

CAMBRIDGE NATIONALS

Examiners' report



HEALTH AND SOCIAL CARE

J801, J811, J821

R021 January 2019 series

Version 1

Contents

Introduction	3
R021 series overview	4
Section A overview	5
Question 1(a)	5
Question 1(b)	7
Question 1(c)	8
Question 2(a)	9
Question 2(b)	10
Question 2(c)	11
Question 2(d)	11
Question 3(a)	12
Question 3(b)	13
Question 3(c)	13
Section B overview	14
Question 4	14
Question 5(a)(i)	15
Question 5(a)(ii)	15
Question 5(b)	16
Question 5(c)	17

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.

R021 series overview

For the externally assessed Unit R021 the complete range of marks from zero to the maximum 60 marks was achieved this session. Candidates appeared to have used their time effectively with very few 'no responses' seen; the few scripts where there was 'no response' had large sections of the paper which had not been tackled.

Many excellent responses demonstrated that candidates were well prepared for this examination producing well-informed and accurate answers using appropriate subject specific terminology from the specification. Responses were well structured and there was a decrease in the number of additional pages used with candidates producing more succinct and focused responses and so avoiding repetition.

A number of scripts proved very challenging to mark due to poor handwriting. This can be very difficult for examiners to decipher and centres should encourage candidates to write as clearly as possible so that they can gain full credit for their responses. If providing typed scripts, font size of 11 or 12 with double spaced lines should be used to assist the examiners to annotate scripts more easily and clearly.

Candidate performance overview

Candidates who did well on this paper generally did the following:

- demonstrated an understanding and familiarity with the different command verbs e.g. identify, describe, explain and analyse.
- produced clear and concise responses for Level of Response questions: 2(a), 2(d), 4, 5(b).
- applied knowledge and understanding to Section A questions set in a health, social care or early year's context.

Candidates who did less well on this paper generally did the following.

- lacked precision in their responses e.g. Q4 Candidates who just described the values of care or who turned the question around and wrote about the effects of NOT applying the values of care when the importance of applying them was required.
- found it difficult to apply what they had learnt to health, social care or early year's contexts.
- produced responses that lacked depth, and were often rambling and peripheral to what had been asked, sometimes simply repeating information provided, e.g. 1(c), 2(a), 5(c).

Section A overview

Section A of the paper consists of three questions based in the context of health, social care or early year's settings. For this paper the three scenarios are a dentist's, a playgroup and a GP surgery. Candidates are required to apply their knowledge of the R021 specification topics to produce answers that are relevant to the scenarios provided.

Question 1(a)

1

Nazaneen is a Dental Nurse, she supports the dentist in all aspects of patients' dental care. She gets the treatment room ready for use and prepares the patient for dental treatment by welcoming them and offering reassurance to help reduce their anxiety.

Nazaneen's job also involves sterilising instruments and during an appointment she passes instruments to the dentist. She is responsible for ensuring high standards of cleanliness are maintained in the treatment room.

Looking after patient records is another important part of Nazaneen's job. She often handles confidential patient information, including making notes on the patient's record when the dentist is carrying out an examination.

- (a) Identify and explain **three** ways that Nazaneen could help to protect patients by preventing the spread of infection.

Use the headings below and give a **different** way for each.

Appropriate protective clothing

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

Personal hygiene

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

General cleanliness

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

The majority of candidates gained at least 3 marks for this question, giving three appropriate ways. However the question also required an explanation of how the ways suggested could prevent the spread of infection. Some candidates just gave another way without any explanation which limited their marks. Reasons could have included 'prevents transfer of bacteria', 'is a barrier method' or 'removes places for bacteria to be trapped', for example.

For protective clothing a number of candidates suggested 'gloves' with no reference to the type of gloves and so did not gain the mark. The general cleanliness section was misinterpreted by some candidates who repeated examples relating to personal hygiene rather than general ways of keeping the setting clean such as sterilising equipment or using anti-bacterial sprays on work surfaces.

Exemplar 1

She could wear gloves
so that when she is
touching the instruments
she isn't passing any bacteria
on to them. [2]

This response very clearly explains why the gloves should be used, gaining 1 mark. But the answer does not identify the type of gloves and so is too vague. The answer would have gained the full 2 marks if 'disposable', 'latex' or 'rubber' gloves, for example, had been specified. This was a very common error made by many candidates.

Question 1(b)

(b) Identify **two** ways Nazaneen could maintain patients' confidentiality.

Use the headings below.

Having personal notes stored securely

.....
.....
.....

Patients not being spoken about so others can hear

.....
.....
.....

[2]

This question was generally well answered by most candidates with references to password protected electronic records or locked filing cabinets. Many correct references to discussing patients in a private room and having doors closed.

Incorrect responses gave vague statements such as 'keeping them secure', 'locking things up' and 'lock them away'. Some weaker responses demonstrated a lack of understanding about maintaining confidentiality with suggestions such as having meetings in locked rooms, which is completely inappropriate. A few candidates referred to sharing information only on a 'need to know' basis which has nothing to do with avoiding being heard.

Question 1(c)

- (c) Describe **two** ways Nazaneen could use effective communication to reassure patients and support their rights.

1

.....

.....

.....

.....

2

.....

.....

.....

.....

[4]

There were mixed responses to this question. The most common correct responses gaining full marks, described aspects such as avoiding the use of jargon, using appropriate vocabulary, active listening and not being patronising.

Weaker responses had difficulties identifying communication methods, giving vague suggestions such as use a 'good pace', speaking loudly or quietly. Others referenced supporting rights of consultation and choice but made no mention of how the use of effective communication could support these rights. Some candidates referred to 'being reassuring' without any development so there was no link to how effective communication could achieve this.

Question 2(a)

2

Teafield Playgroup is run by Jayne, a qualified Nursery Nurse. She is assisted by four volunteers. 15 children under the age of 5 regularly attend the playgroup. The children enjoy a range of activities and outdoor play sessions that provide fresh air and exercise.

Jayne is concerned because recently some of the children have injured themselves on toys, furniture and equipment at the playgroup. She is also worried about whether she has enough security measures in place to fully protect the children.

- (a) One safety procedure that could be used at an early years care setting is **equipment considerations**.

Explain what equipment considerations would help to improve the children's safety at Teafield Playgroup.

.....

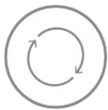
.....

.....

..... [4]

There were quite a few vague answers here. 'Checking' the safety of equipment without explaining any further or relating it to how this checking will actually reduce injuries and accidents. Some candidates just listed several ways, in a sentence, but again did not make the link to how the children's safety would be improved. This restricted marks to Level 1.

The many good responses seen provided more detail by explaining checking for damage, small parts, fit for purpose and regular testing of electrical appliances, having replacement programmes for old equipment and carrying out risk assessments, having staff trained to use specialised equipment, all clearly related to minimising the risk of accidents and injuries.



AfL

To gain higher marks on this levels of response question, candidates need to provide an explanation of equipment considerations. The question is plural i.e. 'equipment considerations' and so two considerations, explained, are sufficient to gain full marks, as long as the explanations are detailed enough and are clearly related to the Teafield playgroup context provided in the question.

Question 2(b)

(b) Identify **one** security measure that could be used at Teanfield playgroup.

State how the security measure protects the children.

Security measure

How it protects the children

.....

.....

[2]

Ways of restricting access to the playgroup were common correct responses such as having external doors accessed by an electronic keypad, a staffed reception desk or a buzzer at the front door so only a receptionist can allow access. Identification of staff and visitors was another common correct response stating the purpose of staff lanyards and visitor badges.

A simple error was just referring to 'CCTV' without specifying where or what for, or stating 'ID badges' without any reference to who or what they were for and their purpose. Safety measures such as DBS checks, or fire procedures did not gain any marks.

Weaker responses suggested, inappropriately, that all doors should be locked or that there should be CCTV in all rooms.



Misconception

Some candidates gave two or more security measures when only one is required. Others gave safety measures rather than security measures and so did not gain any marks

Exemplar 1

Security measure CCTV

How it protects the children Staff can see

when children are playing

and if they ~~are~~ hurt themselves

they can quickly go and help. [2]

This exemplar demonstrates a common error. The candidate has not stated where the CCTV cameras should be, for example monitoring the main entrance. The 'how it protects' given is not appropriate. Staff should be physically present to supervise the children, not watching them via CCTV.

Question 2(c)

- (c) Name the piece of legislation that aims to protect individuals from accidents and injuries.

..... [1]

Approximately 45% of candidates were able to correctly name the Health and Safety at Work Act.

Two of the most common incorrect responses included stating 'protection from harm and abuse' or 'health and safety act'.

Question 2(d)

- (d) Analyse ways a care setting, such as Teanfield Playgroup, could apply the early years value of care '**working in partnership with parents/guardians and families**'.

.....

 [6]

Generally candidates were able to write well about ways of working with parents/guardians and families. Examples of the most common ways given were daily diaries, parent evenings, phone calls home, having an informal chat when arriving at the playgroup and newsletters. Top Level 2 and Level 3 responses provided detailed analysis of how the ways update parents, help them to know about and understand their child's progress, involving the parents and developing trust and respect.

Some responses, however, were vague. Stating 'talk to' the parents or 'visit the playgroup', with no reference to what the conversation or visit could achieve.

The command verb for the question is 'analyse' ways, so just identification or description limits the marks that can be achieved to Level 1.

Exemplar 1

- (d) Analyse ways a care setting, such as Teanfield Playgroup, could apply the early years value of care '**working in partnership with parents/guardians and families**'.

PEEL

They should invite parents and guardians
 in to see their child during the day.
 This will make sure they are
 involved in their child's learning
 and development, and know that
 their child is safe in the environment

This extract is from an answer that demonstrates analysis of a specific way of working in partnership with parents/guardians and families. The 'way' is inviting parents into the playgroup to see what their child is doing on a normal day. The purpose of the visit is analysed – to involve parents in the child's learning activities and to gain an understanding of how the playgroup contributes to the child's development and also how it keeps them safe. Another, different way, way with analysis, would gain Level 3 marks.

Question 3(a)

3 Read the information below from a GP Surgery website, then answer the questions.

Patients can get an appointment with a doctor on the same day, however, to see the doctor of your choice, appointments need to be booked in advance.

We have disabled access for patients including ramps, toilet facilities and parking. A hearing loop system is in place and we have staff on duty who can use British Sign Language. If we can improve access, please let us know how.

Instead of attending the surgery, we offer 'On the Day Telephone Appointments' when you can speak to a doctor. Let us know your opinions on how useful this is compared with seeing a doctor at the surgery.

We welcome feedback and have procedures in place to deal with any concerns. Please direct any complaints or comments to our Practice Manager.

(a) Identify **three** ways that the GP Surgery meets the requirements of the Equality Act 2010 for people with disabilities.

1

2

3

[3]

Very well answered with the majority of candidates giving three correct answers.

A few candidates missed marks by stating 'parking' and 'toilets' provided without referencing disabilities. Others listed generic aspects of the Equality Act, rather than picking examples from the GP surgery context provided.

Question 3(b)

(b) Give **two** pieces of information about complaints procedures that the Practice Manager should provide for a patient wishing to make a complaint.

1

.....

2

.....

[2]

Some good clear answers to this question were seen. Marks gained for 'who to complain to', 'provide a complaints form' and provide an 'email address or telephone number'.

Some candidates gave answers that were too vague, such as stating 'how to make a complaint' or stating what the Practice Manager should do when a complaint is received.

Question 3(c)

(c) Describe how the GP Surgery is supporting patients' rights to **choice** and **consultation**.

Use the headings below.

Choice

.....

.....

.....

.....

.....

.....

.....

[2]

Consultation

.....

.....

.....

.....

.....

.....

.....

[2]

Descriptions of 'choice' were well done, with descriptions of appropriate examples taken from the context provided.

It was apparent that many candidates did not know the difference between 'choice' and 'consultation' with many giving further examples of choice. Others seemed to think it just means talking about things but did not go on to add a link to gaining feedback or asking for opinions.

Section B overview

Section B of the paper consists of two questions that are fact and knowledge based. Candidate responses do not have to relate to a particular situation or scenario.

Question 4

- 4 Explain the importance of applying the values of care in care settings.

.....

.....

.....

..... [8]

Candidates who achieved well on this question gave responses that related to the importance of applying the values of care as stated in LO2 of the specification.

Candidates who produced good responses referred to the headings shown in the specification and structured their responses around them.

- to ensure standardisation of care
- to improve the quality of care
- to provide clear guidelines to improve practice
- to maintain or improve the quality of life

This enabled them to produce a coherent and detailed explanation of the importance of applying the values of care in care settings.

Candidates who just described the values of care or who turned the question around and wrote about the effects of NOT applying the values of care limited their marks to Level 1.



Misconception

Candidates can often lose marks because they do not do what the question requires. They need to be taught to read the question very carefully and make sure they are clear about what they have to do. They should take the time to ask themselves 'does the question require me to give the effects of **not** applying the values of care? Or does it require me to give the importance **of applying** the values of care?'

Giving negatives is a very common misinterpretation of the question and can have a significant impact on the number of marks that can be gained.

Question 5(a)(i)

5 (a) (i) Name a **different** piece of legislation that supports the rights of each of the following groups of people.

Vulnerable adults

..... [1]

Ethnic minority groups

..... [1]

Correctly answered by the majority of the candidates.

Question 5(a)(ii)

(ii) Describe the meaning of 'vulnerable adults' and 'ethnic minority groups'.

Vulnerable adults

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

Ethnic minority groups

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

Vulnerable adults were overall described more accurately than ethnic minority groups.
A number of candidates demonstrated no understanding of ethnic groups at all, writing about equality and diversity, gender or sexuality rather than ethnicity.

Question 5(b)

(b) Care workers can support individuals in a variety of ways.

Complete the table below.

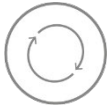
Describe an example of what a care worker would do in their day-to-day work to support an individual's rights.

Ways care workers can support an individual's rights	Example of what a care worker could do:
Challenging discriminatory behaviour	
Promoting equality	
Valuing diversity	

[6]

Candidates who read the question carefully and described a specific example for each way of supporting rights were able to gain good marks.

Some candidates gave lists of everything they could think of to fill the box, only gaining 1 mark for each as a description was required for 2 marks. Others defined and explained what equality and diversity mean, rather than give an example of it in practice which was the requirement of the question.



AfL

To gain higher marks on this type of question candidates need to be advised to read the question carefully. For this question they should note that 'an example' is required for each way of supporting rights. 'An example' means one different example for each way of supporting rights.

Question 5(c)

- (c) Explain how safety procedures and methods, such as fire evacuation and carrying out risk assessments, help to protect individuals in care settings.

.....

.....

.....

..... [6]

Many candidates achieved good marks by clearly explaining how safety procedures help to protect individuals in care settings. Good explanations included detailed references to reducing the risk of injuries and accidents occurring, staff and service users knowing how to react in an emergency and where to go, and what to do if there is a fire.

Some candidates just repeated the question without actually answering it or they just wrote about evacuation procedures without explaining how they help to protect individuals which was the focus of the question.

Supporting you

For further details of this qualification please visit the subject webpage.

Review of results

If any of your students' results are not as expected, you may wish to consider one of our review of results services. For full information about the options available visit the [OCR website](#). If university places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications.

activeresults

Active Results offers a unique perspective on results data and greater opportunities to understand students' performance.

It allows you to:

- Review reports on the **performance of individual candidates**, cohorts of students and whole centres
- **Analyse results** at question and/or topic level
- **Compare your centre** with OCR national averages or similar OCR centres.
- Identify areas of the curriculum where students excel or struggle and help **pinpoint strengths and weaknesses** of students and teaching departments.

<http://www.ocr.org.uk/administration/support-and-tools/active-results/>



Attend one of our popular CPD courses to hear exam feedback directly from a senior assessor or drop in to an online Q&A session.

<https://www.cpdhub.ocr.org.uk>



We'd like to know your view on the resources we produce. By clicking on the 'Like' or 'Dislike' button you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click 'Send'. Thank you.

Whether you already offer OCR qualifications, are new to OCR, or are considering switching from your current provider/awarding organisation, you can request more information by completing the Expression of Interest form which can be found here:

www.ocr.org.uk/expression-of-interest

OCR Resources: *the small print*

OCR's resources are provided to support the delivery of OCR qualifications, but in no way constitute an endorsed teaching method that is required by OCR. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

This resource may be freely copied and distributed, as long as the OCR logo and this small print remain intact and OCR is acknowledged as the originator of this work.

Our documents are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published support and the specification, therefore please use the information on the latest specification at all times. Where changes are made to specifications these will be indicated within the document, there will be a new version number indicated, and a summary of the changes. If you do notice a discrepancy between the specification and a resource please contact us at:

resources.feedback@ocr.org.uk.

OCR acknowledges the use of the following content:
Square down and Square up: alexwhite/Shutterstock.com

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications:
resources.feedback@ocr.org.uk

Looking for a resource?

There is now a quick and easy search tool to help find **free** resources for your qualification:

www.ocr.org.uk/i-want-to/find-resources/

www.ocr.org.uk

OCR Customer Support Centre

Vocational qualifications

Telephone 02476 851509

Facsimile 02476 851633

Email vocational.qualifications@ocr.org.uk

OCR is part of Cambridge Assessment, a department of the University of Cambridge. *For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.*

© **OCR 2019** Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.



**Cambridge
Assessment**



001