

**CAMBRIDGE TECHNICALS LEVEL 3 (2016)**

**Examiners' report**

# **HEALTH AND SOCIAL CARE**

**05830–05833, 05871**

**Unit 7 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 7 series overview

A wide range of marks were given to candidates in this exam with evidence of continued focus and attention by them on command words in the questions. Many candidates performed well in questions about how professionals respond when disclosures of abuse are made. Candidates who did less well on this paper sometimes attempted to use pre learned examples of characteristics of individuals who may be vulnerable to abuse that did not apply to the question, e.g. for Question 1 (c) referencing dementia. There was no evidence to suggest that candidates ran out of time as all questions were attempted by the vast majority of candidates, and a few used the additional pages. Some candidates did not seem to have the knowledge/skills to give specific actions that care professionals could do to protect adults from abuse when answering Question 2 (d).

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> <li>• gave breadth and detail when asked for a specific number of ways/reasons in questions</li> <li>• clearly knew the different types of abuse and signs of abuse</li> <li>• could identify relevant legislation.</li> </ul>	<ul style="list-style-type: none"> <li>• did not give breadth when asked for a specific number of ways/reasons, but instead gave more list like generic responses that did not show sound understanding</li> <li>• repeated points/examples in longer response questions (6-8 marks).</li> </ul>

### Question 1 (a)

- 1 Beth is 13 years old. She lives with foster parents who are both in their 60s. Beth was placed in foster care after being neglected by her mother.

Beth is unhappy in foster care and refuses to do what her foster parents ask. Beth often disappears for days at a time.

Beth's foster parents are very concerned about where Beth goes and who she is with. They suspect Beth is being groomed and abused.

- (a) Define what is meant by the term 'neglected'.

.....

.....

.....

..... [2]

Many candidates were given full marks in this question, often giving relevant examples to show understanding. Less successful responses tended to provide vague ideas like 'not having what you want'.

### Question 1 (b)

Neglect is one type of abuse, but there are other types.

- (b) Complete the table below, identifying a **different** type of abuse for each action.

Action	Type of abuse
Deliberately poisoning someone.	
Drawing money out of someone's account without their permission.	
Taking a precious item to punish someone.	
Treating someone unfairly based on their sexual orientation.	

[4]

There were pleasing responses with many candidates gaining full marks. The most common incorrect responses were for the third action (taking a precious item to punish someone) e.g. discrimination.

### Question 1 (c)\*

(c)\* Examine at least **two** reasons why being a 'looked after child' makes abuse more likely.

.....

.....

.....

.....

.....

.....

..... [7]

Many responses showed a good understanding of the risks of abuse in relation to looked after children, e.g. negative life experiences. Candidates who did not perform well related their responses to children in general and/or related them to other vulnerable groups, e.g. people with dementia. A few responses appeared to suggest looked after children may be abused because they are all aggressive (appearing to suggest a victim blaming 'reason').

#### Misconception



A noticeable number of candidates appeared to not understand the term 'looked after children', referring to children being given toys or not (i.e. being looked after in general). Centres might wish to check candidates do not make these errors as they can reduce their chances of producing creditworthy responses.

### Question 2 (a)\*

2 Joe is 26 and has learning disabilities. He recently moved into a care home after his mother developed a mental illness.

(a)\* Discuss at least **three** ways that learning disabilities make abuse more likely.

.....

.....

.....

.....

.....

.....

..... [8]

Many candidates did provide a sound discussion of at least two ways that learning disabilities make abuse more likely, for example communication difficulties, being a target and/or disempowerment. Some responses did not show a link to abuse and instead linked to being disadvantaged generally which limited access to the higher mark bands.

### Question 2 (b)

Joe has recently asked if he can leave the care home to catch the bus and go shopping on his own.

(b) State the piece of legislation that gives Joe the legal right to leave the care home.

..... [1]

This was a well answered question with most candidates identifying the Human Rights Act.

## Question 2 (c)\*

Before Joe is allowed to go on a shopping trip on his own, the care home has to perform a risk assessment.

(c)\* Explain **what** a risk assessment is and **how** it reduces the risk of abuse.

.....

.....

.....

.....

.....

..... [6]

Many candidates' responses provided a clear and coherent explanation of what a risk assessment is, although responses were not always clear about how it may reduce the risk of abuse.

### Assessment for learning



When undertaking practice risk assessments/scenarios candidates could do a card sort to categorise risks linked to health and safety and those linked to abuse.

## Question 2 (d)

(d) Identify **three** things that can be done to lower the risk to Joe when shopping on his own.

1 .....

2 .....

3 ..... [3]

There were a wide range of responses for this question, such as doing a trail run with Joe, giving him a phone to call with a number in case of emergencies and having an approximate time schedule for him to follow. Responses that were not credited tended to be too vague, e.g. 'help him'. Other candidates did not acknowledge the '...when shopping on his own' part of the question and instead suggested carers go with him or secretly follow Joe.



### Question 2 (e)

Joe's mother's mental illness means she lacks mental capacity.

(e) Explain what is meant by the term 'lack of mental capacity'.

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

Most candidates did get at least one mark for this question, but a few explanations lack clarity, for example 'not being able to do things' or 'not always knowing what a good/bad choice is'

### Question 2 (f)

(f) State **three** other causes of a lack of mental capacity.

1 .....  
2 .....  
3 ..... [3]

Many creditworthy responses were given for this question with very few repeats. Creditworthy responses included: Dementia, brain damage/injury, being unconscious, a stroke. The most common incorrect response was sensory impairment.

### Question 3 (a)

3 (a) Identify **three** professionals who might suspect or be told about abuse.

1 .....  
2 .....  
3 ..... [3]

This was very well answered with candidates giving clear examples of professionals. Pleasingly very few candidates listed organisations or non-professionals, which is an improvement compared to responses for similar questions in past examination papers.

### Question 3 (b)

The three stages of dealing with suspected abuse are suspect, report and record.

(b) Describe what a professional should do under each of these headings.

Duty to report .....

.....

.....

.....

Report appropriately .....

.....

.....

.....

Reporting procedures .....

.....

.....

.....

[6]

There was a good use of key terms throughout the responses for this question, e.g. need to know basis. Candidates also clearly described each process, especially in relation to the 'report appropriately' part of the question.

### Question 4 (a)

4 All organisations and professionals have a Duty of Care towards any children or vulnerable adults within their care.

(a) Define what is meant by the term 'duty of care'.

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

Many candidates provided a clear definition and did include the legal responsibility aspect to gain full marks.

### Question 4 (b)\*

(b)\* Analyse at least **two** ways the promotion of choice develops confidence and resilience.

.....  
.....  
.....  
.....  
.....  
..... [8]

This question was more challenging for many candidates. Responses often had appropriate key terms but they did not link their responses to the promotion of choice. Responses that gained access to the Level 3 mark included the resilience aspect, e.g. learning from mistakes as well as the development of confidence. Use of examples was not required but often helped candidates clarify points made and provide evidence for their analysis.

### Question 5

5 Complete the sentences about the government document 'Working Together to Safeguard Children'.

Use words from the list.

You can use each word once, more than once, or not at all.

- |                     |                  |                     |                        |
|---------------------|------------------|---------------------|------------------------|
| <b>allergies</b>    | <b>Care Act</b>  | <b>childhoods</b>   | <b>Children Act</b>    |
| <b>educational</b>  | <b>happiness</b> | <b>Inter-Agency</b> | <b>Local Authority</b> |
| <b>maltreatment</b> | <b>outcomes</b>  | <b>welfare</b>      |                        |

The Working Together to Safeguard Children document is a guide that supports  
..... working.

It aims to ensure that any organisation fulfils their specific responsibilities under the  
.....

Local authorities have a duty to enable all children to have the best  
.....

They must also protect children from .....

It is important that early help is provided as soon as issues emerge, as this is more  
effective in promoting the ..... of children than reacting later.

[5]

The majority of candidates did correctly place the words 'maltreatment' and 'welfare', but a common error was using the words 'local authority' for the first gap.

#### OCR support



The [Unit 7 delivery guide](#) has a number of activities that could help candidates prepare for these questions and help to revise key terms.

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