

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

HEALTH AND SOCIAL CARE



05830-05833, 05871

Unit 3 Summer 2019 series

Version 1

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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 can be downloaded from OCR.

Paper Unit 3 series overview

Candidates scored across the complete range of marks indicating that the paper differentiated well. Most candidates had attempted all the questions and it appeared they had sufficient time to complete the paper. Where candidates had used additional space they had usually indicated this clearly, which should be encouraged. Centres should remind candidates to write as clearly as possible in order to avoid their work being difficult to read.

Question 1 (a)

| 1 | (a) | The Health and Safety at Work Act 1974 requires employers to make the work |
|---|-----|--|
| | | environment safe. |

Outline **three** ways in which employers can make the work environment safe.

| 2 | |
|---|-----|
| | |
| | |
| 3 | |
| | |
| | |
| | [3] |

Most candidates scored well on this question. The most frequent responses included: writing health and safety policies and procedures, carrying out risk assessments and training staff in health and safety. Candidates who did not score well identified ways employees can make the work environment safe, for example by cleaning up spills or removing trip hazards.



Misconception

Candidates are not always aware that 'employer' refers to the organisation and management while 'employee' refers to front-line staff.

Question 1 (b)

| (b) | Describe, in detail, one way a nursery school head teacher can implement health and safety management systems. |
|-----|---|
| | |
| | |
| | |
| | |
| | |
| | [3] |

For 3 marks candidates were expected to give a detailed description of one way, explicitly related to a head teacher's responsibilities. For example by ensuring health and safety policies are implemented by organising staff training so they are aware of what to do and then monitoring/supervising staff to make sure they are following policies. Most candidates were able to identify one way and give a brief description, scoring 1 or 2 marks. Few were able to develop their response fully.



AfL

Centres should encourage candidates to practice writing short but detailed descriptions. This requires candidates to write with clarity and precision.

Question 1 (c)

| (c)* | Julian is the manager of an activity centre which provides residential holidays for adults with physical disabilities. |
|------|--|
| | Mary, who has a physical disability, is on holiday at the activity centre. |
| | Describe the health and safety responsibilities of both Julian and Mary. |
| | |
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| | |

This question required candidates to give a detailed description of both Julian and Mary's responsibilities which was relevant to the context. In general candidates demonstrated a good generic understanding of employers' and individuals' responsibilities. In relation to Julian candidates mostly referred to training, ensuring access and implementing policies and procedures. For Mary responses included taking responsibility for her own safety and to communicate her needs to staff.

Candidates who scored well related their response clearly to the context, for example, Julian's responsibility to make the necessary adaptations in order to help Mary to participate in activities. Not all candidates demonstrated understanding of the context within their response and were therefore unable to score the highest marks.



Misconception

A common misunderstanding was that Mary would require 'constant supervision' or that she should not take part in activities which were unsuitable due to her disability.

Question 1 (d)

| (d) | Identify three ways in which local authorities should prepare for the unexpected closure of an Accident and Emergency department, in accordance with the Civil Contingencies Act 2004. |
|------------|--|
| | 1 |
| | |
| | |
| | 2 |
| | |
| | |
| | 3 |
| | |
| | |
| | [3] |
| However se | dates did not appear to have a sound understanding of the Civil Contingencies Act 2004. ome scored marks for identifying the need to have an emergency plan, to train staff and to duals to an alternative facility. |
| Question | 2 (a) |
| 2 (a) | * Explain how a Disposal of Waste Policy promotes health in a hospital. |
| | |

Candidates who scored well were able to give a detailed explanation of how the policy could promote health which included examples of waste disposal procedures. For example, putting needles in a yellow sharps bin after use to avoid staff/patients being pricked as this could lead to disease from contaminated blood.

The majority of candidates gave generic responses, referring to the need to keep the hospital clean to destroy bacteria but without providing examples of how this is carried out in practice.



AfL

Candidates might benefit from talking to or observing staff working in health and social care settings so they can develop a better understanding of how policies influence working practices.

Question 2 (b)

| (b) Describe two ways a hospital patient might be put at risk of infection. | |
|---|----|
| 1 | |
| | |
| | |
| | |
| 2 | |
| | |
| | |
| [4] | |
| Candidates generally scored well on this question with a wide range of relevant examples given. Common responses included open wounds not being covered leading to bacteria getting in the wour soiled bedding not being changed between patients so they come into contact with contaminated blo or bodily fluids. Some candidates lost marks on their second example for a repetition of the description | od |
| Question 2 (c) | |
| (c) Describe one example of intentional abuse in a residential care home. | |
| | |

Candidates were required to identify a type of intentional abuse and give an example. Most scored well on this question, with most providing an example of physical or financial abuse.

Question 2 (d)

| Explain, using examples, how safeguarding procedures reduce the risk of intentional abuse. |
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| [6] |

To score well on this question candidates needed to know safeguarding procedures and be able to explain how these reduced the risk of intentional abuse. Most candidates demonstrated a good understanding of safeguarding procedures including DBS checks, carrying out risk assessments and having a designated safeguarding officer. Candidates lost marks by not explaining clearly how these reduce the risk of abuse. For example having a named person who is responsible for safeguarding reduces the risk of abuse because staff know who to report their concerns to ensuring these are investigated.

Question 3 (a)

3 (a)* Andrew works in a residential care home. Due to staff shortages, Andrew has been working very long hours.

Describe the possible consequences of working very long hours, for both Andrew and the residents at the care home.

You should include the following types of hazard in your answer:

- psychological
- working practices.

| | | |
|------|------|--|
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Candidates were expected to give a balance of consequences for Andrew and the residents making explicit reference to psychological and working practice hazards. For example a lack of staff could lead to Andrew not having support when manually handling residents causing injuries. Working long hours could lead to Andrew being tired and making mistakes when giving the residents medication.

This question was generally responded to well with many candidates able to describe consequences for Andrew such as being tired and losing concentration. Main responses for the residents were related to receiving inadequate care. Fewer candidates were able to link consequences explicitly to psychological and working practice hazards in order to achieve Level 3. Candidates wrote lengthy responses to this question which were often repetitive.



AfL

Centres should encourage candidates to apply their knowledge explicitly to the question asked in order to achieve the highest marks. (b) A hazardous chemical is spilt by a cleaner in a residential care home.

[4]

Question 3 (b) (i) and (ii)

| (i) | Describe one action the staff should carry out straight away. |
|------|---|
| | |
| | |
| | |
| (ii) | Describe one action the manager should take after the incident. |
| | |
| | |

Candidates were required to describe one action for the staff and one action for the manager. For example staff should clean the spill using PPE to avoid coming into contact with the chemical. The manager should write an incident report detailing what happened to comply with RIDDOR.

Some candidates were only given one mark for each action as they explained the action rather than describing it. For instance some explained that staff should clean the spill in order to avoid harm to the residents. Others identified two actions rather than describing one action, for example staff should clean the spill and put up a sign.



AfL

Centres should make sure candidates understand the difference between a description and an explanation.

Question 3 (c)

| (c) | An employee spills a hot drink over a child at preschool causing severe burns. |
|------|---|
| | Outline three actions a first aider should take in this situation. |
| | 1 |
| | |
| | 2 |
| | |
| | 3 |
| | [3] |
| andi | dates demonstrated some understanding of a first aider's responsibilities. Candidat |
| anu | dates demonstrated some understanding of a first alder's responsibilities. Candidat |

Most candidates demonstrated some understanding of a first aider's responsibilities. Candidates lost marks by giving incorrect actions in relation to the scenario such as preserving life and bandaging the burn.

Question 3 (d)

| (d)* | Analyse the likely consequences for an employer when a child is seriously injured at preschool. |
|------|--|
| | Your answer should include a detailed discussion on the likelihood of different consequences in relation to the circumstances. |
| | |
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| | [9] |

To achieve the highest marks candidates were expected to discuss consequences in relation to the circumstances. Therefore they needed to demonstrate an understanding that the consequences would depend on whether employers had met their health and safety responsibilities. For example if policies were in place but staff had not followed them the consequences for the employer might be having to invest in training. However if the employer was found to have breached health and safety legislation they could be prosecuted and the preschool could be closed down.

Very few candidates were able to achieve Level 3 as most gave a description of possible consequences rather than an analysis. Some lost marks for describing the consequences for the employee rather than the employer.

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