OCR
Oxford Cambridge and RSA

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

HEALTH AND SOCIAL CARE

05830–05833, 05871

Unit 2 January 2024 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.

A full copy of the question paper and the mark scheme can be downloaded from Teach Cambridge.

Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

Unit 2 series overview

All questions were attempted by most candidates, with many extending their responses on to the extra pages at the end of the exam paper. There were few 'no responses' this session. This indicates that candidates had sufficient time to complete the paper.

Some candidates found this paper demanding and the level of accuracy in their responses was limited. Numerous response lines were wasted by some candidates re-writing information or situations from the questions, none of which gained any marks. Also, producing a description of several impacts will not gain extra marks when an explanation of only **two** 'possible impacts' (Question 3(a)) is asked for.

Familiarity with using a range of command verbs was evident in many scripts and candidates who were well prepared for the paper took note of whether, for example, evaluation, explanation or identification was required for their responses. This enables candidates to produce appropriate responses.

Less successful areas included not reading the question carefully enough causing responses to have an incorrect focus. For example, in Question 2 (b) the focus is on a 'valuing diversity' day for **staff**, not a diversity day for children.

Strengths included where candidates gave well-informed and well-structured responses using appropriate subject specific terminology from the specification. Also, candidates providing responses based on, or related to, a given scenario or context were able to gain higher marks.

Many candidates provided extended responses on continuation sheets. In many cases this proved unnecessary as enough accurate information had already been given on the exam answer booklet to get good or full marks. Responses that were very much longer and detailed often did not get extra marks for the extended writing, as candidates lost track of their responses and repeated themselves. Other candidates who wrote extensively on the extra pages seemed to have forgotten what the question was asking and drifted off topic. It is good practice to use the exam paper as a guide to the length of responses to be given. If the exam paper only has two lines to fill, for example 1 (b), writing half a page will not gain any extra marks.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
- applied knowledge and understanding appropriate to questions set in health, social care or early year's context or scenario as seen in questions (Q1 (a) (ii), Q1 (c), Q2 (a), Q3 (a)) - took time to read the questions carefully so they knew exactly what was required - ensured that responses for 'evaluation' questions always included strengths/weaknesses or pros/cons and had a conclusion (Q2 (b)) - knew the benefits for staff and service users of a residential home, of having a confidentiality policy (Q1 (b)).	- did not understand the meaning of the command word 'justify' (Q1 (a) (ii)) - did not read the question carefully enough and so lost marks (Q2 (a), 2 (b)) - included information which was not relevant to the question (Q2 (b)) - lacked knowledge of the Quality Assurance organisations; EHRC in particular (Q3 (c)) - mixed up early years and health & social care values (Q2 (c)).

Question 1 (a) (i)

1

> Kareem is a sixth form student on placement at a residential care home.
>
> Eve, one of the residents, chats regularly to him. Eve tells Kareem that she has decided to stop taking her medication because it makes her feel ill but asks him not to tell anyone. Eve claims that the staff force her to take tablets that she does not need.

(a)

(i)　Identify the **four** most appropriate actions Kareem should take to manage Eve's situation.

Option	Actions Kareem should take to manage Eve's situation	Tick (✔) **four** only
A	Kareem should breach Eve's confidentiality because he feels she is at risk of being hurt by others.	
B	Kareem should find out which member of staff is forcing Eve to take the tablets.	
C	Kareem should not damage the good relationship he has with Eve and plan to monitor Eve more carefully.	
D	Kareem should only share the information with practitioners who need to know.	
E	Kareem should share his concerns with his parents.	
F	Kareem should tell Eve that he will have to disclose the information because he is worried about her health.	
G	Kareem should tell his supervisor.	
H	Kareem should try to persuade Eve to take her tablets.	

[4]

> This question was generally well answered and most candidates gained three, or the full four, marks.
>
> The most common error was answer 'C', Kareem not damaging the good relationship he has with Eve and he plans to monitor her. This is understandable, but as Kareem is a student on placement, the requirement is to refer the issue to a supervisor who will deal with the situation.

Question 1 (a) (ii)*

(ii)* Justify **two** of your choices of answers to **1(a)(i)**.

....

....

....

....

....

.... **[6]**

The majority selected options A, F or G. Most candidates made a sound attempt to justify. Responses were well organised with two paragraphs, one for each of the two justifications. Good justifications referenced points such as 'need-to-know', disclosure and that Kareem is just a student on placement, and stated that the supervisor would have the skills and experience to address the situation.

However, many candidates repeated themselves throughout the justification, using words from the options provided in the first part of the question without adding any justification at all.

Many candidates only gained marks in Level 1 because they copied the content from the Question 1 (a) (i) table therefore only got minimal marks.

Assessment for learning

The OCR command word definition for 'justification' is: give good reasons for offering an opinion or reaching a conclusion.

Too many candidates waste time and space by writing out the two chosen actions from the exam paper; there are no marks for this.

A brief reference to their choice such as 'telling Eve he has to disclose this', or 'tell only those who need to know', or simply using the chosen reference letter 'A' - 'H', would be sufficient.

This leaves more response space and time for the candidate's actual response to the question.

Question 1 (b)

(b) Identify **two different** benefits of a residential care home using a confidentiality policy, for both residents and care workers.

Benefits for residents

1 ....

....

2 ....

....

Benefits for care workers

1 ....

....

2 ....

....

[4]

Most candidates were able to gain some of the marks on this question. One common error is giving the same point for both the residents and the care workers which is repetition and so does not gain a mark.

Overall, this question was not well answered and candidates gained one or two marks. There were lots of vague responses that were not clear in how this benefits the residents or care workers. .

Most candidates could identify at least one benefit for the residents; trust and feeling safe were the most common.

Question 1 (c)*

A residential care home is trying to help staff keep informed about the residents. The care home has introduced boxes where residents can keep photos and special items.

(c)* Describe how the residential care home is promoting values of care and individual rights by using the boxes.

....

....

....

....

....

.... **[6]**

Many candidates found this to be a challenging question. They became caught up with addressing the values of care and individual rights and forgot to apply it to the scenario.

Where candidates gained marks, the response was linked to values of care and rights. Starting with 'choice' to have a box and what to put in it (or not), examples such as special mementos, family photographs and some linked with religious beliefs. The boxes demonstrated diversity as the contents could show a resident's cultural background, family, beliefs and they provide opportunities for staff to discuss the items in the box and learn more about the individual residents.

© OCR 2024

Question 2 (a)

2

> The manager of a pre-school decides to hold a 'valuing diversity' day for staff. This aims to make the staff more aware of how the school promotes equality of opportunity and values diversity. The intention is for staff to reflect upon current good practice and to review the school's equal opportunities policy.

(a) Identify **four different** ways a pre-school can promote equality of opportunity and value diversity and explain how each chosen way does this.

1 ....

....

....

....

2 ....

....

....

....

3 ....

....

....

....

4 ....

....

....

....

[8]

The majority of candidates could identify four ways. However, some were unable to follow through with an explanation of how the ways promoted equality and diversity. This resulted in gaining only four marks rather than the full eight marks.

Assessment for learning

Candidates should be advised not to rush; they should read the question very carefully – read it twice.

This way they will have a better chance of producing an accurate response which will gain more marks.

In this case identifying a 'way', and then providing a brief 'explanation' of how the way promotes equality and diversity would gain full marks.

Question 2 (b)*

(b)* Evaluate the extent to which 'valuing diversity' days can help pre-school staff to promote best practice.

[9]

Many candidates missed the focus of this question which is an 'evaluation' The question's command word is to 'evaluate' the extent to which 'valuing diversity' days can help pre-school staff to promote best practice. For example, candidate's responses needed to provide advantages and disadvantages or 'pros and cons' of having the diversity day for staff; how successful/useful it would be.

Many other responses focused on ways of valuing diversity. This information is not required here; it is repeated information used for Question 2 (a).

Other lengthy responses referred to providing the children with a diversity day. The question is actually about providing a diversity day for staff.

Assessment for learning

Evaluations must include advantages and disadvantages or pros and cons and need to reach a conclusion.

It might help candidates to break down the scenario and question, which could be done through highlighting to support them in writing their response to an evaluate question, as this could help them consider the 'pros' and 'cons' of the situation.

Question 2 (c)

(c)　Match the descriptions below to a **value of care** being used in childcare services.

Practice at the pre-school	Value of care in childcare services
Parent representatives meet every two months with the manager to discuss events and issues at the pre-school.	
Pre-school staff appreciate the opportunity to see and share good practice with local practitioners who visit their setting. Recently a speech therapist gave some training about communication techniques for children with disability.	
Safeguarding is considered the most important issue and there are regular training sessions to remind staff of their responsibilities.	

[3]

‗

Many candidates were able to correctly identify the three values of care for this question. Some candidates confused adult values of care with children's values.

Question 3 (a)*

3

> Amos works as a nurse at a hospital and has experienced racism at work. Patients have refused treatment from a black nurse and told him to go back to where he came from. Amos feels that his colleagues do not understand the impact of racist abuse and he wishes they would challenge racist remarks from patients when they hear them.
>
> **Adapted from**:
> Our members' experience of racism in the NHS | Article, P.S data | News | UNISON National Racism in the NHS: are things getting better or worse for BME staff? | RCNi, 2 October 2019

(a)* Explain **two** possible impacts on Amos of the discriminatory practice he has experienced.

....

....

....

....

....

.... **[6]**

There were some excellent Level 3 responses with candidates clearly making links between cause and effect in the scenario.

Some responses were appropriate and relevant but were not detailed or expanded on. It is a good idea for candidates to structure their response clearly into two impacts. This would avoid providing responses that lack detail.

Less successful candidates limited their marks with list like or generic responses, such as lists of impacts, rather than linking it to the scenario in the question.

Assessment for learning

Giving fewer impacts, with some explanation of links between cause and effect, that are clearly related to the case study, will help to gain higher marks.

Question 3 (b)

(b) Give **two** reasons why health care staff might not report the racist behaviour they experience.

1 ....

....

....

2 ....

....

....

[4]

Many candidates gained at least two marks. They were able to relate confidently why someone may not report the racist behaviour.

Common correct responses included 'nothing would be done about it, so no point in reporting', 'scared they may lose their job' and 'not taken seriously'.

Question 3 (c)

(c) Give **four** ways the Equality and Human Rights Commission (EHRC) can support individuals who have experienced discrimination.

1 ....

....

....

2 ....

....

....

3 ....

....

....

4 ....

....

....

[4]

Those candidates who gained full marks demonstrated a clear understanding of the role of the EHRC.

However, many candidates demonstrated limited knowledge of the role.

Some candidates gained no marks as they wrote about the EHRC going into establishments and taking disciplinary action/providing training or helping individuals to find new places to live.

Others wrote about the EHRC giving specific support for the individual rather than being there in an advisory capacity.

Key point – Quality Assurance organisations

Candidates should be aware of the role of all the Quality Assurance organisations found in section 3.2 of the specification.

Question 3 (c) required straightforward information and many candidates with knowledge of the role of the EHRC were able to get full marks.

Question 4

4 The table shows examples of good practice which relate directly to a piece of legislation.

Match **each** example of good practice with the correct piece of legislation from the list.

The legislation may be used once, more than once or not at all.

A The Care Act

B The Children Act

C The Children and Families Act

D The Data Protection Act

E The Equality Act

F The Health and Social Care Act

G The Human Rights Act

H The Mental Capacity Act.

Good practice related to legislation	Insert correct letter
A GP referred Henry (aged 80) to a social worker as he was struggling at home after the death of his wife. The social worker set up a Care Plan with Henry. He chose to go to the local day centre for three sessions a week as he knew he would receive good meals there and have company. He was spending long hours alone.	
A local Learning Disabilities Service, in partnership with the Department of Health and Social Care, has successfully addressed the historically low take-up of breast screening by women with learning disabilities. The project has improved screening rates from 62% to 100% for those women who are able to be screened.	
AGE UK provides advice about setting up a Power of Attorney as there may be a time when you will not be able to make your own decisions.	
Everything a school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage. Treating a person less favourably because they have one or more 'protected characteristics' would be unlawful.	
The SENCO (Special Educational Needs Coordinator) welcomed a better way of statementing children with special educational needs which enables a greater involvement of parents and covers health needs as well as educational needs.	
This legislation gives greater opportunity for patients' views to be heard and taken into account. There should be 'no decision about me without me'.	

[6]

There were many excellent responses with the majority of candidates achieving either four or five marks.

Copyright information

Question 3: Adapted text from 'Racism in the NHS: are things getting better or worse for BME staff?' 2 October 2019, Stephanie Jones Berry, www.rcni.com. NursingStandard.

Supporting you

Teach Cambridge

Make sure you visit our secure website **Teach Cambridge** to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

Don't have access? If your school or college teaches any OCR qualifications, please contact your exams officer. You can forward them this link to help get you started.

Reviews of marking

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the OCR website.

Keep up-to-date

We send a monthly bulletin to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, sign up here.

OCR Professional Development

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

Signed up for ExamBuilder?

ExamBuilder is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals and Cambridge Technicals qualifications. Find out more.

ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an Interchange username to validate the identity of your centre's first user account for ExamBuilder.

If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on
01223 553998

Alternatively, you can email us on
support@ocr.org.uk

For more information visit
- **ocr.org.uk/qualifications/resource-finder**
- **ocr.org.uk**
- **facebook.com/ocrexams**
- **twitter.com/ocrexams**
- **instagram.com/ocrexaminations**
- **linkedin.com/company/ocr**
- **youtube.com/ocrexams**

We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.

👍 **I like this**   👎 **I dislike this**

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.