

Sample question paper and mark scheme

**DRAFT**

**LEVEL 3 CAMBRIDGE ADVANCED NATIONAL (AAQ) IN**

# **HEALTH AND SOCIAL CARE**

**Certificate H025**

**Extended Certificate H125**

For first teaching in 2025

**F090: Principles of health and social care**

# Introduction

**This is Sample Assessment Material (SAM). It is an example exam paper that we publish alongside a new specification to help illustrate the intended style and structure of our question papers.**

During the lifetime of the qualification, updates to the question paper template may happen. We always recommend you look at the most recent set of past papers where available.

We also produce two further specific resources to support you with using this SAM:

- An assessment story. We explain the research we have undertaken during the development of the qualification and how consultation with teachers, students and schools have helped shape our assessment approach.
- Annotated SAMs. We take you through the key points of the assessment and highlight the different types of questions your students will experience in the exam.

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Designed and tested with teachers and students



Helping young people develop an ethical view of the world



Equality, diversity, inclusion and belonging (EDIB) are part of everything we do

## Summary of updates

Date	Version	Page number	Summary of change
July 2023	1 DRAFT	All	Creation of document

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- Specification and non-exam assessment advice
- Updates on resource developments and training opportunities
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- are respectful and considerate
- celebrate differences and promote positive attitudes to belonging
- include perspectives that reflect the diverse cultural and lifestyle backgrounds of our society
- challenge prejudicial views and unconscious biases
- promote a safe and supportive approach to learning
- are accessible and fair, creating positive experiences for all
- provide opportunities for everyone to perform at their best
- are contemporary, relevant and equip everyone to live and thrive in a global, diverse world
- create a shared sense of identity in a modern mixed society with one humanity.

To learn more, including our work on accessibility in our assessment materials, visit our [People and planet page](#).

**If you prefer to use a printed copy of the SAMs, consider printing a selection of pages.  
The following are the pages which you might find useful to print:**

**Question paper pages 5-20**

**Mark scheme pages 21-30**



Oxford Cambridge and RSA

## Level 3 Cambridge Advanced National (AAQ) in Health and Social Care (Certificate)

## Level 3 Cambridge Advanced National (AAQ) in Health and Social Care (Extended Certificate)

**H025/H125** Unit F090: Principles of health and social care

### Sample Assessment Material (SAM)

Time allowed: 1 hour 30 minutes

No extra materials are needed.

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

Centre number

--	--	--	--	--

Candidate number

--	--	--	--

First name(s)

---

Last name

---

Date of birth

D	D	M	M	Y	Y	Y	Y
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### 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.
- In the live exam there might be lined pages at the end of the question paper for you to use if you need extra space. Remember, you must clearly show the question numbers.
- Answer **all** the questions.

### INFORMATION

- The total mark for this paper is **60**.
- The marks for each question are shown in brackets [ ].
- This document consists of **16** pages.

### ADVICE

- Read each question carefully before you start your answer.

**Answer all questions**

**1 (a)** State **one** piece of legislation that requires workplaces to carry out risk assessments.

..... [1]

**(b)** Many types of hazards can be found in health care settings, such as biological hazards.

Give **two** examples of biological hazards that may be found in a health care setting.

1 .....

2 .....

[2]

**(c)**

**(i)** State **one** way to minimise the risk of biological hazards in a dental practice.

..... [1]

**(ii)** Explain how this minimises the risk of biological hazards in a dental practice.

.....

.....

.....

..... [2]

**2 (a)** The 6Cs are principles that inform the work of health and social care practitioners.

**(i)** A hospital nurse needs to give an injection to a child who is scared of needles and is crying.

Explain how the nurse could demonstrate **two** of the 6Cs in this situation.

.....

.....

.....

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

**(ii)** A nurse is worried about a patient who is showing signs of anxiety about their treatment. The nurse stays late to meet with one of the patient’s family members to discuss these concerns.

Explain how the nurse is demonstrating **two** of the 6Cs in this situation.

.....

.....

.....

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

**(b)**

**(i)** Give **three** examples of how the person-centred value of 'choice' can be applied in a health care setting.

1 .....

.....

2 .....

.....

3 .....

.....

**[3]**

**(ii)** Give **three** examples of how the person-centred value of privacy can be applied in a health care setting.

1 .....

.....

2 .....

.....

3 .....

.....

**[3]**



(c) State **four** of the protected characteristics in the Equality Act.

1 .....

2 .....

3 .....

4 .....

**[4]**

Sample

3 Read the following information and then answer questions 3(a) and 3(b).

A social services department is advertising for a social worker. This is their advert.

We are looking for someone who:

- is dynamic and energetic, with a good sense of humour
- has a good health record
- has recently qualified as a social worker
- is able to work full-time (36 hours per week) including shift work and weekends
- is able to drive and has their own vehicle

We offer high quality support for new staff.

This role requires an enhanced DBS and barred list check.

We are an equal opportunities employer and welcome applications from all suitably qualified persons regardless of race, sex or religion.

(a) The social services department aims to be an equal opportunities employer and to attract a diverse workforce.

Discuss how well the advert meets these aims.

In your answer, you **must** write about:

- any ways the advert helps to meet these aims
- any ways the advert does **not** help to meet these aims.
- **how far overall** the advert meets these aims **and** the reasons why.

[9]

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**(b)** State **two** reasons why applicants for the social worker role are required to have an enhanced DBS check.

1 .....

.....

2 .....

.....

**[2]**

Sample

Amir is 34 years old and has a learning disability. He lives independently in a small house, with support from a carer, James, who visits twice a day.

James supports Amir with daily tasks, such as making sure he is washing himself, helping to prepare meals and keeping the house clean. James also gives Amir his medication each day.

Amir is quiet and does not speak very clearly. James finds this very frustrating and gets angry with Amir, often shouting at him. Recently, James has not been helping with preparing lunch if Amir has annoyed him at his morning visit, telling Amir to ‘make it himself’.

James is busy and often makes 7 or 8 separate house visits in a day. He feels bad for losing his temper but is always thinking about all the other things he needs to do that day.

Amir is Muslim and has asked James if he can find a way to attend prayers on Fridays, but James has said no because he’s too busy and doesn’t want to rearrange his other visits on Fridays.

**4 (a)**

(i) State **two** different types of prejudice which James might be showing.

1 .....

2 .....

**[2]**

(ii) Describe **three** different ways in which James is using discriminatory behaviour towards Amir.

1 .....

.....

2 .....

.....

3 .....

.....

**[3]**

**(b)** Describe **four** potential impacts that James' behaviour could have on Amir.

1 .....

.....

2 .....

.....

3 .....

.....

4 .....

.....

**[4]**

**(c)** Individuals all have the right to:

- choice
- confidentiality
- consultation
- equal and fair treatment
- protection from abuse and harm.

Describe how **three** of these rights are **not** being met for Amir.

1 .....

.....

2 .....

.....

3 .....

.....

**[3]**

(d) James' supervisor decides to provide him with a mentor, who is a very experienced carer.

Describe **two** benefits for James of working with a mentor.

1.....

.....

2.....

.....

**[2]**

Sample

**5 (a)** Sam works as a care assistant at a nursing home. One afternoon, while tidying the residents' lounge, Sam finds a file that holds one of the resident's personal details, including their medical records.

What should Sam do?

Choose the **three** most appropriate actions Sam should take from the list below.

**[3]**

Tick **three** boxes only.

<b>Actions:</b>		Tick (✓) <b>three</b> only
<b>A</b>	Complain to the cleaning staff for not tidying it away	
<b>B</b>	File the document away in the office where it belongs	
<b>C</b>	Give the file to the resident	
<b>D</b>	Leave the file where it is, someone must be using it	
<b>E</b>	Report what has happened to her manager	
<b>F</b>	Tell the resident what has happened	

**(b)** Justify your choice of answers for question 5(a).

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.....

.....

..... [6]

Sample

(c) Describe **three** workplace requirements of the Reporting of Injuries, Diseases, and Dangerous Occurrences Regulations (RIDDOR).

1.....

.....

2.....

.....

3.....

.....

[6]

**END OF QUESTION PAPER**

Sample

Sample

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Sample

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Sample

This is sample assessment material for our specification. It is to help show how the live assessment materials will look. During the lifetime of the qualification you might see small adjustments to the assessment materials. This is part of continuous improvement, designed to help you and your students. We recommend you look at the most recent set of past papers where available.



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**Level 3 Cambridge Advanced National (AAQ) in Health and Social Care (Certificate)**

**Level 3 Cambridge Advanced National (AAQ) in Health and Social Care (Extended Certificate)**

**F090: Principles of health and social care**

**Sample assessment material**

**Mark scheme**

This document has **12** pages.

SAMPLE

## Marking instructions

### Crossed-out answers

If a student has crossed out an answer and written a clear alternative, do **not** mark the crossed-out answer.

If a student has crossed out an answer and **not** written a clear alternative, give the student the benefit of the doubt and mark the crossed-out answer if it's readable.

### Multiple choice question answers

When a multiple choice question has only one correct answer and a student has written two or more answers (even if one of these answers is correct), you should **not** award a mark.

### When a student writes more than one answer

#### 1. Questions that ask for a set number (including 1) of short answers or points

If a question asks for a set number of short answers or points (e.g. **two** reasons for something), mark only the **first set number** of answers/points.

**First** mark the answers/points against any printed numbers on the answer lines, marking the **first** answer/point written against each printed number. **Then**, if students have not followed the printed numbers, mark the answers/points from left to right on each line and **then** line by line until the set number of answers/points have been marked. Do **not** mark the remaining answers/points.

#### 2. Questions that ask for a single developed answer

If a student has written two or more answers to a question that only requires a single (developed) answer, and has **not** crossed out unintended answers, mark only the first answer.

#### 3. Contradictory answers in points-based questions

When a student has written contradictory answers, do **not** award any marks, even if one of the answers is correct.

### Levels of Response marking













1. **To determine the level** start at the highest level and work down until you reach the level that best describes the answer

2. **To determine the mark within the level**, consider the following:



Quality of the answer	Award mark
Consistently meets the criteria for this level	At the top of the level (6 and 9 mark questions)
Meets the criteria but with some inconsistency	At the middle of the level (9 mark questions)
On the borderline of this level and the one below	At the bottom of the level (6 and 9 mark questions)

## Annotations

Annotation	Meaning
	Tick – correct answer
	Cross – incorrect answer
	Development of point (use only on questions where stated in the mark scheme)
	Level 1
	Level 2
	Level 3
	Benefit of doubt (This <b>does</b> count as a mark – so do not ‘tick’ as well)
	Omission mark
	Too vague
	Repeat
	To acknowledge additional pages / notes were read
	be ‘noted but no credit given’
<b>NR</b> (no response)	Award NR if the question has not been attempted

## Mark scheme

<b>1 (a)</b>	
<b>Max mark</b>	<b>1</b>
<b>Answer</b>	The Health and Safety at Work Act Manual Handling Operations Regulations
<b>Guidance</b>	Note: 'The' and the date not required.  Accept 'HASAWA' Accept 'MHOR'

<b>1 (b)</b>	
<b>Max mark</b>	<b>2</b>
<b>Answer</b>	<ul style="list-style-type: none"> <li>• bodily fluids</li> <li>• disease/infection</li> </ul>
<b>Guidance</b>	One mark for each correct answer.  Credit other examples of biological hazards relevant to a health care setting.

<b>1 (c) (i)</b>	
<b>Max mark</b>	<b>1</b>
<b>Answer</b>	<ul style="list-style-type: none"> <li>• Disinfect dentist chair and surfaces between patients (1)</li> <li>• Sterilising equipment (1)</li> <li>• Safe disposal of single-use equipment (1)</li> <li>• Use of specific items of PPE (1)</li> <li>• Clear policy of staff and patients not attending if unwell (1)</li> </ul>
<b>Guidance</b>	One mark for a correct answer.  Credit any other appropriate answer.

<b>1 (c) (ii)</b>	
<b>Max mark</b>	<b>2</b>
<b>Answer</b>	Avoid the spread of infection (1) by killing bacteria and viruses (1)  Prevent cross-contamination (1) by creating a barrier (1)  Minimise the risk of transferring bacteria/viruses (1) by maintaining good hygiene (1)
<b>Guidance</b>	Up to <b>two</b> marks for a valid explanation.  Credit other appropriate answers and examples.

<b>2 (a) (i)</b>	
<b>Max mark</b>	<b>2</b>
<b>Answer</b>	<p>Demonstrates:</p> <ul style="list-style-type: none"> <li>• Communication: explaining the situation and putting them at ease</li> <li>• Care/compassion: not rushing the patient, showing empathy</li> <li>• Competence: administering the injection painlessly/effectively</li> </ul>
<b>Guidance</b>	<p>One mark for each correct answer.  Accept any of the 6Cs if the explanation is appropriate for the scenario and the 6C chosen.  Do not accept 6C on its own, each mark is for the explanation.</p>

<b>2 (a) (ii)</b>	
<b>Max mark</b>	<b>2</b>
<b>Answer</b>	<p>Demonstrates:</p> <ul style="list-style-type: none"> <li>• Commitment: by staying late and giving up their own time</li> <li>• Care/compassion: by understanding that the patient needs support and wanting to help them</li> <li>• Communication: recognising the importance of communication with the family to help the patient</li> </ul>
<b>Guidance</b>	<p>One mark for each correct answer.  Accept any of the 6Cs if the explanation is appropriate for the scenario and the 6C chosen.  Do not accept 6C on its own, each mark is for the explanation.</p>

<b>2 (b) (i)</b>	
<b>Max mark</b>	<b>3</b>
<b>Answer</b>	<p>Choice:</p> <ul style="list-style-type: none"> <li>• offer a range of different care options or treatments</li> <li>• give enough information to allow the patient to make an informed choice</li> <li>• respect dietary needs or preferences</li> <li>• offer choice about dress, activities, TV programmes.</li> </ul>
<b>Guidance</b>	<p>One mark for each correct answer.  Maximum <b>three</b> valid points/examples.  Credit any other appropriate answer.</p>

<b>2 (b) (ii)</b>	
<b>Max mark</b>	<b>3</b>
<b>Answer</b>	Privacy: <ul style="list-style-type: none"> <li>• having sensitive conversations in private</li> <li>• drawing curtains or closing doors when dressing/showering someone or carrying out intimate procedures</li> <li>• allowing patients their own room or personal space.</li> </ul>
<b>Guidance</b>	One mark for each correct answer. Maximum <b>three</b> valid points/examples. Credit any other appropriate answer.

<b>2 (c)</b>	
<b>Max mark</b>	<b>4</b>
<b>Answer</b>	<ul style="list-style-type: none"> <li>• age</li> <li>• disability</li> <li>• gender reassignment</li> <li>• marriage and civil partnership</li> <li>• pregnancy and maternity</li> <li>• race</li> <li>• religion or belief</li> <li>• sex</li> <li>• sexual orientation</li> </ul>
<b>Guidance</b>	One mark for each characteristic. Maximum <b>three</b> valid characteristics. No other answers are acceptable.

<b>3 (a)</b>	
<b>Max mark</b>	<b>9</b>
<b>Guidance</b>	<p><b>Level 3 (high) 7-9 marks</b></p> <p>A <b>thorough</b> discussion which shows <b>detailed</b> evaluation, which includes:</p> <ul style="list-style-type: none"> <li>• a <b>range</b> of points from <b>both</b> sides of the argument</li> <li>• a <b>detailed</b> analysis in the context of the question</li> <li>• a <b>clear</b> conclusion(s) with <b>detailed</b> reasons/justifications</li> <li>• <b>consistent</b> use of appropriate subject terminology.</li> </ul> <p><b>Level 2 (mid) 4-6 marks</b></p> <p>An <b>adequate</b> discussion which shows <b>sound</b> evaluation, which includes:</p> <ul style="list-style-type: none"> <li>• <b>some</b> points from <b>both</b> sides of the argument</li> <li>• <b>some</b> analysis in the context of the question</li> <li>• an <b>adequate</b> conclusion(s) with <b>relevant</b> reasons/justifications</li> <li>• <b>some</b> use of appropriate subject terminology.</li> </ul> <p><b>Level 1 (low) 1-3 marks</b></p> <p>A <b>basic</b> discussion which shows <b>limited</b> evaluation, which includes:</p> <ul style="list-style-type: none"> <li>• a <b>few</b> points from the argument</li> <li>• a <b>limited</b> analysis in the context of the question</li> <li>• a <b>brief</b> conclusion(s) with <b>limited</b> reasons/justifications</li> <li>• use of appropriate subject terminology is <b>limited</b>.</li> </ul> <p><b>0 marks</b> Answer is <b>not</b> worthy of credit.</p>
<b>Answer</b>	<p>Answers can include some of the following:</p> <p><b><u>Promotes equal opportunities:</u></b></p> <p><b>Use of positive statement</b> – ‘we are an equal opportunities employer’ shows they are equal opportunities employers and welcome applications from all.</p> <p><b>Non-discriminatory language in the advertisement</b> – gender neutral language, ‘person’. No words that indicate a preference for male or female applicants.</p> <p><b>‘Applications welcome from all suitably qualified persons’</b> – a wide variety of groups that are welcome are listed on the advert.</p> <p><b>Follows legislation</b> – to some extent i.e. Equality Act, no direct discrimination against protected characteristics.</p> <p><b><u>Does not promote equal opportunities:</u></b></p> <p><b>Discriminatory language</b> – ‘dynamic’, ‘energetic’ as these may indicate an intention to discriminate on the grounds of age or disability.</p>

<b>3 (a)</b>	
	<p><b>Support</b> – ‘for new staff’, continuing CPD for more experienced/older staff is not mentioned.</p> <p><b>Requirement for a ‘good health record’</b> – could discriminate on the grounds of disability or put off applicants with health problems.</p> <p><b>Requirement for a ‘recently qualified as a social worker’</b> – could imply age discrimination as most new graduates are younger.</p> <p><b>Credit other relevant conclusions, points and examples.</b></p>

<b>3 (b)</b>	
<b>Max mark</b>	<b>2</b>
<b>Answer</b>	<ul style="list-style-type: none"> <li>• the enhanced DBS checks that individuals are safe to work with children and vulnerable adults.</li> <li>• enhanced DBS checks look at any information held by the police that is relevant to the role being applied for/can include looking at barred lists.</li> <li>• it is a legal requirement that all regulated health and social care professionals must have enhanced DBS checks.</li> <li>• social workers are likely to work with individuals who are more at risk of abuse or harm.</li> </ul>
<b>Guidance</b>	<p>One mark for each correct answer. Maximum of <b>two</b> valid reasons. Credit any other appropriate answers and/or examples.</p>

<b>4 (a) (i)</b>	
<b>Max mark</b>	<b>2</b>
<b>Answer</b>	<ol style="list-style-type: none"> <li>1. On the basis of disability</li> <li>2. On the basis of culture/religion</li> </ol>
<b>Guidance</b>	<p>One mark for each correct answer. Maximum of <b>two</b> valid types of prejudice. Credit any other appropriate answers and/or examples.</p>

<b>4 (a) (ii)</b>	
<b>Max mark</b>	<b>3</b>
<b>Answer</b>	<ul style="list-style-type: none"> <li>• getting frustrated and shouting at him (verbal abuse)</li> <li>• not making sure he has a meal for lunch (inadequate care/neglect/breach of health and safety)</li> <li>• not helping him attend Friday prayers (inadequate care/cultural discrimination)</li> <li>• rushing and not having time to focus on Amir’s needs (inadequate care)</li> </ul>
<b>Guidance</b>	<p>One mark for each correct answer. Maximum of <b>three</b> valid types of discriminatory behaviour. Credit any other appropriate answers and/or examples.</p>

<b>4 (b)</b>	
<b>Max mark</b>	<b>4</b>
<b>Answer</b>	<ul style="list-style-type: none"> <li>• Missing meals/not eating proper meals could impact on physical health or cause illness.</li> <li>• Amir could become frightened by James' shouting.</li> <li>• Amir's self-confidence and self-esteem could be lowered by James getting frustrated with not understanding him.</li> <li>• Amir could be less likely to talk to James about what he likes/wants/needs (disempowered).</li> <li>• Feeling that someone he relies on (James) is so frustrated with him/doesn't have time for him could affect Amir's mental health/make him depressed.</li> <li>• Amir might feel frustrated that he is being treated unfairly.</li> <li>• Amir might become withdrawn or lose a chance to mix with others if he cannot attend Friday prayers.</li> </ul>
<b>Guidance</b>	One mark for each correct answer. Maximum of <b>four</b> valid potential impacts. Credit any other appropriate answers and/or examples.

<b>4 (c)</b>	
<b>Max mark</b>	<b>3</b>
<b>Answer</b>	<ul style="list-style-type: none"> <li>• Choice – he isn't getting to choose about attending prayers.</li> <li>• Consultation – communication problems between Amir and James are stopping this.</li> <li>• Consultation – James isn't being patient enough or taking time to understand Amir.</li> <li>• Equal and fair treatment – Amir isn't being treated fairly because James is rushing/doesn't have enough time.</li> <li>• Protection from abuse and harm – Amir is experiencing verbal abuse and missing food/meals could cause physical harm.</li> </ul>
<b>Guidance</b>	One mark for each correct answer. Maximum of <b>three</b> valid descriptions. Credit any other appropriate answers and/or examples.

<b>4 (d)</b>	
<b>Max mark</b>	<b>2</b>
<b>Answer</b>	<ul style="list-style-type: none"> <li>Provides James with constructive feedback to improve performance/that recognises his good practice.</li> <li>Feedback for James can be quicker/more regular.</li> <li>A mentor will provide James with guidance on procedures/advice and answers to questions/personalised teaching/support relevant to his specific skills needs.</li> <li>The mentor can support James to use more effective communication skills.</li> <li>The mentor can be someone for James to talk to about things he is finding difficult/give moral support.</li> </ul>
<b>Guidance</b>	One mark for each correct answer. Maximum of <b>two</b> benefits. Credit any other appropriate answers and/or examples.

<b>5 (a)</b>																						
<b>Max mark</b>	<b>3</b>																					
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<b>Guidance</b>	One mark for each correct answer. Maximum of <b>three</b> actions. No other answers are acceptable. Mark the first <b>three</b> ticked boxes only.																					



<b>5 (b)</b>	
<b>Max mark</b>	<b>6</b>
<b>Guidance</b>	<p><b>Level 3 (high) 5-6 marks</b> A <b>thorough</b> justification which includes:</p> <ul style="list-style-type: none"> <li>• a <b>range of valid</b> points to support a case or argument</li> <li>• <b>clear</b> use of evidence appropriate to the context of the question</li> <li>• <b>consistent</b> use of appropriate subject terminology</li> </ul> <p><b>Level 2 (mid) 3-4 marks</b> An <b>adequate</b> justification which includes:</p> <ul style="list-style-type: none"> <li>• <b>some</b> points, that are <b>mostly valid</b>, to support a case or argument</li> <li>• <b>some</b> use of evidence appropriate to the context of the question</li> <li>• <b>some</b> use of appropriate subject terminology.</li> </ul> <p><b>Level 1 (low) 1-2 marks</b> A <b>basic</b> justification which includes:</p> <ul style="list-style-type: none"> <li>• a <b>few</b> points to support a case or argument</li> <li>• <b>limited</b> use of evidence appropriate to the context of the question</li> <li>• use of appropriate subject terminology is <b>limited</b>.</li> </ul> <p><b>0 marks</b> Answer is <b>not</b> worthy of credit.</p> <p><b>Minimum of two correct actions must be explained for Level 3.</b></p>
<b>Answer</b>	<p><b><u>Why the actions chosen are appropriate.</u></b></p> <p>Answers can include some of the following:</p> <p><b>B - File the document away in the office where it belongs:</b></p> <ul style="list-style-type: none"> <li>• Residents' personal notes should be stored securely.</li> <li>• Information should only be shared on a 'need to know' basis.</li> <li>• This would follow agreed ways of working.</li> </ul> <p><b>E - Report what has happened to her manager:</b></p> <ul style="list-style-type: none"> <li>• It is important to keep senior staff informed.</li> <li>• The manager is responsible for staff training so can take action to improve training on maintaining confidentiality and data protection procedures.</li> <li>• Legal obligations - regulations should be followed regarding 'storage' and 'confidentiality' breaches notified to staff.</li> </ul> <p><b>F - Tell the resident what has happened:</b></p> <ul style="list-style-type: none"> <li>• Legal obligations - GDPR/Data Protection – they have a right to know.</li> <li>• A conversation with the resident may throw light on the situation – they may have left it there themselves.</li> <li>• Legal obligations - regulations should be followed regarding 'storage' and 'confidentiality' breaches notified to residents.</li> </ul> <p><b><u>Why the other actions were not chosen.</u></b></p> <p>Answers can include some of the following:</p> <p><b>A - Complain to the cleaning staff for not tidying it away</b></p> <ul style="list-style-type: none"> <li>• The cleaning staff have no responsibility for residents' files.</li> </ul>

5 (b)	
	<ul style="list-style-type: none"><li>• It is unlikely to have been the cleaning staff who left the file out in the first place.</li><li>• The priority should be to make sure the file is stored away securely again as soon as possible.</li></ul> <p><b>C - Give the file to the resident</b></p> <ul style="list-style-type: none"><li>• The resident is not responsible for the security of their records (the nursing home is)</li><li>• Nursing home residents may be quite vulnerable - it isn't fair to expect them to look after material like this securely</li><li>• It is important that the records are put somewhere secure again as soon as possible</li></ul> <p><b>D - Leave the file where it is, someone must be using it</b></p> <ul style="list-style-type: none"><li>• Other residents could find the file which would result in a (further) confidentiality breach</li><li>• There is a danger the file could be lost or damaged if it is not stored correctly</li></ul>

<b>5 (c)</b>	
<b>Max mark</b>	<b>6</b>
<b>Answer</b>	<p><b>Key aspects of RIDDOR:</b></p> <ul style="list-style-type: none"> <li>• Employers must keep written records of accidents/incidents (1) and are required to report certain types of incidents to the HSE (1).</li> <li>• Records must be kept (in an 'accident book') of any workplace accident (1) that causes absence from work for more than seven days (1).</li> <li>• Reporting to UK Health Security Agency (1) of certain infectious diseases/illnesses (or example of) (1).</li> <li>• Keep records of incidents/accidents/near misses (1) for three years (1).</li> <li>• Training staff (1) on what and how to report (1).</li> <li>• Review policies/carry out risk assessment (1) after near misses (1).</li> </ul>
<b>Guidance</b>	<p>Up to <b>two</b> marks for each valid requirement described.</p> <p>Maximum <b>three</b> requirements.</p> <p>Credit any other appropriate answers and/or examples.</p>

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