

CAMBRIDGE NATIONALS

Examiners' report

HEALTH AND SOCIAL CARE

J801, J811

R021 Summer 2022 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. A selection of candidate answers is also provided. 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.

Advance Information for Summer 2022 assessments

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R021 series overview

For the externally assessed Unit R021 a wide range of marks were achieved. There was no evidence to suggest that candidates ran out of time; all questions were attempted by most of the candidates.

Many good responses demonstrated that candidates were well prepared for the examination; they gave well-informed and well-structured answers using appropriate subject specific terminology from the specification. Others needed to develop their knowledge of key terms and concepts, for example, rights such as choice and consultation, legislation, safety procedures, reducing risks and security measures

Many candidates were able to achieve Level 1 for band questions but were unable to achieve Level 2 or 3 as they did not give responses with relevant content. Listing content, however correct the information is, is not enough to gain high marks when responses need to 'explain' or 'describe'.

Some scripts proved very challenging to mark due to poor handwriting. Centres should encourage candidates to write as clearly as possible so that they can gain full credit for their responses.

Also it is essential that candidates correctly number responses on typed scripts and on additional pages. It can be very difficult for examiners to know which question/question part is being answered, for example some candidates wrote the question page number not the question number.

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"> • made sure their responses to Section A questions related fully to the context or scenario provided • read questions carefully so that responses were relevant to what had been asked, such as: Question 1(a) spread of infection and Question 3(a) physical impacts • demonstrated accurate knowledge of: <ul style="list-style-type: none"> ○ correctly naming legislation - Questions 1(c) and 4(a) ○ maintaining rights - Question 5(b)(ii) ○ confidentiality - Question 3(b) ○ meaning of 'up-to-date' information – Question 4(c). 	<ul style="list-style-type: none"> • repeated information from the question as their answer – Question 1(a) • lacked specific knowledge, for example, steps to take when making a complaint - Question 3(b) • produced responses that are not relevant to the question, for example: <ul style="list-style-type: none"> ○ writing about preventing the spread of infection for Question 1(b) ○ writing about social/emotional impacts on Jack instead of physical impacts for Question 3(a).

Section A overview

Section A of the paper consists of three questions based in the context of health, social care or early years settings. For this paper the three scenarios are a day centre for young people with physical disabilities, a food bank and a residential care home. Candidates are required to apply their knowledge of the R021 specification topics to produce responses that are relevant to the scenarios or case studies provided.

Question 1 (a)

1 Read the information about the day centre and then answer questions **1(a)**, **1(b)** and **1(c)**.

Sara runs a day centre for young people with physical disabilities. The young people attend the day centre to take part in a range of activities such as art and craft, wheelchair football and table tennis. They also stay for lunch and have a hot meal, which they help to prepare.

Recently there has been an outbreak of sickness and diarrhoea. Also, two of the young people have been injured when playing wheelchair football. Sara wants to improve the standards of hygiene and safety.

(a) Describe **two** methods that could be used to prevent the spread of infection at the day centre.

1
.....
.....
.....
..... [2]

2
.....
.....
..... [2]

Having read the question carefully, some candidates answered this well, giving a method with a description of how it prevents the spread of infection.

Other candidates stated 'clean everything' or 'clean everywhere'; this was too vague so did not gain a mark – responses must be specific. 'Wearing gloves' was also a common error; candidates should state the type of gloves, e.g. 'disposable' or 'rubber' gloves would have gained the mark.

A few candidates missed marks by simply repeating it 'prevents the spread of infection' from the question rather than describing 'how' it does this in order to gain the second mark.

Exemplar 1

2 Hand washing is also important in preventing the spread of infection as washing your hands for 20 seconds or more kills any bacteria

Exemplar 1 shows a 2 mark responses that answers the question well. One mark was gained for identifying a method 'hand washing' and 1 mark for clearly describing how this kills any bacteria.

Question 1 (b)

(b) Explain two ways that Sara could reduce risks and protect the young people attending the day centre.

1 [3]

2 [3]

This question was not well answered. Many candidates misguidedly continuing with hygiene/infection responses from part (a) or giving security measures, caused them to miss the marks for this question. Weaker responses simply stated that all activities should be stopped. Candidates who gained marks had read the question carefully and so confidently explained risk assessments, supervision and equipment checks, clearly relating them to reducing risks in the scenario.

Assessment for learning



Read the scenario and the question carefully then you will know exactly what is required. For this question the focus is on reducing risks – candidates need to focus on two ways relevant to the day centre, for example risk assessment' and 'equipment checks'.

Question 1 (c)

(c) Name the piece of legislation that promotes a safe work environment.

..... [1]

About half of the candidates knew this piece of legislation.
Common errors included stating rights such as 'protection from harm' or missing out the words 'at work'.

Question 2 (a)

2 Read the information about St Jude's food bank and then answer questions 2(a) and 2(b).

St Jude's food bank is a voluntary social care service that provides emergency food parcels for individuals and families in need of help. The volunteers want to make sure that the food they provide meets the needs of the wide range of different people using the food bank.

The volunteers are trained in the values of care and take the time to have a chat with the service users to discuss their families' specific food needs so that they can provide the most appropriate help.

(a) Explain ways that St Jude's food bank could support the diversity, rights and beliefs of the individuals using their services.

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

Many ways were explained by candidates covering a wide variety of cultural and dietary requirements such as vegan, Halal, vegetarian, nut allergies and gluten free. These were linked to rights to a varying degree depending on the quality of the response.

Marks were missed when responses covered preparing meals and the foodbank operating like a restaurant with a menu.

Candidates need to read the information provided in the scenario to ensure their responses are relevant. This scenario states clearly that the food bank 'provides emergency food parcels' - there is no reference to providing restaurant service.

Question 2 (b)

(b) Describe **one** way that the confidentiality of individuals using St Jude's could be maintained.

.....

.....

.....

.....

..... [2]

There were mixed responses here. Most candidates gained at least 1 mark, usually for identifying a way such as 'have meetings with food bank users in a private room', 'no gossiping about who uses the food bank', and 'share information on a need to know basis'.

Many candidates missed the second mark – a description was required. Candidates who developed their response were able to gain the second mark, for example 'have meetings with food bank users in a private room so that no-one can overhear the conversation'.

Question 3 (a)

3 Read the information about Woodford Care Home and answer questions 3(a), 3(b) and 3(c).

Jack, a resident with dementia, is found confused and alone in a nearby shopping centre. The manager of Woodford Care Home finds out that Jack left the home through the front door that had been left unlocked.

The manager decides that a review of security at the care home is required.

(a) Describe **two** different security measures that could protect residents at Woodford Care Home.

1

.....

.....

.....

..... [2]

2

.....

.....

.....

..... [2]

Many candidates gained 2 marks for this question by identifying two security measures. Marks were missed by candidates who only identified a security measure with no further detail about how it protects. Others stated inappropriate or incorrect measures such as 'have security guards at entrances', 'lock all doors and windows', 'have CCTV cameras everywhere'.

Some candidates did provide an added description and were able to gain the second mark, for example: 'have staff at a reception desk to monitor who enters and exits the care home', or 'all staff to have key cars/fobs to restrict access to the care home'.

Question 3 (b)

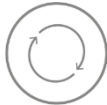
(b) State **four** steps for Jack's family to take when making a complaint about the incident.

- 1
- 2
- 3
- 4

[4]

There were many correct responses here, but also a number of marks were missed by candidates repeating their answers. For example, a list such as 'speak to manager', 'e-mail manager' and 'write to the manager' only gained 1 mark for the step of contacting the manager.

Assessment for learning

 When asked to give a number of responses such as in Question 3(b), candidates should be advised they need to give different examples to avoid losing marks for repetition.

Question 3 (c)

(c) Describe possible **physical** impacts on Jack as a result of the poor standard of care he has received at Woodford Care Home.

.....

.....

.....

.....

.....

.....

..... [6]

There were very mixed responses to this question. Many candidates were able to gain a few marks by mentioning injury/tripping/being hit by a car. It was rare for much more than this to be given, or for these points to be really developed, so many responses only achieved marks in Level 1.

Dehydration and malnutrition were mentioned by a few but often candidates had not taken the opportunity to really link to Jack's situation.

Many candidates discussed impacts on physical health without linking it to the scenario at all – just care homes in general – so were unable to get into higher mark bands.

Weaker responses just stated 'injury' without even explaining how it might have occurred or its physical impact on Jack.

Some candidates wandered off the focus of the question and discussed emotional or social effects - these were not required by the question.

Exemplar 2

Jack could of fell causing a
 cut or bruse. When at the
 shopping centre he could of become
 disorientated, dehydrated or hungry. leading
 In hospitalisation. Jack could
 of tripped and broken a bone.
 When Jack had gone missing
 he wouldn't of had any
 medication leaving him feeling
 ill of heath or more disorientated

Exemplar 2 shows an extract from a response that is more developed. It suggests that Jack could have a fall while he is out and about, causing various realistic injuries, including breaking a bone. Reference is made to becoming disorientated and hungry, both very likely realistic effects. Reference is then made to missing any medication he should be taking.

This response is therefore correctly focused on Jack and describes quite well some possible physical effects which are realistic and appropriate in this situation. Just a little more detail would have gained marks in Level 3.

Assessment for learning



Read the scenario and the question carefully then you will know exactly what is required.

For this question: **Physical impacts** on Jack of leaving his care home and wandering alone in a shopping centre.

Section B overview

Section B of the paper consists of three questions that are fact and knowledge based. Candidate responses do not have to relate to a particular situation or scenario.

Question 4 (a)

- 4 (a) Complete the table by naming a piece of legislation that supports the rights of the individuals listed below.

Give a different piece of legislation for each one.

Individual	Legislation
A six month old baby	
An individual who has long term depression	
A breastfeeding mother	

[3]

There were an impressive number of correct responses – candidates often find questions about legislation difficult but this question was accurately answered by most.

Question 4 (b)

(b) Fill in the gaps in the sentences below that explain how legislation supports individuals' rights.

Use words from the list. You can use each word **once only or not at all**.

- | | | | |
|---------------------|------------------|----------------------|-------------------|
| consultation | framework | legal | measures |
| monitoring | practice | practitioners | procedures |
| provision | redress | standards | treatments |

- Legislation sets out the of practice and conduct, which those who work in the health, social care and early years sectors should meet.
- It provides a system of
- It provides a to maintain and improve quality of practice.
- It provides a framework for care that care providers have to comply with.
- It creates regulatory arrangements for the of care standards.

[5]

A complete range of marks were achieved for this question, everything from zero to 5. The majority of candidates achieved 2 or 3 marks often for 'redress', 'legal' and 'framework'.

Question 4 (c)

(c) Providing up-to-date information is a way that care workers can support an individual's rights.

State **two** examples of up-to-date information. Explain how these can support an individual's rights.

Example 1:

Example 2:

.....

.....

.....

.....

.....

.....

.....

..... [6]

Information, such as treatments available, opening times, medication instructions, along with reference to how this supports individual's rights, such as being consulted about their care, protected from harm, know when the service is available, able to take medication at the correct times, all gained high marks.

Weaker responses indicated that some candidates did not understand the term 'up-to-date information'. (LO1 of the specification).

Some candidates attempted to describe rights only and why they were important to uphold, failing to link the rights to 'up to date information' as requested in the question.

Exemplar 3

Example 1: making sure medical records are up-to-date

Example 2: making sure personal information is up-to-date

By making sure medical records are up to date it ensures that patients and service users receive the correct medication or treatment based on their medical needs.

By making sure personal information such as addresses are up-to date it ensures that medical appointments which are sent out via mail reach the correct person to ensure you do not miss an appointment. By having up-to date personal information such as email addresses, telephone or mobile numbers it ensures that people can contact you more easily to ensure you get the best out of your service provider.

Exemplar 3 shows a good attempt at this question and was marked in Level 3.

Both examples of up-to-date information stated by the candidate are appropriate.

'Making sure medical records are up to date', though brief, does clearly give specific reasons why it is so important for that information to be current and links with protecting from harm.

The 'personal information' being up to date is reasoned in more detail, suggesting the problems that would occur if it was not up-to-date.

Question 5 (a)

5 (a) Fill in the table below by identifying each 'early years value of care' that is being applied.

Choose the early years value of care, numbered 1–5, from the list below.

Early years values of care:

- 1 - anti-discriminatory practice
- 2 - ensuring confidentiality
- 3 - ensuring equality of opportunity
- 4 - valuing diversity
- 5 - working in partnership with parents/guardians and families

Each value of care may be used for one or more examples, or not at all.

Examples of applying the early years values of care	Early years value of care number 1–5
Challenge any racist or sexist comments or action by children or staff	
Newsletters and reward certificates are sent home	
Regular parents' evenings and meet the teacher sessions	
Share information with other practitioners on a 'need to know' basis	
Staff should not have favourites; all children should be treated fairly	

[5]

Most candidates gained marks on this question, many gaining 4 or 5 marks.

A few candidates lost marks by giving multiple numbers in each box. Only one number is required and examiners will not choose the correct answer for the question. Candidates must provide one number only and cross out clearly any additional numbers.

Question 5 (b) (i)

(b) (i) Choice and consultation are two rights of individuals.

Give a definition of choice and consultation.

choice

.....

.....

..... [2]

consultation

.....

.....

..... [2]

Candidates generally gained more marks for their definition of 'choice', finding consultation more difficult. Defining consultation with suggestions of exploring options, taking advice and opinions to inform decisions were rarely given.

Some candidates used the word 'choice' or 'consultation' in their definitions. They need to know how to define words without using the word itself in the definition.

Question 5 (b) (ii)

(ii) List **three** reasons why it is important to maintain individuals' rights.

1

2

3

[3]

This question was generally well answered with accurate reasons listed.

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