

Sample assessment material

LEVEL 3 ALTERNATIVE ACADEMIC QUALIFICATION  
CAMBRIDGE ADVANCED NATIONAL 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) which has been produced for the OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in Health and Social Care (Certificate) and the OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in Health and Social Care (Extended Certificate).

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 Advanced National Health and Social Care webpage under '[Planning and teaching](#)'.

Our exam papers are developed with accessibility in mind. The [Understanding the assessment 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.

Appendix B of the specification: Command Words, gives detail about what is expected of each command word that will be included in exams and mark schemes. You can include teaching around the expectations of these as part of your teaching.

## You said, we did

During the development of these qualifications, we talked extensively with teachers, subject experts, higher education institutions and our senior assessment teams to influence the structure, content and assessment materials. We then shared our final materials with teachers to make sure that they met their needs.

You told us to keep the exam as short as possible but retain time to allow students to read the scenario and respond to questions which require an extended answer. In the new Level 3 Alternative Academic Qualification Cambridge Advanced National in Health and social care the exam is 1 hour 30 mins (rather than 2 hours) and is worth 60 marks rather than 100.

You told us that scenarios used within external assessment should be accessible and easy for students to understand. We have done this by using scenarios which students will have encountered, either through the teaching content or in real life situations.

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



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

<<Date>> – <<Morning/Afternoon>>

**Level 3 Alternative Academic Qualification Cambridge  
Advanced Nationals in Health and Social Care**

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

This exam will always be set and marked by us. Exams will be available in January and June each year.

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

**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

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.

**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.

Each exam will ask at least one question from each Topic Area in the unit. Questions will not necessarily be in the same order as the teaching content.

**INFORMATION**

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

The exam will always have 60 marks. There are no sections in this exam.

**ADVICE**

- Read each question carefully before you start your answer.

Answer all questions

There are no sections in this paper. There will be a number of compulsory structured questions with part-questions within them.

Question types include:

- Forced choice/controlled response questions
- Short answer, closed response questions
- Extended response questions with either points-based marks schemes or levels of response marks schemes

1

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

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(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. [2]

1.....

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]

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The questions will sample content from across all Topic Areas; at least one question (or sub-part) will relate to each Topic Area. Sub-topic content areas will be sampled across exam papers, over time. They will assess the following Performance Objectives:

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

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

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.

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.....[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.

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.....[2]

Where 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 response.

(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.....  
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2.....  
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3.....  
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[3]

(c) Describe how the Equality Act protects someone with a disability in health and social care settings.

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[4]

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

A 'Discuss' question such as this will always be an extended response question marked with a levels of response mark scheme.

This means that it is not necessarily 'one tick = one mark'; the response is judged more holistically based on how well all aspects of the question are addressed in terms of both breadth and depth.

The exam will always have at least one level of response (LOR) question worth nine marks that needs an extended written response plus one or two other LOR questions worth 6 or 9 marks each.

LOR questions will assess either; PO2 – apply knowledge and understanding; or PO3 - Analyse and evaluate knowledge, understanding and performance. The question topic may be drawn from any relevant aspect of the unit teaching content.

Extended response questions give students a real opportunity to show examiners how they can apply what they have learned about the subject.



8

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

1.....

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2.....

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**[2]**

**4**  
**(a)**

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.

This question assesses PO2 (apply knowledge and understanding) student responses **must** be applied to the scenario.

(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.....

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2.....

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3.....

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[3]

Where questions have a context such as this one, it is important that students apply their answers to the context – in this case, about the different ways that James is using discriminatory behaviour towards Amir, given what they are told about the situation.

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

1.....  
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2.....  
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3.....  
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4.....  
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**[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.....  
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2.....  
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3.....  
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**[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.....

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2.....

.....

[2]

5

(a)

- (i) 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.

Actions:		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	

This is an example of a question where students must 'choose from listed options'.

The layout of this type of question will always be similar but may not have the same number of options to choose from.

- (ii) Justify your choice of answers for question 5(a)(i).

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.....[6]

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

1.....  
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2.....  
.....  
3.....  
.....[6]

END OF QUESTION PAPER ●

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

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