

**CAMBRIDGE NATIONALS**

**Examiners' report**

# **HEALTH AND SOCIAL CARE**

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**J801, J811**

**R021 January 2022 series**

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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. A selection of candidate answers are also provided. 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.

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## R021 series overview

Many candidates performed well across the paper, demonstrating good exam technique by producing well-structured responses that addressed the command verbs and confidently used subject specific terminology.

Though legislation is sometimes an area of weakness, with some candidates lacking knowledge of basic facts, this session Question 5 was well answered by many candidates who had obviously been well prepared for questions about the Children Act. However, Question 3(d), about effective communication, was not well answered, with many candidates repeating information from the question and not explaining their points.

There was no evidence to suggest that candidates ran out of time, all questions were attempted by most of the candidates. Only a few candidates made use of the extra pages at the end of the paper suggesting they are writing more focused responses and are guided by the number of answer lines provided.

<i>Candidates who did well on this paper generally did the following:</i>	<i>Candidates who did less well on this paper generally did the following:</i>
<ul style="list-style-type: none"> <li>• Demonstrated an understanding and familiarity with the different command verbs, e.g., identify, name, describe and explain.</li> <li>• Paragraphed their longer responses enabling them to produce well-organised, focused answers.</li> <li>• Applied their knowledge and understanding to Section A questions set in a health, social care or early year's context.</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated information from the question, see Question 3(d).</li> <li>• Found it difficult to apply what they had learnt to health, social care or early year's contexts: Questions 1(a), 2(a) and 3(a).</li> <li>• Identifying two ways when the question requires <b>one way</b> described or <b>one reason</b>. Question 3(a) and 4(b)(ii).</li> <li>• Not clear about the difference between safety procedures and security measures, Question 1(c), 4(c).</li> </ul>

## 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 retirement home, a childminder 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 or case studies provided.

### Question 1 (a)

- 1 Read the information about Willowfield Retirement Home and answer questions **1(a)**, **1(b)** and **1(c)**.

Willowfield Retirement Home is set in a large garden with wheelchair access and many seating areas for residents so they can sit and enjoy the view.

A lot of planning goes into preparing for a new resident to move into the home, including completing detailed care plans and risk assessments.

Residents are offered a fantastic choice of delicious and nutritious food. For those that have difficulties in swallowing, we adapt the menu of the day so that it is a soft, tasty meal to meet their needs.

- (a) Describe **two** ways, other than by providing soft food, that Willowfield Retirement Home could ensure meals meet the needs of different residents and support their right to choice.

1 .....

.....

.....

2 .....

.....

.....

[4]

Well answered by many candidates. Most common correct answers described providing for dietary and religious requirements.

Candidates were unable to pick up full marks when their answer was just a 'state' or 'identify' with no additional description which is needed for the second mark.

A few candidates had not read the question carefully enough and suggested activities or outings.

## Question 1 (b)

- (b) Two pieces of legislation that apply to Willowfield Retirement Home are shown in the table below.

Complete the table by giving **one** example for each, of how Willowfield Retirement Home puts each piece of legislation into practice.

Name of legislation	Example
Equality Act	
Health & Safety at Work Act	

[2]

Mainly answered well. Most candidates picked correct examples from the scenario information. The most common correct answers were wheelchair access and risk assessments.

Some candidates did not read the question carefully enough and described aspects of the Equality Act and the Health & Safety at Work Act which gained no marks.

## Question 1 (c)

- (c) Explain safety procedures that should be followed at Willowfield Retirement Home in order to prevent accidents and promote good practice.

.....

.....

.....

.....

.....

.....

.....

[6]

Many candidates were able to give some procedures, the links to how they protect and promote good practice needed to be stronger, which would have improved some of the answers. Risk assessments and fire drills were the most popular procedures explained by candidates.

A number of candidates gave safety measures rather than procedures, wet floor signs for example or answers strayed into security measure which did not gain marks.

## Exemplar 1


- (c) Explain safety procedures that should be followed at Willowfield Retirement Home in order to prevent accidents and promote good practice.

Willowfield Retirement home should carry out regular risk assessments. For example, all activities in the home should be assessed on potential risks, the seriousness of the risks and ways to reduce them. This prevents accidents in the setting as major risk factors are able to be detected and accidents and injuries caused by them are prevented.

Exemplar 1 shows an extract from a response that gained full marks. The candidate has:

- identified a correct safety procedure, 'carrying out risk assessments'
- given a detailed explanation of how it would be carried out
- linked to the scenario throughout
- explained the purpose – linking to preventing accidents and promoting good practice.

Candidates who produced an additional similar paragraph about another safety procedure such as fire drills or manual handling training would gain full marks.

	<b>AfL</b>	<p>Students need to be aware of the difference between a 'measure' and a 'procedure'.</p> <p>Safety procedures provide guidelines about how to deal with emergency situations. It is a set of actions that are done in a particular order and informs care workers and service users about what they have to do in an emergency and how it should be done.</p> <p>A safety measure is a specific action such as putting up fire safety notices or 'wet floor' signs.</p>
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## Question 2 Scenario

- 2 Jane is a childminder. She looks after 6 children in her own home. She has recently had an inspection and has been graded 'outstanding'.

Read the information taken from Jane's inspection report and then answer questions 2(a), and 2(b).

The childminder:

- Understands the importance of sharing information to support children's care and learning
- Ensures the children's needs and best interests come first
- Is clear about their responsibility to keep children safe – risk assessments are carried out for activities; equipment and toys are checked for safety regularly
- Plans a range of enjoyable and interesting learning experiences
- Attends regular training such as first aid, learning through play and child development, to ensure their knowledge and skills remain up to date
- Works well with health visitors and social workers
- Is a reflective practitioner

## Question 2 (a)

- (a) Give **one** example of how Jane is applying each of the following early years values of care. Use a **different** example for each.

Encouraging children's learning and development

.....

.....

Keeping children safe and maintaining a healthy environment

.....

.....

Working with other professionals

.....

.....

Ensuring the welfare of the child is paramount

.....

.....

[4]

Generally, this question was well answered by most candidates with an accurate selection being made from the scenario.

Lower ability responses ignored the scenario completely and created their own.



## Question 2 (b)

(b) The inspection report states that Jane is a 'reflective practitioner'.

Complete the sentences below which explain the meaning of being a 'reflective practitioner'.

Use words from the list. You can use each word once only or not at all.

away	describing	evaluating
explaining	next	practical
this	training	well

There are four main features of reflective practice; these include:

- Identifying what went .....
- Identifying what might be done better ..... time, to improve.
- Exploring ..... and development needs.
- ..... specific incidents or activities.

[4]

A wide mix of responses to this question. Most identified 'well' and 'next'. However, the most common errors were for the last two statements when many gave 'practical' instead of 'training', or 'explaining' instead of 'evaluating' respectively.

## Question 3 (a)

- 3 Read the information about a GP surgery and answer questions **3(a)**, **3(b)**, **3(c)** and **3(d)**.

A GP surgery has received complaints from patients about lack of confidentiality and staff being impatient, making them feel patronised and disrespected.

The practice manager has carried out a review of maintaining confidentiality at the GP surgery and has introduced new procedures.

She has also arranged a staff training session about effective communication.

- (a) Describe **two** different ways that the GP surgery staff could maintain patient confidentiality.

Give **one** way for each of the following situations.

Storing a patient's medical records.

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

Discussing test results.

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

Many candidates demonstrated a good understanding of what maintaining confidentiality is and how it should be maintained. They gave one correct way for each situation and referred to the context of a GP surgery.

Lower ability responses tended to lose marks because of descriptions using words such as 'locked rooms' or stating sharing information 'on a need-to-know basis' without saying what this actually means in the context of the GP surgery. 'So no-one can hear' was a frequent reason when what the candidate really means is so that no-one can 'overhear' the conversation.

## Exemplar 2

- (a) Describe **two** different ways that the GP surgery staff could maintain patient confidentiality.

Give **one** way for each of the following situations.

Storing a patient's medical records.

Medical records that are stored in the setting should be stored securely by being kept in locked filing cabinets. [2]  
so unauthorised people can't access them

Discussing test results.

Results of tests should only be discussed with relevant people, in a private space with a closed door to prevent people overhearing. [2]

Exemplar 2 demonstrates an excellent response to the question, this gained full marks. One clear way is given for each of the situations. The information is accurate and relates fully to the GP surgery context.

## Question 3 (b)

- (b) Name the piece of legislation that protects a patient's right to confidentiality.

..... [1]

Well answered by most candidates. The majority correctly identified the Data Protection Act, a few candidates gave GDPR.

There were a few candidates who created their own 'Act' such as the 'Confidentiality Act' and a few others who suggested the Equality Act.

## Question 3 (c)

- (c) Identify **two** different emotional effects on patients if their confidentiality is not maintained.

1 .....

2 .....

[2]

A well answered question with the majority obtaining full marks. The few wrong answers tended to give social effects.

## Question 3 (d)

(d) The staff training includes methods of communicating effectively with patients.

Explain how the GP surgery staff could use effective communication so that patients' rights are supported, and they are not disrespected or patronised.

Your answer should include examples of how to communicate effectively:

- using vocabulary that can be understood
- by not being patronising
- by listening to individuals' needs.

.....

.....

.....

.....

.....


..... [7]

Not well answered by many candidates. Answers frequently included lots of repetition of points from the question stem without developing any explanation to answer the question. Many needed to be more precise and focused with their use of terminology, e.g., active listening, positive body language – what are they, how and why are they used?

Many candidates repeated from the question 'using vocabulary that can be understood', without giving any explanation of what this means in the given context, for example not using specialist medical terminology or jargon to make sure that patients can understand.

Lower ability responses focused on what should not be done, rather than the benefits of the three bullets listed in the question and so did not gain many marks.

Some candidates presented their answers well and were able to produce detailed and developed explanations. Exemplar 3 shows how this can be done.

	<b>AfL</b>	<p>Candidates should be advised to check back with the question while writing longer responses, so that they stay focused and answer the question.</p> <p>This will help to make sure that their answers do not drift 'off topic' or just repeat the question.</p>
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### Exemplar 3

(d) The staff training includes methods of communicating effectively with patients.

Explain how the GP surgery staff could use effective communication so that patients' rights are supported, and they are not disrespected or patronised.

Your answer should include examples of how to communicate effectively:

- using vocabulary that can be understood
- by not being patronising
- by listening to individuals' needs.

Staff should use vocabulary that can be understood, by not using jargon and speaking with age appropriate language. This supports their rights, by allowing them to understand and enables them to make informed decisions <sup>and choices</sup>. It can also make them feel respected, as the staff are speaking in a way they know they can understand.

Exemplar three shows an extract from a candidate response that gained full marks. This extract considers 'vocabulary that can be understood'. It clearly explains what the phrase means, gives examples, and explains how it supports rights.

This response continued with a paragraph on each of 'not being patronising' and 'listening to individual needs'. The response gained full marks.

## 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 (a)

- 4 (a) Examples of care settings are listed in the table below.

Complete the table by identifying whether the setting is a health care (**HC**), social care (**SC**) or early years care (**EY**) setting.

Write **one** type of care setting only for each example.

Each type of care setting may be used for one or more of the examples.

Example of care setting	Type of care setting HC, SC or EY
Crèche	
Hospital	
Nursery	
Nursing home	
Residential home	

[5]

Very well answered by most candidates. Just a few did not know that a creche is an early years setting and that a nursing home is a healthcare setting.

### Question 4 (b) (i)

- (b) (i) Identify **three** different personal hygiene rules that should be followed by care workers.

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

[3]

Excellent answers by most candidates. Repetition of items of PPE was the reason a few candidates lost marks.

### Question 4 (b) (ii)

- (ii) Give **one** reason why good personal hygiene is important when working in a care setting.

.....

.....

.....

..... [2]

Many candidates answered well, demonstrating understanding of the importance of personal hygiene in care settings. Some candidates gave a basic statement which gained 1 mark only.

### Question 4 (c)

- (c) Identify **three** different security measures that could be used in a primary school.

State the purpose of each security measure.

Security measure .....

Purpose .....

.....

..... [2]

Security measure .....

Purpose .....

.....

..... [2]


Security measure .....

Purpose .....

.....

..... [2]

Well answered by many, with clear examples and detailed purpose. However, some candidates gave safety procedures such as fire drills or suggested DBS screening. They were not clear about what constitutes 'security'. Some candidates suggested CCTV but were vague and did not say where exactly or for what purpose.

	<b>AfL</b>	<p>Students need to be aware of the difference between a security measure and a safety procedure.</p> <p>Safety procedures provide guidelines about how to deal with emergency situations.</p> <p>A security measure are actions or steps taken to maintain the safety of a care setting keeping it secure from strangers and intruders, e.g., window locks.</p>
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## Question 5 (a)

- 5 (a) The table below lists some ways of supporting individual rights.

Complete the table by matching the correct right with each example.

The first one has been done for you.

### Rights:

Choice

Equal and fair treatment

Confidentiality

~~Protection from harm~~

Consultation

Trust

You can use each right once only or not at all.

Ways of supporting individual rights	Right
Safeguarding procedures in place at a nursery	<b>Protection from harm</b>
Access ramps and automatic doors provided at a GP surgery	
A range of leisure activities available at a residential care home	
A social worker sharing information on a need to know basis	
A doctor and a patient having a discussion about care preferences	

**[4]**

Most candidates answered this question correctly. Just a few mixed up confidentiality and consultation.



## Question 5 (b)

(b) Describe **two** key aspects of the Children Act 2004.

.....

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.....

.....

[6]

This question had mixed responses. By some candidates the question was answered very well, with good knowledge of the Children Act evident – references were made to keeping children safe, Every Child Matters, paramountcy principle, advocacy and consultation.

Some candidates needed to be more aware of the command verb 'describe' as some answers were in part 'list like' and so their mark was lower though they had the knowledge, they listed facts rather than described them in more detail.

There were however many candidates with less, or no, knowledge who mentioned general values of care which were not relevant and also vague responses such as 'fairly' and 'treat the same' others mentioned general rights and so did not answer the question.

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