

*Examiners' report*

INCLUDED ON THE  
KS4 PERFORMANCE TABLES

OCR Level 1/Level 2

Cambridge National in  
**Health and Social Care**

**J835**

For first teaching in 2022 | Version 1

**R032 January 2025 series**

[ocr.org.uk/cambridgenationals](https://ocr.org.uk/cambridgenationals)

# Contents

Contents.....	2
Introduction .....	3
R032 series overview .....	4
Question 1 (a) (i).....	5
Question 1 (a) (ii) .....	5
Question 1 (b) .....	6
Question 1 (c) .....	7
Question 2 (a) .....	8
Question 2 (b).....	8
Question 2 (c).....	9
Question 3 (a).....	10
Question 3 (b).....	10
Question 3 (c) .....	12
Question 4 (a) .....	13
Question 4 (b).....	13
Question 5 (a).....	14
Question 5 (b) .....	15
Question 5 (c).....	16
Question 5 (d) .....	16
Question 6 (a).....	17
Question 6 (b) .....	18

## 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 is 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.

A full copy of the question paper and the mark scheme can be downloaded from [Teach Cambridge](#).

### Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

## R032 series overview

Many candidates attempted all questions with very few 'no responses' seen. This indicated that candidates made good use of time and pacing in answering.

Candidates were able to gain marks across the paper and many were well prepared across the topics covered.

There was a mixed ability of performances with some very limited understanding shown and a range of excellent answers.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> <li>• understood the demands of different command verbs, e.g. describe, explain, identify</li> <li>• structured their answers to Level of Response questions which allowed for well organised, focused answers</li> <li>• understood how safeguarding protects individuals (Question 3 (b))</li> <li>• gave answers that were applied to the different settings and individuals, e.g.:               <ul style="list-style-type: none"> <li>○ Question 1 – Health Centre</li> <li>○ Question 2 – an individual with a learning disability</li> <li>○ Question 3 – Retirement Home</li> <li>○ Question 4 (b) – adapting communication</li> </ul> </li> <li>• were able to develop their explanations to give detailed answers.</li> </ul>	<ul style="list-style-type: none"> <li>• repeated the question within their answer without adding any additional detail, e.g. repeating the bullet points on Question 3 (b)</li> <li>• gave answers that implied the question had not been read fully, e.g.:               <ul style="list-style-type: none"> <li>○ Question 1 (a) – some candidates answered with a general security measure rather than applying these to restricting external access</li> <li>○ Question 1 (b) – some candidates gave answers relating to the use of keys themselves rather than the monitoring of these</li> <li>○ Question 4 (a) – gave special methods of communication rather than non-verbal</li> <li>○ Question 5 (c) – gave personal hygiene methods rather than general cleanliness</li> <li>○ Question 6 (a) – gave benefits to service users rather than service providers.</li> </ul> </li> </ul>

### Question 1 (a) (i)

1 Casey works at a new Health Centre. She has responsibility for introducing security measures within the Centre.

(a)

(i) Identify a security measure that Casey could put in place to restrict access through external doors at the Health Centre.

..... [1]

This question elicited mixed responses with common correct answers referring to key cards, pin codes and buzzer entry. Those incorrect answers seemed to overlook that the focus of the question was access through external doors and so referred to general security measures.

### Question 1 (a) (ii)

(ii) Explain how this security measure can keep patients and staff safe.

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

Candidates generally showed a good understanding of how the security measure restricts access and many were able to explain for full marks. However, this is a follow-on from Question 1 (a) (i) and many students lost marks as they had selected an inappropriate security measure.

### Question 1 (b)

(b) Explain **two** reasons for monitoring keys in the Health Centre.

1 .....

.....

.....

.....

.....

2 .....

.....

.....

.....

[4]

Many candidates did not show an understanding of 'monitoring keys'. Responses were vague and few gained full marks. Incorrect answers referred to the use of keys alone rather than 'monitoring'.

### Exemplar 1

1 Location of keys is always known - if keys go missing ~~the~~ the health centre will know who's responsible.

.....

.....

2 Limits the number of people who have access to keys - keys are less likely to end up with unauthorised individuals if they are being monitored.

This candidate response earned full marks.

They have given two reasons for monitoring of keys both of which have been fully explained.

### Question 1 (c)

(c) Casey is planning to introduce **two** more security measures to the Health Centre.

Explain how each of these help to protect the patients.

Window locks and restraints

.....  
.....  
.....  
.....

Issuing visitor badges

.....  
.....  
.....  
.....

[4]

Well answered – more so for windows with common answers including prevents patients from escaping and intruders from entering.

Some responses lacked the explanation required for 2 marks.

### Question 2 (a)

2 Kai is 25 and has a learning disability. Kai has help from Ben, a care assistant.

Kai and Ben write a plan together each week, to meet Kai's needs.

(a) Identify **two** of Kai's **rights** that are being maintained by Ben.

1 .....

2 .....

[2]

Well answered with most candidates achieving 2 marks.

Common correct answers were choice and consultation, incorrect answers focused on individuality, confidentiality and independence.

### Question 2 (b)

(b) Explain **benefits** to Kai's health and well-being when his rights are maintained.

Include examples of rights being maintained in your answer.

.....  
.....  
.....  
.....  
.....  
.....

[6]

A full range of marks was seen on this question.

Many candidates were able to explain the benefits but were not able to apply these explicitly to the rights.

Exemplar 2

When Kai's rights are maintained, he will feel empowered. This means he will feel in control of his care and respected. For example, having the right of 'choice' will be empowering for Kai as he is making his own decisions on things like his care plan.

Kai will also develop a high self-esteem when his rights like 'equal and fair treatment' are maintained. For example, having full access to opportunities in things like activities that he does during the week can give Kai more confidence and therefore ~~boosting~~ his self-esteem.

Another benefit is that Kai's needs will be met. For example, his right of 'consultation' is met when he and Ben write a weekly plan. Having his own input being regarded during the creation of his plans can meet his <sup>specific</sup> needs and benefit his physical & mental health.

Kai will <sup>also</sup> develop trust when his rights ~~are maintained~~ like 'confidentiality' and 'protection from harm and abuse' are maintained. [6]

This is a Level 3 response.

The candidate has structured their answer around the scenario and given examples of how Kai's rights could be maintained and the benefits of these on him.

There are three well-structured paragraphs with two rights explicitly included.

Question 2 (c)

(c) State two active listening skills that Ben could use when communicating with Kai.

- 1 .....
  - 2 .....
- [2]

This question was well answered, with most candidates achieving 2 marks. A full range of answers from the mark scheme were seen on this question.

Common incorrect answers referred to gestures or facial expressions.



## Exemplar 3

Having a safeguarding policy at the retirement home ensures all staff members are suitable to work with vulnerable groups (such as James and Hugo). This is because of the DBS check (Disclosure & Barring Service) carried out during interviews of employment, where the Home will check for criminal records or other indications that show the individual poses a risk ~~the~~ to vulnerable groups. Safeguarding training for all staff ensures that any <sup>concerns</sup> harm and abuse <sup>is</sup> reported, recorded, recognised and acted upon ~~be~~ by any member of staff. This is because they will be aware of who to report the concern to - designated safeguarding lead (DSL). Having a staff duty to report serious safeguarding concerns allows the service user to feel assured and confident because they know their issue is being acknowledged and acted upon.

[8]

This is a Level 3 response.

The candidate has discussed each of the three bullet points given in the question and given detail around these related to DBS checks, the role of the DSL and the content of training.

### Question 3 (c)

(c) James uses a wheelchair and lives in his own flat within Riverside. His care assistant, Rishi, supports him with daily living tasks.

Describe how Rishi can apply the **person-centred values** of 'independence' and 'dignity' in his work with James.

Use a **different** description for each value.

Independence

.....

.....

.....

.....

.....

Dignity

.....

.....

.....

.....

.....

[4]

Candidates generally showed some understanding of independence and dignity and were able to gain one mark for each but couldn't always 'describe' for the second mark. The most popular response referred to privacy and personal care.

Some candidates referred to the carer allowing James to do things instead of encouraging which is incorrect.

#### OCR support



Attention must be paid to the command verb which on this question was describe. More information on command verbs used in Cambridge nationals can be found at <https://www.ocr.org.uk/Images/612302-understanding-the-assessment-examined-and-moderated.pdf>

### Question 4 (a)

4 Effective communication is very important in health and social care settings.

(a) State **three** examples of **non-verbal** communication skills.

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

[3]

Most candidates understood non-verbal communication and were able to gain full marks. There were those who incorrectly stated special methods of communication, e.g. BSL, Makaton, etc.

Some marks lost due to repetition, e.g. giving body language and then nodding as separate answers, or giving space/height, etc. as separate answers.

### Question 4 (b)

(b) It is important to adapt the **type** and **method** of communicating to meet the needs of service users.

Describe how communication could be adapted for each of these service users.

A young child receiving medical treatment

.....

.....

.....

.....

.....

An adult receiving new medication

.....

.....

.....

.....

.....

[6]

There were mixed responses to this question. The most popular answers related to 'simpler language', 'no jargon' and 'slow pace'. There was more understanding of how to adapt communication for a child rather than an adult. There was lots of repetition of methods for young children and adults which could only be credited once. For the adult there were descriptions on the content of what could be said rather than how it may be said. There was a limited understanding around adapting the communication to that scenario and context.

**Question 5 (a)**

**5** Overshoes and disposable gloves are types of **PPE**.

**(a)** Explain **why** each would be worn.

Overshoes .....

.....

.....

.....

Disposable gloves .....

.....

.....

.....

**[4]**

This question gained mixed responses with some repetition.

Overshoes – the candidates gained marks when they referred to reducing transfer of bacteria and protection of individuals from infection. There was some misconception with a number explaining that wearing overshoes was to protect their own shoes from getting dirty rather than their role in infection prevention.

Disposable gloves – answers that gained marks referred to preventing cross contamination and prevent the spread of infection. Common repeats were 'reduces transfer of bacteria/germs'.

**Question 5 (b)**

**(b)** Identify whether each example is a safety **measure** or a safety **procedure**.

Tick (✓) **one** box in each row.

One has been done for you.

<b>Example</b>	<b>Safety measure</b>	<b>Safety procedure</b>
displaying a fire safety notice		
fire drill		
first aid training		✓
'no entry' sign		
risk assessment		
'wet floor' sign		

[5]

This is generally well answered.

### Question 5 (c)

(c) Describe **three** different ways to maintain **general cleanliness** in a social care setting such as a day centre.

1 .....

.....

.....

.....

.....

2 .....

.....

.....

.....

.....

3 .....

.....

.....

.....

[6]

Candidates understood ways to maintain cleanliness on the whole and the full range of responses on the mark scheme were evident. Not all were able to achieve the second mark as they didn't refer to the spread of bacteria, for example.

There were a significant number of responses which incorrectly referred to personal hygiene.

### Question 5 (d)

(d) State **one** personal hygiene measure that care workers in a social care setting would use.

..... [1]

Most candidates were able to state a personal hygiene measure and gain the mark. Hand washing was a popular response. If they answered incorrectly, it was because they wrote about PPE.

### Question 6 (a)

6

(a) Explain **three** different **benefits** for **service providers** of applying person-centred values.

1 .....

.....

.....

.....

.....

2 .....

.....

.....

.....

.....

3 .....

.....

.....

.....

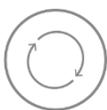
[6]

This question elicited mixed responses.

There were groups of candidates who understood the benefits for service providers and wrote about job satisfaction, quality of care and standardisation of care.

However, many candidates wrote about the benefits to service users.

#### Assessment for learning



Candidates should be encouraged to read the question carefully and more than once. Marks were lost on this question by answering about service users rather than service providers.

### Question 6 (b)

(b) State **one physical** and **one intellectual** effect on a **service user** if the person-centred values are **not** applied.

Physical .....

.....

Intellectual .....

.....

[2]

Generally well answered with answers given from across the mark scheme.

Incorrect responses often referred to emotional or social effects.

---

# Supporting you

---

## Teach Cambridge

Make sure you visit our secure website [Teach Cambridge](#) to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

**Don't have access?** If your school or college teaches any OCR qualifications, please contact your exams officer. You can [forward them this link](#) to help get you started.

## Reviews of marking

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

## Access to Scripts

We've made it easier for Exams Officers to download copies of your candidates' completed papers or 'scripts'. Your centre can use these scripts to decide whether to request a review of marking and to support teaching and learning.

Our free, on-demand service, Access to Scripts is available via our single sign-on service, My Cambridge. Step-by-step instructions are on our [website](#).

## Keep up-to-date

We send a monthly bulletin to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

## OCR Professional Development

Attend one of our popular professional development courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

## Signed up for ExamBuilder?

**ExamBuilder** is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals and Cambridge Technicals qualifications. [Find out more](#).

ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an [Interchange](#) username to validate the identity of your centre's first user account for ExamBuilder.

If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

## Active Results

Review students' exam performance with our free online results analysis tool. It is available for all GCSEs, AS and A Levels and Cambridge Nationals (examined units only).

[Find out more](#).

# Online courses

---

## Enhance your skills and confidence in internal assessment

### What are our online courses?

Our online courses are self-paced eLearning courses designed to help you deliver, mark and administer internal assessment for our qualifications. They are suitable for both new and experienced teachers who want to refresh their knowledge and practice.

### Why should you use our online courses?

With these online courses you will:

- learn about the key principles and processes of internal assessment and standardisation
- gain a deeper understanding of the marking criteria and how to apply them consistently and accurately
- see examples of student work with commentary and feedback from OCR moderators
- have the opportunity to practise marking and compare your judgements with those of OCR moderators
- receive instant feedback and guidance on your marking and standardisation skills
- be able to track your progress and achievements through the courses.

### How can you access our online courses?

Access courses from [Teach Cambridge](#). Teach Cambridge is our secure teacher website, where you'll find all teacher support for your subject.

If you already have a Teach Cambridge account, you'll find available courses for your subject under Assessment - NEA/Coursework - Online courses. Click on the blue arrow to start the course.

If you don't have a Teach Cambridge account yet, ask your exams officer to set you up – just send them this [link](#) and ask them to add you as a Teacher.

Access the courses **anytime, anywhere and at your own pace**. You can also revisit the courses as many times as you need.

### Which courses are available?

There are **three types** of online course for Cambridge Nationals.

All teachers delivering our redeveloped Cambridge Nationals suite from September 2022 are asked to complete the course **Essentials for the NEA**, which describes how to guide and support your students. **You'll receive a certificate which you should retain.**

Following this you can also complete a subject-specific **Focus on Internal Assessment** course for your individual Cambridge Nationals qualification, covering marking and delivery of the NEA units.

We have also created subject-specific **Understanding the examined unit** courses that provide a wealth of information to support you with the delivery, assessment, and administration of the examined unit. The courses outline the assessment structure, including details on synoptic assessment, performance objectives and command words for your Cambridge Nationals qualification. Working through the course, you have an opportunity to interact with resources developed to support the exam, in particular candidate exemplars and mark scheme guidance. The final section covers details on administrative requirements, including assessment opportunities, entry rules and resits.

### How can you get support and feedback?

If you have any queries, please contact our Customer Support Centre on 01223 553998 or email [support@ocr.org.uk](mailto:support@ocr.org.uk).

We welcome your feedback and suggestions on how to improve the online courses and make them more useful and relevant for you. You can share your views by completing the evaluation form at the end of each course.

## Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on  
**01223 553998**

Alternatively, you can email us on  
**support@ocr.org.uk**

For more information visit

-  **ocr.org.uk**
-  **facebook.com/ocrexams**
-  **twitter.com/ocrexams**
-  **instagram.com/ocrexaminations**
-  **linkedin.com/company/ocr**
-  **youtube.com/ocrexams**

## We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.



I like this



I dislike this

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2025 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

You can copy and distribute this resource in your centre, in line with any specific restrictions detailed in the resource. Resources intended for teacher use should not be shared with students. Resources should not be published on social media platforms or other websites.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.