

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

HEALTH AND SOCIAL CARE

05830–05833, 05871

Unit 2 Summer 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

Many candidates had evidently been well prepared for the exam and produced well-structured responses demonstrating their subject knowledge and understanding. Familiarity with the range of command words is evident in many scripts; some candidates were very well prepared for this and took note of whether an evaluation, explanation or identification was required. This enabled them to produce appropriate responses. It is particularly important when a question requires a candidate to 'evaluate' as consideration of 'pros' and 'cons' or strengths and weaknesses of a scenario or context is required.

There were few 'no responses' this session. All questions were answered by most of the candidates, indicating that candidates had enough time to complete the paper.

Less successful areas were knowledge of legislation, in particular the Human Rights Act for Question 1, and being unable to name appropriate support groups for question 1(e)

Overall strengths included ensuring accessible services, examples of direct discrimination and the effects of discrimination 4(b).

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • demonstrated an understanding and familiarity with the different command verbs e.g: evaluate, explain, justify, identify and analyse • applied knowledge and understanding appropriately to Questions set in a health or social care context, as seen in Questions 1, 3, 4, and 5 • demonstrated knowledge of legislation covered in Unit two: <ul style="list-style-type: none"> 1(d) – Care Act, Health & Social Care Act 2(c) – Equality Act 3(b) – Children and Families Act. 	<ul style="list-style-type: none"> • did not identify appropriate support groups for individuals with visual impairments and lack of mobility 1(e) • lacked knowledge of the Human Rights Act • produced responses that were not relevant to what had been asked, such as writing about support groups for mental health, rather than for visual impairments and lack of mobility, in Question 1(f) • did not read the question carefully enough, as seen, for example; in 3(a) where candidates have to evaluate a training session • could not give appropriate examples of direct and indirect discrimination for 4(b).

Question 1 (a) and (b)

1 Read the case study below.

Kai and Yuki lived together for over 65 years. Kai cannot walk unaided and Yuki is blind. They both help each other to move around.

Kai was moved into a residential care home. Yuki wanted to move there too but was told that she didn't meet the guidelines for being moved.

Adapted from:

<https://www.amnesty.org.uk/press-releases/human-rights-act-absolutely-key-big-justice-fights-last-20-years>

(a) State which right, protected by the Human Rights Act 1998, was **not** met by the manager at the residential care home.

..... [1]

(b) State **two other** human rights protected by the Human Rights Act 1998.

1

2

[2]

There were many candidates who evidently did not have any knowledge of the Human Rights Act and so were unable to gain marks here.

There were some candidates who saw the word 'rights' in the questions and just stated one of the general health and social care rights instead.

Candidates should always read the question carefully and take the time to work out what the question requires. Time spent doing this always helps to focus responses on the correct topic.

Question 1 (c)

Yuki's needs were reassessed and the couple were allowed to live together in the care home. The Human Rights Act 1998 was used to change the decision.

(c) Choose **one** statement which describes what happened to Kai and Yuki.

	Tick (✓) one only
The legislation did not empower Kai and Yuki.	
The legislation provided a system of redress for Kai and Yuki.	
The legislation stopped any possible future discrimination towards Kai and Yuki.	
The residential home promoted equality and diversity.	

[1]

Question 1 (d)

(d) Identify **one other** piece of legislation that supports individuals like Kai and Yuki.

..... [1]

Many candidates gained the mark for this question. Correct responses given were either the Care Act, the Equality Act or the Health and Social Care Act.

Incorrect responses were given when the candidate did not make the link to the adults in the scenario so gave incorrect examples such as the Children Act or the Children and Families Act.

Question 1 (e) and (f)

(e) Identify **two** support groups that could support Kai and Yuki.

1

2

[2]

(f) Outline **three** ways support networks could help provide equality for older people who have received poor quality care.

1

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2

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3

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For Question 1(e) candidates had to name two appropriate support groups for Kai and Yuki in the question scenario. Kai cannot walk unaided and Yuki is blind.

Many candidates gave support groups not relevant for Kai and Yuki. Examples included Mencap, Headway, the CQC and EHRC. Other candidates who had taken the time to read the question more carefully were able to name suitable support groups such as Age UK and RNIB, for example.

Not reading the question carefully enough continued with 1(f) where the ways the support group could help Kai and Yuki were required. Some candidates wrote very generally about person-centred care or how older people should be cared for.

However, many candidates were able to identify specific ways support groups can help, including providing general advice, legal advice, someone to talk to, providing an advocate and meeting people going through the same thing.

Assessment for learning



Candidates should be advised not to rush; they should take time to read the question carefully or read it twice. Use of a highlighter to underline key requirements of the question can be useful and where a question has multiple parts, it is often helpful to read all parts before beginning to answer. This way candidates should have a better chance of producing an accurate response which will gain the marks.

Question 2 (a) and (b)

2 Read the case study below.

Nina is visually impaired and cannot see other people's faces. Nina relies on people introducing themselves.

Nina was waiting for an appointment at the GP surgery. Nina was sure that people who arrived after she did were seeing the GP before her.

Nina told the receptionist that she had been waiting a long time. The receptionist said "when your name came up on the screen, you didn't take any notice."

The GP practice was relying on people being able to read the screen to know when it was time for their appointment.

Adapted from:

<https://www.healthwatchislington.co.uk/sites/healthwatchislington.co.uk/files/Accessible%20information%20standard.pdf>

(a) Identify **three** ways the GP practice could respond to Nina's situation to improve their service.

Option	The GP practice should	Tick (✓) three only
A	Make sure that Nina's communication needs are highlighted on her patient records so that the information is accessed each time Nina makes an appointment.	
B	Make sure that service users with additional needs are collected from the waiting room by their doctor.	
C	Provide an advocate for Nina as soon as she reports to reception.	
D	Provide an audio only system instead of a visual display screen.	
E	Registration forms for GP practices must ask service users to state if they have any information or communication needs.	
F	Tell Nina to only come to appointments with her carer.	

[3]

(b)* Justify your choice of answers to **2(a)**.

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..... **[6]**

This question was well answered overall. Most candidates answered part 2(a) correctly, a few candidates incorrectly chose Answer C which was 'provide an advocate' and is not an appropriate or probable solution to the given situation.

The second part of the question, 2(b), required a justification of the choices made. Many candidates understood the situation and were able to provide a good justification of their choices in terms of raising awareness, meeting her needs, avoiding missing appointments, making Nina feel valued, respected, and demonstrating person-centred care.

Less successful responses repeated their justification for all three choices and so limited the number of marks that could be given. Some candidates repeated the wording of the choices, this took up a lot of answer space and provided little or no justification and so only achieved minimal marks.

Question 2 (c)

(c) Identify the piece of legislation which requires institutions to make 'reasonable adjustments'.

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

There were many correct responses of 'The Equality Act,'.

The most common incorrect response was the Children Act.

Question 2 (d)

(d) Identify **two physical** ways in which a GP surgery can ensure accessible services for all service users. Do **not** use answers listed in question 2(a).

1

.....

2

.....

[2]

This was well answered by most candidates who gave appropriate physical ways of ensuring accessible services at the surgery.

Incorrect responses included general points about what staff should do, such as 'meet them at the door', 'sit with them', etc. These candidates were missing the fact they had been asked for a physical way, such as wheelchair access ramps or information available in large print or Braille.

Question 3 (a)*

3 Read the case study below.

The Special Educational Needs Coordinator (SENCO) at Fairmont Primary School provides a training day for all staff who will be teaching children who have special educational needs.

The training session will focus on the need to access the individual education and care plans for the children they teach. These education and care plans are kept securely online.

(a)* Evaluate how this training session could help the school to meet the two early years values of care listed:

- making the welfare of the child paramount
- maintaining confidentiality.

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[7]

Many candidates missed the focus of the question which was an evaluation of a training session as a way of helping the school to implement the two early years values. Many responses focused entirely on the early years values of care and gave information about how they could be implemented, rather than consideration of the staff training session to achieve this.

The main reason that the marks received by candidates was restricted, was a complete lack of evaluation. Answers that have no strengths or weaknesses at all achieved lower marks.

It can be useful for candidates to highlight or underline the question command verb and to keep referring to it.

Assessment for learning



The question's command verb is to 'evaluate' the use of a training session to help the centre meet the two early years values listed. This involves making a judgement as to the value of using a staff training session to help achieve this. To achieve higher marks candidates' responses needed to include strengths and weaknesses or 'pros' and 'cons'.

It might help candidates to breakdown the scenario and question, which could be through highlighting, to support them in writing their response to an 'evaluate' question as this could help them to consider the 'pros' and 'cons' or strengths and weaknesses of a scenario or context.

Question 3 (b)

- (b) Identify the piece of legislation which introduced changes to the ways children and young people with special educational needs and disabilities (SEND) are supported.

..... [1]

This seems to be a gap in candidate's knowledge, with many incorrectly stating the Children Act.

A few candidates did correctly state The Children and Families Act.

Question 4 (a)

4 Read the case study below.

Around one in eight LGBTIQ+ (lesbian, gay, bisexual, trans, intersex, queer or questioning) people have experienced unequal treatment from healthcare staff because they are LGBTIQ+.

One in seven have avoided treatment for fear of discrimination.

Adapted from:

<https://www.mentalhealth.org.uk/explore-mental-health/mental-health-statistics/lgbtiq-people-statistics>

(a) Individuals can face both direct and indirect discrimination based on their sexual orientation. Give **one** example for **each** type of discrimination.

Direct discrimination:

.....

.....

.....

.....

Indirect discrimination:

.....

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.....

.....

[4]

Many candidates gave good examples of direct discrimination, where not quite so many gave good examples of indirect.

Less successful responses often just provided a definition of direct and indirect discrimination. These responses did not gain marks, as a definition was not required.

Question 4 (b)

(b) Describe **two** possible impacts on service users of discrimination based on sexual orientation.

1

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2

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[4]

Candidates provided some good responses with many giving both mental health and physical injuries as impacts. These were supported with related points such as lack of trust, physical health deteriorating, low self-esteem, isolation, etc.

Question 4 (c)*

(c)* Offering training to staff is one way to improve practice.

Explain **two other** ways that can help healthcare staff be supported to apply best practice for the LGBTIQ+ community.

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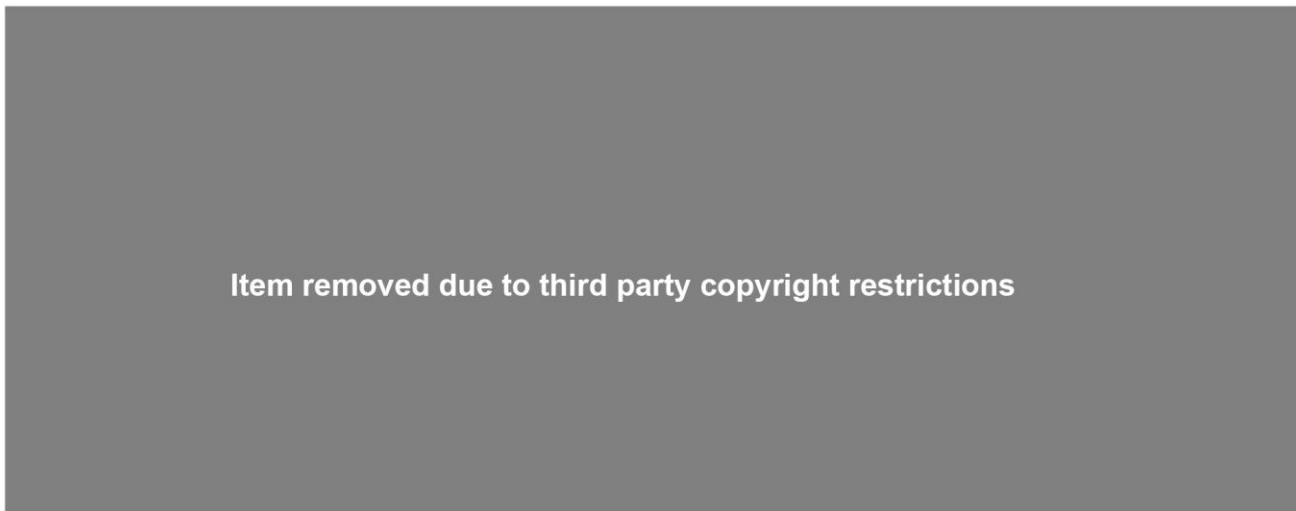
.....

[6]

Mentoring, monitoring, and staff meetings were the most common correct responses. Generally, sound attempts at this question, although few developed their responses enough to gain Level 3 marks.

Question 5 (a)

5



(a) Identify **three** of the six rights which must be applied to health, social care and child care environments.

1

2

3

[3]

There were good responses with most candidates gaining two or three marks. Choice, life and consultation were the most common correct responses.

Question 5 (b)*

(b)* Analyse **two** impacts on Leo's mother as a result of the events which led to Leo's death.

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..... **[6]**

This was generally answered well by many candidates who gained top Level 2 or Level 3 marks with good discussions of the two impacts. Some candidates covered more than the two impacts asked for. Sometimes this did dilute the quality of their response. Candidates need to be guided away from thinking 'more' is better, as generally it will not gain extra marks.

Less successful responses 'rewrote' the question, repeated information from the scenario or included impact on the mother at the time and not after the death of her son.

Question 5 (c)

(c) Identify **four** ways to improve the quality of health care for service users with learning disabilities.

	Tick (✓) four only
Active use of research by Mencap which highlights the poor care which can be experienced by service users with learning disabilities.	
All CQC inspection reports contain a section on how well a hospital is working for service users with learning disabilities.	
All hospital staff complete the Care Certificate.	
Hospital staff are encouraged to whistle blow if they witness poor care.	
Hospital staff know how to access all organisational policies.	
Only staff who have received specific learning disabilities training should provide care for service users with learning disabilities.	
Reasonable adjustments are reviewed and provided to people with a learning disability.	
Staff must always follow the advice of the carers of service users with learning disabilities.	

[4]

There were mixed responses, with many achieving 3 marks and only a few gaining full marks.

The 'care certificate' and 'only staff who have received specific learning disabilities training can provide care' seemed to be the most common incorrect responses.

Copyright information

QP 1(a) - adapted text, case study : [Amnesty International UK, Press release](#)

QP 2(a) - adapted text, case study: [Healthwatch Islington](#)

QP 4(a) - adapted text: [Stonewall](#)

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