



Oxford Cambridge and RSA

Monday 11 January 2021 – Afternoon

Level 1/2 Cambridge Nationals in Health and Social Care

R021/01 Essential Values of Care for Use with Individuals in Care Settings

Time allowed: 1 hour

No extra materials are needed.



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

Centre number

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Candidate number

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First name(s)

Last name

INSTRUCTIONS

- Use black ink. You can use an HB pencil, but only for graphs and diagrams.
- Write your answer to each question in the space provided. If you need extra space use the lined pages at the end of this booklet. The question numbers must be clearly shown.
- Answer **all** the questions.

INFORMATION

- The marks for each question are shown in brackets [].
- The total mark for this paper is **60**.
- This document has **12** pages.

ADVICE

- Read each question carefully before you start your answer.

2
SECTION A

Answer **all** the questions.

Read the following information about Sarah and Andrew and answer questions **1(a)**, **1(b)** and **1(c)**.

1

Sarah is a care assistant in a residential home for young adults with physical and learning disabilities. Every morning Sarah selects clothes for Andrew who has a brain injury. Sarah gives Andrew toast for breakfast and selects his meal at lunchtime every day. She does this to save time as Andrew is slow to make decisions due to his brain injury and Sarah has three other residents to care for.

(a) Identify **three** of Andrew's rights that Sarah is **not** maintaining.

- 1
- 2
- 3 **[3]**

(b) Sarah is not applying the values of care. Explain **one** possible **physical** and **one** possible **emotional** effect on Andrew of the values of care not being applied.

Physical effect

.....

.....

.....

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

Emotional effect

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.....

.....

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

[5]

- 2 Read the following information about Progress Primary School and answer questions **2(a)**, **2(b)** and **2(c)**.

At Progress Primary School every individual is valued and helped to achieve their full potential. Lessons explore ways to show respect and develop understanding between pupils of different races, faiths, cultures, backgrounds and abilities.

All staff are DBS checked and many are qualified first aiders. There is a team of staff trained in safeguarding, their photos and names are displayed in the school reception area. All activities are risk assessed. Kitchen staff are fully qualified caterers and have a 5* rating in the National Food Hygiene Scheme.

The school provides a choice of healthy, freshly-made meals and a vegetarian option is offered every day. Pupils with food allergies are asked to speak to one of the catering team before choosing their meal. Special days are marked throughout the year with themed meals celebrating, for example, Chinese New Year, Diwali and Christmas.

- (a) State **two** different ways that Progress Primary School is applying the early years value of care '**valuing diversity**'.

1

.....

2

.....

[2]

- (b) Identify **one** key aspect of the Children Act and give an example of how Progress Primary School implements that key aspect.

Key aspect

.....

Example

.....

.....

[2]

[7]

- 3 Read the following information about Parkes Walk-in Medical Centre and answer questions **3(a)**, **3(b)** and **3(c)**.

Parkes Walk-in Medical Centre provides treatment for minor injuries and illnesses as well as providing health checks and advice on health and wellbeing topics. The patients using the Medical Centre are culturally diverse and some do not speak English.

The Medical Centre has employed a team of builders to carry out some alterations to the building and the car park to improve access for individuals with disabilities.

- (a) Identify **three** ways that staff at the Medical Centre could communicate effectively to provide health advice and information for the patients who do not speak English.

1

.....

2

.....

3

.....

[3]

- (b) Explain **one** security measure that could be used by staff at the Medical Centre reception, to protect staff and service users, while the alterations are being carried out by the team of builders and other workers.

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.....

.....

..... [3]

- include key aspects of the Equality Act
- include examples of how access for individuals with disabilities could be improved.

..... [5]

SECTION B

Answer **all** the questions.

- 4 (a) Give a **different** example of appropriate protective clothing that would be worn by each of the following care workers.

For each example give a **different** explanation of how it can reduce the spread of infection.

A care assistant serving food

Example of protective clothing

How it reduces the spread of infection

.....

.....

..... [3]

A surgeon carrying out an operation

Example of protective clothing

How it reduces the spread of infection

.....

.....

..... [3]

A nursery worker changing a nappy

Example of protective clothing

How it reduces the spread of infection

.....

.....

..... [3]

(b) Give **three** reasons why it is important to apply the values of care.

1

2

3

[3]

(c) State **three** ways practitioners can maintain confidentiality while having meetings to discuss service users.

1

2

3

[3]

(d) Give an example of up-to-date information a care setting could provide for service users. State how the information supports an individual's rights.

Up-to-date information

.....

How it supports rights

.....

.....

.....

[2]

- 5 (a)** Outline how the Data Protection Act 2018 sets out the standard of practice and conduct that health, social and early years care workers should meet.

[5]

- (b) Match the correct answer, numbered 1–5 in the list below, for each action given in the table. Each answer may be used once, more than once or not at all.

Answers:

1. Safety legislation
2. Safety measure
3. Working with other professionals
4. Safety procedure
5. Discrimination

Write your chosen number in the answer column.

Action:	Answer number 1, 2, 3, 4 or 5
Using 'wet floor' signs	
Displaying the 'health and safety law' poster	
Carrying out a risk assessment	
An employer providing protective clothing	

[4]

END OF QUESTION PAPER

This image shows a blank sheet of white paper designed for writing. It features a series of evenly spaced horizontal blue lines across its entire width. A single vertical red line runs down the left side, creating a narrow margin. The paper is otherwise completely empty, with no text or markings.

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