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CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

HEALTH AND SOCIAL CARE

05830−05833, 05871

Unit 3 Summer 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.

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Unit 3 series overview

Candidates were able to demonstrate their knowledge over many different aspects within this unit. There were fewer empty responses, and it was evident that centres had directed their candidates to develop a mini plan before completing their extended responses; this is good practice.

It was evident that more candidates were fully conversant with the requirements of command words. The one command word which was not always addressed accurately was 'analyse'. It is worth noting that the meaning of this command word is 'separate information into components and identify their characteristics. Discuss the pros and cons of a topic or argument and make reasoned comment.' More detail of the application of the command word analyse will be addressed in Questions 1(d) and 2c

Most candidates who used the extra pages correctly labelled their extended responses and attributed them to the correct question.

Vocational vocabulary was, in the main, used. However, we did see the use of slang terminology particularly in Question 2(c) and this was not given credit. For future series candidates need to be made aware that slang language will not be accepted if used within responses.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• developed a mini plan before responding to level response questions • were fully conversant with the requirement of the command word 'analyse' • used vocational vocabulary within their responses • gave structure to their extended responses and developed responses that were logical • understood the requirements of short answer questions (requiring only a list by way of a response, usually worth only **1 mark per response**).	• did not plan before developing their responses for level response questions • did not address the requirements of the command word 'analyse' • incorporated slang terminology into their responses • developed responses in a very disjointed way for their extended questions • did not understand the requirements of short answer responses, giving several responses rather than just one. In these instances, marking is left to right so only the first response will be assessed.

Section A overview

Question 1 (a)

1   A care home resident slips off a stair lift and falls down the stairs.

    A first aider arrives.

    (a)   Describe **three** of the first aider's responsibilities.

         Use the headings:

         Assess for danger

         ....

         ....

         Keeping themselves and the area safe

         ....

         ....

         Prevent further harm.

         ....

         ....

[6]

All available marks were given for this question, however very few candidates were given full marks; the majority scored between 2 – 4.

The main error seen was in candidates providing responses that did not meet the requirements of the different sub-headings, e.g. for the first sub-heading 'assess for danger' some candidates gave detailed responses on providing first aid. Conversely when addressing the final sub-heading 'prevent further harm' some responses centred around completing risk assessments.

Many candidates lost marks by failing to develop their response, they simply identified a responsibility. Another error seen was in repeating the sub-heading within their response and in providing responses that lacked precision, e.g. make sure the area is safe.

The most common correct responses were:

Assess for danger - checking for hazards / checking for anything that could cause further harm

Keeping yourself and the area safe – to cordon off the area / the wearing of PPE.

Prevent further harm – to put into the recovery position / call for an ambulance

Question 1 (b)*

(b)* A member of staff did not fasten the care home resident into the stair lift properly.

Explain the possible consequences for the **employer**, and for the **member of staff** who did not fasten the care home resident into the stair lift properly.

[8]

This was a well answered question and candidates were able to provide significant consequences for both the employer and the member of staff. The command word was 'explain' and we saw reasons provided for the consequences. Where candidates lost marks was in just identifying a consequence and failing to provide a reason. Worthy of note is that some consequences can be used to provide the explanation, e.g. financial loss for the member of staff would be a result of being dismissed.

An error made by a minority of candidates was in providing consequences but failing to attribute these to either the employer or the member of staff. This resulted in their response being placed in Level 1.

The most common correct responses were:

Employer – complaints, financial loss due to indirect costs; poor reputation and the provision of training and more inspections through the CQC / HSE.

Member of staff – disciplinary action, removal from professional register and emotional consequences.

Question 1 (c)

(c) The care home manager responsible for maintenance of the building has to follow the 'Duty to Manage' policy for any asbestos that is in the building.

Identify **two** responsibilities for managing asbestos in a building.

1 ....

....

2 ....

....

[2]

Many candidates did not understand what asbestos was and gave responses that linked to it being a cleaning material.

We did see some informed responses and these centred around the need to complete a risk assessment, reporting of the findings of asbestos and ensuring that records were kept on the location and condition of the asbestos.

The most common errors seen were to evacuate and to keep residents away.

Many candidates did correctly state that it should be removed, but this response needed to be qualified by who would remove it: i.e., specialist contractors/professionals.

Question 1 (d)*

(d)* Analyse the importance of security policies and procedures within a care home.

Your analysis should provide:

- examples of security policies and procedures
- the impact of these examples on premises, possessions and residents.

....

....

....

....

....

.... **[6]**

This was the first question which used the command word analyse; the requirement of this being that responses needed to provide both pros and cons. Pros and cons would be seen in this question as making reasoned comment. Some candidates were able to provide all the requirements of the question and were able to gain Level 3.

A significant number of candidates only focused on providing the pros for each of the security policies and procedures that they had provided. This meant that they were only able to score 4 marks, (the top end of Level 2).

The most common security policies and procedures provided were CCTV, monitoring access, the issuing of visitor badges and the identification of staff through photo ID lanyards.

The most common error was in providing examples of safeguarding policies and procedures.

Assessment for learning

Candidates need to be able to differentiate between security and safeguarding.

An activity such as a card sort of security and safeguarding policies and procedures may aid their understanding of the differences between them.

Question 2 (a)*

2   Ivan works at a Pupil Referral Unit (PRU) for children who have been permanently excluded from their school for behaviour reasons.

Ivan works long hours. Ivan often has to cope with challenging behaviour and verbal abuse from the children.

(a)* Explain possible **psychological** hazards for Ivan of working in this environment.

....

....

....

....

....

.... **[6]**

This was a well answered question and candidates were able to provide detailed explanations of the possible psychological hazards. The psychological hazards provided within the specification are stress and fatigue (1.1 types of hazards). Other responses were accepted as part of the mark scheme, e.g. depression, disempowerment, and mental health.

Candidates used the stem of the question effectively in being able to provide explanations for the psychological hazards that they had stated in their responses.

The main error seen was candidates providing responses linked to disciplinary procedures; some made their responses 'dramatic' and gave extreme examples linking to the development of eating disorders, self-harm and suicide. Candidates should be discouraged from incorporating such extreme examples within their responses.

Question 2 (b)

(b) Ivan organises a trip to a farm for some of his pupils.

State **two** different reasons why it is important for Ivan to carry out a risk assessment before the trip.

1 ....

....

....

2 ....

....

....

[2]

Many candidates provided two accurate reasons, with the most common responses being the identification of hazards, reducing the likelihood of injuries and that it is a legal requirement.

The most common errors were candidates providing responses that were too vague,, e.g. ' to make it safe' and ' prevent all accidents'.

Misconception

?

A significant number of candidates wrote that by carrying out risk assessments means that no one will be injured / harmed.

When teaching about risk assessments make sure that candidates know that they are there to **minimise** the risk of being injured / harmed.

Question 2 (c)*

(c)* Analyse possible **environmental** and **biological** hazards that could be experienced on the farm visit.

[8]

This was the second of the analyse questions.

This question was linked to specification reference 1.1 – types of hazard:

Environmental – slip and trip hazards

Biological – waste and infection

The responses required the disadvantages of such hazards, alongside reasoned comments, which could include any actions taken to minimise the risk and the advantages of having taken such actions to minimise risk.

A few candidates managed to address the command word 'analyse' effectively, addressing all of the component parts of the questions.

The most common errors were candidates using slang terminology; this will never be credited.

Assessment for learning

Reinforcing the requirements of the command word 'analyse'.

In groups candidates could develop their own analyse question as well as developing a mark scheme. This should reinforce the requirements of this specific command word.

Question 2 (d)

(d) Give **four** examples of the **children's** responsibilities for health and safety if they are allowed to go on the trip.

1 ....

....

2 ....

....

3 ....

....

4 ....

....

[4]

Generally, this was answered well with the most common responses being wash hands, wearing appropriate clothing, listening to instructions, reporting any hazards that they become aware of and not touching anything that they are not meant to.

The most common error was in providing answers that were not linked to health and safety and /or the responses provided were too vague, e.g. don't mess about.

Question 3 (a)

3   (a) Social workers and care assistants who visit clients in their own homes are two examples of 'lone workers'.

Identify **two** possible risks of lone working.

1 ....

....

2 ....

....

[2]

The focus for this question was lone working so responses needed to be specific to this.

Those candidates that addressed the issue of lone working gave some very pertinent responses. The most common ones being physical violence from clients, false allegations against the social worker/care assistant and being on the receiving end of threatening behaviour/abuse.

Candidates who did less well gave generic and/or responses that were too vague, e.g. lack of motivation and taking another member of staff with them.

Question 3 (b)

(b) Give **two** examples of policies or procedures for safe lone working.

1 ....

....

2 ....

....

[2]

The most common correct responses were:

Policies – infection control, risk assessment and safeguarding.

Procedures – self-defence training, having a mobile phone and alerting colleagues where you are.

The most common error was in responses that related to the client.

Question 3 (c)*

(c)* Outline the requirements of the Civil Contingencies Act 2004.

Your outline should include:

- examples of major incidents that the Act covers
- actions that organisations should take in the event of a major incident.

....

....

....

....

....

.... **[6]**

There were quite a few no responses to this question.

Many candidates were able to provide some examples of major incidents, with the most common ones being fire, flooding and a terrorist event/bomb threat.

Some candidates were able to briefly identify actions that should be taken in the event of a major incident, with the most common responses focused around developing contingency plans, carrying out risk assessments and working together to plan their response. Very few candidates were able to provide more detail in their responses.

Question 3 (d)

(d) The Control of Substances Hazardous to Health 2002 requires that organisations and workplaces have a 'COSHH File'.

Identify **two** pieces of information that a COSHH File should contain.

1 ....

....

2 ....

....

[2]

Some responses seen were very concise and accurate. The most common responses were linked to storage, identification, how to handle, where and why the substance can be used and how to dispose of it.

A common error seen was in relating their response to the storage and dispensing of medicine, along with responses that lacked clarity and were not specific to Control of Substances Hazardous to Health (COSHH), e.g. training.

Question 3 (e) (i)

(e) (i) Local Authorities have a role in promoting health and safety, and in enforcing health and safety standards.

Describe **one** example of how a Local Authority can **promote** health and safety.

....

....

.... **[2]**

The most common responses were linked to providing guidance, information, leaflets and developing posters. Many candidates did not pick up a second mark as they just reiterated the stem of the question; a local authority can provide posters on how to prevent health and safety. Candidates needed to describe the content of the poster or to say <u>how</u> this promoted health and safety, e.g. the wearing of PPE in carrying out personal care.

Question 3 (e) (ii)

(ii) Describe **two** examples of how a Local Authority can **enforce** health and safety standards.

1 ....

....

....

2 ....

....

....

[4]

There were many varied responses to this question. The most common responses linked to carrying out inspections, issuing fines and having more supervision/monitoring within different settings.

The most common error was in citing procedures linked to fire safety and disciplinary procedures.

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