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KS4 PERFORMANCE TABLES

Teacher guide

OCR Level 1/Level 2

Cambridge National in
Health and Social Care

J835

For first teaching in 2022 | Version 1

Exploring our exams: a guide to our Sample Assessment Material

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Introduction

This is Sample Assessment Material (SAM) which has been produced for the qualification OCR Level 1/Level 2 Cambridge National in Health and Social Care.

The SAM is an example exam paper that we publish alongside a new specification to help illustrate its intended style and structure when a qualification is first launched.

We wanted to share the story of our assessment approach with you so when you look through the paper you will find we have pointed out certain features and explained the decisions we have made.

Resources to help support in teaching different areas of content can be found on the Cambridge National in Health and Social Care webpage under '[Planning and teaching](#)'.

Our exam papers are developed with our accessibility principles in mind. The Cambridge Nationals [Understanding the assessment: examined and moderated guide](#) tells you a little more about the principles and rationale underpinning our approach for the qualifications. The 'Command Words' are in both the *Understanding the assessment* guide and the specification. These tell you what we mean by each command word and how students should approach the question and understand its demand.

You said, we did

During the development of this qualification, we talked extensively with teachers, subject experts and our senior assessment teams to influence its structure, content and assessment materials. We then shared our final materials to make sure that they met the identified needs.

You told us you wanted the **length of the exam to be as short as possible** in duration, to meet your students' needs. We did this by creating an exam paper that is approximately a 'one mark a minute' (70 marks, in 1 hour 15 mins).

You told us that you wanted the **scenario and questions to be accessible**, so they can be easily understood by students, so that's what we've done

Examples of comments received are placed against the relevant sections/questions.



...day ... Month Year – Morning/Afternoon

Level 1/Level 2 Cambridge National in Health and Social Care

Unit R032: Principles of care in health and social care settings

SAMPLE ASSESSMENT MATERIAL

Time allowed: 1 hour 15 minutes

No extra materials are needed.



Write clearly in black ink. **Do not write in the barcodes.**

Centre number Candidate number

First name(s) _____

Last name _____

INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the space provided. You can use extra paper if you need to, but you must clearly show your candidate number, the centre number and the question numbers.
- Answer **all** the questions.

INFORMATION

- The total mark for this paper is **70**.
- The marks for each question are shown in brackets [].
- This document has **12** pages.

ADVICE

- Read each question carefully before you start your answer.

All students will sit the exam at the same time on the same day.

This exam will always be set and marked by us. Exams will be available in January and June each year. The exam must be taken as terminal assessment. This means that the result from the exam taken in the final assessment series before certification will be the one that counts towards the student's overall grade.

If students require additional answer space, lined paper may be available at the end of the answer booklet in a live question paper. Remember the question number(s) must be clearly shown.

Each exam will sample topics from across the unit.

The time allowed is designed to give students approximately one minute per mark plus reading time.

The exam will always have 70 marks.

Appendix B in the Specification has a glossary of Command Words that will be used in our exams. The glossary tells you what we mean by each command word.

The number of marks assigned to a question will always be given at the end of the question and will always be right aligned.

When a question asks for a specific number of points, we will always put numbers or response headings against the answer lines to show where students should write each point of their answer.

1 Beth, aged 89, is found walking in the park across the road from her care home. She is wearing her dressing gown and pyjamas.

(a) Identify **one** security measure the care home should put in place and explain how it would prevent Beth leaving the care home unsupervised again.

Security measure.....

How it would protect Beth.....

.....

.....

[2]

(b) Describe **two** possible physical effects on Beth of walking out of the care home.

1.....

.....

.....

2.....

.....

.....

[4]

(c) Identify which of Beth's rights has **not** been supported.

..... [1]

The exam has six compulsory questions. Question types include:

- short and medium answer
- multiple choice
- one extended response.

These allow us to assess the following Performance Objectives:

- PO1 – Recall knowledge and show understanding
- PO2 – Apply knowledge and understanding
- PO3 – Analyse and evaluate knowledge, understanding and performance.

(d) Beth's daughter is angry and upset about what happened to her mum.
She wants to meet with the Care Home Manager to complain.

Where contexts are used in a question the information given will be relevant to the question and as concise as possible.

(i) State **three** active listening skills the Care Home Manager could use when meeting with Beth's daughter.

- 1.....
- 2.....
- 3.....

[3]

(ii) State **two** benefits for Beth's daughter of the Care Home Manager using active listening skills.

- 1.....
-
- 2.....
-

[2]

2 Leo is the manager of a day centre that provides activities and meals for groups of young adults with learning disabilities.

(a) Describe how staff at the day centre can support choice, independence and respect for the young adults. Use a different example for each.

Choice.....

.....

Independence.....

.....

Respect.....

.....

[3]

(b) Explain **one** way that staff at the day centre can show they value the young adults' individuality.

.....

.....

..... [2]

(c) State **one** way that Leo could ensure confidentiality when meeting with the parents/carers of one of the young adults.

.....

..... [1]

When a question asks for a number of points, the number needed will always be in bold.

3 Jane is working as a Practice Nurse at a GP surgery.

(a) Explain the benefits to patients of Jane using each of these communication skills.

Clarity.....
.....
.....

Patience.....
.....
.....

Using appropriate vocabulary.....
.....
.....

[6]

(b) Identify **three** specialist methods of communication, other than advocacy, that could be used at the GP Surgery.

1.....
2.....
3.....

[3]

Short and medium answer responses test knowledge and understanding from across the unit content and allow students the opportunity to give free responses.

(c) Jane must follow personal hygiene measures when working with patients.

Identify **two** personal hygiene measures Jane must use.
Explain how each measure protects Jane and the patients.
Use a different explanation for each measure.

Personal hygiene measure

How it protects

.....

Personal hygiene measure

How it protects

.....

[4]

4

(a) Describe the meaning of the term **person-centred values**.

.....

..... [1]

(b) Identify **two** of the 6Cs. For each one describe how it could be applied when providing support for a service user.

1

How it is applied

.....

2

How it is applied

.....

[4]

Where a question asks students to 'identify' and 'explain', we will always put headings against the answer lines to help students to break down the question and show where they should write their answers.

Where a question needs either a definition, a description or an explanation of a specific term, the term will be shown in bold.

(c) Identify **two** groups of people, other than people with learning disabilities, who need safeguarding.

1.....

2.....

[2]

(d) Explain why care settings use Disclosure and Barring Service checks.

.....

.....

[2]

5 Explain how safety procedures protect individuals in a care setting. Use **two** examples.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

[6]

The number of lines given for a question indicate the approximate length of the answer needed.

This example asks the student to explain a concept, so they must apply their understanding. It is not enough to recall or apply knowledge alone. In this question, students need to show their understanding by referring to two different examples of how safety procedures protect individuals in a care setting.

(c) When individual's rights are maintained they are empowered and develop high self-esteem.

State **two** benefits for individuals of empowerment and **two** benefits for individuals of having high self-esteem.

Empowerment

1.....

.....

2.....

.....

High self-esteem

1.....

.....

2.....

.....

[4]

(d) Identify **two** different individuals who may need an advocate.

Give a different example for each individual of the type of support the advocate could provide.

Individual 1.....

Type of support.....

.....

Individual 2.....

Type of support.....

.....

[4]

This indicates to students there are no more questions to answer.

● END OF QUESTION PAPER

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