior staff could use these methods to ensure future interviews follow the correct procedures. Also 3(b) giving vague and imprecise suggestions for ensuring equality of opportunity
- found it difficult to apply what they had learnt to health, social care or early year's contexts, 2(a) and 5(b) for example
- produced responses that lacked depth, and were often rambling and peripheral to what had been asked, e.g. 2(c) the Care Certificate and 5(b) ways a teacher could be non-judgemental at a meeting with a parent.

## Paper overview

The paper consists of a range of different types of questions, with 1, 2 or 3 mark questions, some longer extended response questions and multiple-choice situational judgement questions such as question 1(b) and 1(c).

Questions are usually context-based where candidates are expected to demonstrate their understanding within particular contexts, scenarios or case studies. For this paper the scenario, case studies and contexts are interviewing for staff in a G.P. surgery, a supported living care setting, a primary school and a residential care home. Candidates are required to apply their knowledge of the Unit 2 specification topics to produce answers that are relevant to the scenarios provided.

### Question 1 (a)

1 Paul is attending an interview for the position of Practice Manager at a GP surgery.

(a) Name a current piece of legislation that the interview questions should comply with.

.....[1]

This was mainly done well, but some candidates did seem to lack knowledge and suggested the Data Protection Act or 'protection from harm and abuse'. The DPA was in fact the second most common answer after the Equality Act which is a correct answer. Very few candidates gave the Human Rights Act.

## Question 1 (b)

(b) The questions Paul is asked at his interview are shown in the table below.

Choose the **four** questions or statements that Paul should **not** have been asked at his interview.

Tick **four** only.

Response letter:	Interview questions	Tick (✓) four only
<b>A</b>	Do you have any disabilities?	
<b>B</b>	How old are you?	
<b>C</b>	Describe yourself in three words.	
<b>D</b>	Describe your approach to effective communication.	
<b>E</b>	Do you have any children?	
<b>F</b>	What skills can you bring to this job role?	
<b>G</b>	What religion are you?	
<b>H</b>	Why should we give you this job?	

**[4]**

The majority of candidates were able to gain three or four marks here.

A few candidates only ticked three options and so lost the chance of a mark.

### Question 1 (c)

(c) Justify why **two** of the interview questions you chose in part (b) should **not** have been asked.

Give a different reason for each.

Response letter: .....

Reason: .....

.....  
.....  
.....  
.....

[2]

Response letter: .....

Reason: .....

.....  
.....  
.....  
.....

[2]

Candidates who gave a different reason for each one generally did well. Common good, correct responses gave justifications relating to the question is not relevant to the job role, personal questions are inappropriate, could be a basis for discrimination and reference to protected characteristics.

Vague responses such as making the individual 'feel uncomfortable' were not credited with a mark. Some candidates repeated the same reason and so missed marks for their second response due to this, the question clearly states that 'different' reasons are required.

### Question 1 (d)

- (d) Paul is not offered the job. He decides to make a complaint about some of the interview questions he was asked.

Name **one** organisation that could provide Paul with advice about how to complain.

.....[1]

There was a mixed response to this question. The most common correct response was the EHRC or charities such as SEAP, with only a few candidates suggesting using the surgery's own complaints procedure.



**Misconception**

The main incorrect responses were CQC, NICE and Ofsted which suggests that some candidates are not clear about the roles of these organisations.

### Question 1 (e)

- (e)\* Describe how senior staff at the surgery could ensure that interviews are carried out using the correct procedures in the future.

[6]

.....

This question was well answered by candidates who suggested two or three clear ways that senior staff could ensure that future interviews followed the correct procedures. Some good responses focused on ways such as having a standard set of questions that are the same for each person being interviewed, so that no-one is disadvantaged; checking with legislation such as the Equality Act to ensure no discriminatory questions are asked, and providing training for the interview panel so that they know their responsibilities.

Weaker responses made vague statements such as 'ask appropriate questions', 'monitor the interview' or inappropriate suggestions such as 'video all the interviews and watch them back'.



### Question 2 (a)

2 Read the information below about Askew Trust Supported Living.

Askew Trust Supported Living provides care and support for individuals who have a range of needs relating to learning disabilities, mental health conditions, physical disabilities or injuries.

Newly appointed care staff have an induction period. The induction is linked to the Care Certificate and includes shadowing an experienced member of staff. Compulsory training for all staff includes safeguarding procedures, medicines management, infection control, fire safety procedures and manual handling.

Accurate medicine administration records are completed to show when medication has been given.

Where people cannot communicate verbally, care plans guide staff on how each person prefers to communicate and any special methods of communication needed, for example, Sign Language, body language, hand signals or gestures are used.

Individuals' nutritional needs and preferences are outlined in their records. Some individuals have special dietary needs such as soft or pureed food to avoid choking and so a blender is used by staff so that the range of meals available is extended. Individuals are supported to make choices. Where needed care plans guide staff on how to support each person to make simple choices like what food they want and what to wear. For example, a care plan will state 'Show two outfits and give time to decide'.

Adapted from: <http://www.cqc.org.uk/location/1-2552181088> Brandon Trust Supported Living - CQC Inspection Report 10th August 2017

(a) Identify **four** examples of good practice from the information about Askew Supported Living.

Use the headings below.

[4]

Respecting views, choices and decisions of individuals who require care and support.

.....

.....

.....

Provision of training and professional development opportunities for staff.

.....

.....

.....

Following agreed ways of working.

.....

.....

.....

Effective communication.

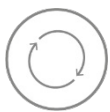
.....

.....

.....

Well done by many candidates who were able to select correct examples of good practice from the text about Askew Supported Living.

Weaker responses wrote generically about good practice at length, even continuing on to the extra pages, when the command verb is only 'identify'. Others gave examples of good practice that were not related to the context provided. These approaches did not answer the question and so marks were missed.



**AfL** Candidates need to be advised to read the question carefully to be clear about what they have to do. The command verb here is 'identify' and three examples of good practice from the information provided are required.

### Question 2 (b)

(b) Describe **three** different ways staff at Askew Supported Living promote the right of 'protection from abuse and harm' when caring for individuals.

1.....  
.....  
.....  
.....

2.....  
.....  
.....  
.....

3.....  
.....  
.....  
.....

**[6]**

A number of candidates achieved really good marks for this question, describing three different and specific ways that staff at Askew Supported Living promote the right of 'protection from abuse and harm' for the individuals in their care, based on the text provided. Good answers referred to having accurate medicine administration records to prevent overdoses or late medication; manual handling training to prevent injuries to residents and staff; provision of pureed food for some residents to avoid choking risks.

Some candidates achieved half marks by identifying three appropriate ways from the text, but as the link was not made to protection from abuse and harm' they could not achieve full marks.

Marks were limited when candidates gave ways not in the scenario such as staff wearing lanyards, others repeated the same example using different words or repeated answers from part (a) that were not relevant, or linked to preventing abuse and harm.

### Question 2 (c)

(c)\* The staff induction at Askew Trust Supported Living is linked to the Care Certificate.

Outline key features of the Care Certificate.

.....

.....

.....

.....[8]

This question was not well answered and there were a number of 'no responses'. Many candidates did not seem at all prepared for this question, the majority clearly had no idea of what the Care Certificate actually is, or what it is for. A definite gap in candidates' knowledge.

A common misconception was suggesting that the Care Certificate is some sort of 'reward certificate' for doing well at your job. Some candidates gave irrelevant information about the Equality Act or the Human Rights Act, rights or the values of care.

Good responses identified a range of key features, such as that the Care Certificate consists of fifteen standards that set out the minimum standards required. Some candidates were able to give examples of the standards such as 'privacy and dignity', 'duty of care' and 'understand your role'. Candidates went on to state that care workers are assessed against these standards and that the assessment has to take place in the workplace. Some candidates knew that the Care Certificate is for health and social care occupations that do not require professional qualifications, giving examples such as nursing assistants and social care assistants. Other candidates were aware that the aim of the Care Certificate is in place to ensure all care workers have the same skills, knowledge and behaviours to provide compassionate, safe and high quality care.



**AfL**

The Care Certificate is one of the national initiatives identified in LO3 – 3.2, of the specification. Candidates need to know, at the very least, an overview of facts about these national initiatives. This will enable them to give specific examples of what the initiative involves or covers and candidates will be able to use the correct terminology when answering questions such as this one about the Care Certificate.

### Question 3 (a)

- 3 (a) Some examples of how to apply the values of care in a primary school are listed in the table below.

Complete the table by choosing the matching value of care from the list and write A, B, C, D, E, or F in the answer column.

Each value of care may be used once, more than once or not at all.

- A Working in partnership with parents/guardians and families.
- B Keeping children safe and maintaining a healthy environment.
- C Promoting equality and diversity.
- D Maintaining confidentiality.
- E Encouraging children's learning and development.
- F Working with other professionals.

Ways of applying values of care	Answer: A, B, C, D, E or F
A teacher discusses a child's attendance record with a social worker.	
Sends a newsletter home every month.	
Pupil records are kept secure on password protected computers.	
Arranges visits for all pupils to a theatre and a museum.	
Checks are made for any allergies and a range of meal choices are provided that meet healthy eating guidelines.	

[5]

Well done by the majority of candidates, with many gaining full marks. Occasionally candidates appeared to 'hedge their bets' by giving more than one answer in a box for the examiner to choose from, this did not gain marks.

### Question 3 (b)

(b) Explain **one** way that teachers at a primary school could apply the value of care '**ensuring equality of opportunity**' in their day-to-day work.

.....

.....

.....

.....[3]

On the whole this question was well answered as the majority of candidates understood how to ensure equality. Most correct answers referred to provision for disability, gender or special educational needs and candidates had read the question carefully noting that 'one way', explained was the requirement.

Weaker responses referred to valuing diversity rather than equality. Some wrote in very vague terms about giving everyone the 'same treatment', 'equal opportunities' or 'allowing all to join in' but did not develop their answers and so limited their marks. Other candidates had not read the question carefully enough and gave more than one way and so could only be given a mark for the first way stated.

The weakest responses actually used stereotypes in their answers, such as having 'boys toys and girls toys', or gave simplistic ideas such as 'drawing name cards out of a hat', 'ensuring everyone has a go' demonstrating confusion and lack of understanding around the term 'equality'.

### Question 4 (a)

4 Read the scenario below.

Julie is 86. She has recently moved into a residential care home due to her arthritis which restricts her movement. Julie is finding it difficult to settle in at the residential home because of the way she is being treated.

Julie has got bruises on her arms and legs due to rough handling by her care assistant when bathing her, the care assistant never waits for someone to help her, she moves Julie by herself to save time. Julie is told what time to get up in the morning, what to wear and what time to go to bed. The care assistants laugh at her when she complains and tell her that it doesn't matter what she wears as she isn't going anywhere. Julie is also worried because money is going missing from her purse.

(a) Complete the table below with **four** different examples of discriminatory practice being experienced by Julie.

Type of discriminatory practice	Example
Abuse	
Inadequate care	
Breach of health and safety	
Being patronising	

[4]

Answered well with many candidates making good use of the information from the text provided, achieving all four marks.

The most common errors was stating 'money going missing' for 'breach of health and safety' and repeating the same answer – four different examples were required.

### Question 4 (b)

**(b)\*** Identify and explain **three** possible effects the discriminatory behaviour may have on Julie.

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

Overall this question was well done by many candidates. They were able to make good links between the case study and the question. Those candidates who addressed the question wording which asked them for only three effects, suggesting fewer more detailed points, produced higher level answers. Those candidates who considered aspects of Julie's well-being – physical, intellectual, emotional, social – linking the causes given in the case study and their effects, achieved good marks.

Weaker responses repeated effects, did not link cause and effect or gave (even listed) lots of effects but did not develop their explanations, limiting the marks they could achieve.



**AfL**

Candidates who had been taught to structure their responses did well. Three separate paragraphs, each dealing with a specific effect linked to the discriminatory behaviour described in the case study enabled candidates to produce an organised, coherent and accurate response to this question.





### Question 5 (b)

(b)\* Tristan's teacher has invited him and his mother to a meeting to discuss his behaviour.

Best practice requires care workers to be non-judgemental.

Explain ways the teacher could be **non-judgemental** when meeting with Tristan and his mother.

[5]

.....

.....

Generally not well answered. A lot of repetition about not being judgemental without stating how this would be achieved. Many suggestions of solutions to the situation and many things not to do that did not focus on what the question was asking.

Some good answers were seen mentioning the teacher showing respect, being polite and not being patronising; using active listening and being open minded. But overall many candidates did not link with having a meeting; they focused on addressing Tristan's behaviour.

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Question 5: Adapted from Mother's Asperger's poem strikes a chord on social media, 27 February 2018 © BBC News, [www.bbc.co.uk](http://www.bbc.co.uk).

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