

...day ... Month Year – Morning/Afternoon

Level 1/Level 2 Cambridge National in Health and Social Care

Unit R032: Principles of care in health and social care settings

SAMPLE ASSESSMENT MATERIAL

Time allowed: 1 hour 15 minutes

No extra materials are needed.



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.
- 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.
- Answer **all** the questions.

INFORMATION

- The total mark for this paper is **70**.
- The marks for each question are shown in brackets [].
- This document has **12** pages.

ADVICE

- Read each question carefully before you start your answer.

1 Beth, aged 89, is found walking in the park across the road from her care home. She is wearing her dressing gown and pyjamas.

(a) Identify **one** security measure the care home should put in place and explain how it would prevent Beth leaving the care home unsupervised again.

Security measure

How it would protect Beth

.....
.....

[2]

(b) Describe **two** possible physical effects on Beth of walking out of the care home.

1

.....
.....

2

.....
.....

[4]

(c) Identify which of Beth's rights has **not** been supported.

..... [1]

(d) Beth's daughter is angry and upset about what happened to her mum. She wants to meet with the Care Home Manager to complain.

(i) State **three** active listening skills the Care Home Manager could use when meeting with Beth's daughter.

- 1
- 2
- 3

[3]

(ii) State **two** benefits for Beth's daughter of the Care Home Manager using active listening skills.

- 1
- 2

[2]

SAMPLE

2 Leo is the manager of a day centre that provides activities and meals for groups of young adults with learning disabilities.

(a) Describe how staff at the day centre can support choice, independence and respect for the young adults. Use a different example for each.

Choice

Independence

Respect.....

[3]

(b) Explain **one** way that staff at the day centre can show they value the young adults' individuality.

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

(c) State **one** way that Leo could ensure confidentiality when meeting with the parents/carers of one of the young adults.

.....
.....[1]

3 Jane is working as a Practice Nurse at a GP surgery.

(a) Explain the benefits to patients of Jane using each of these communication skills.

Clarity

.....

.....

Patience.....

.....

.....

Using appropriate vocabulary

.....

.....

[6]

(b) Identify **three** specialist methods of communication, other than advocacy, that could be used at the GP Surgery.

1

2

3

[3]

(c) Jane must follow personal hygiene measures when working with patients.

Identify **two** personal hygiene measures Jane must use.
Explain how each measure protects Jane and the patients.
Use a different explanation for each measure.

Personal hygiene measure

How it protects

.....

Personal hygiene measure

How it protects

.....

[4]

4

(a) Describe the meaning of the term **person-centred values**.

.....

.....[1]

(b) Identify **two** of the 6Cs. For each one describe how it could be applied when providing support for a service user.

1

How it is applied

.....

2

How it is applied

.....

[4]

(c) When individual's rights are maintained they are empowered and develop high self-esteem.

State **two** benefits for individuals of empowerment and **two** benefits for individuals of having high self-esteem.

Empowerment

1

.....

2

.....

High self-esteem

1

.....

2

.....

[4]

(d) Identify **two** different individuals who may need an advocate.

Give a different example for each individual of the type of support the advocate could provide.

Individual 1.....

Type of support.....

.....

Individual 2.....

Type of support.....

.....

[4]

END OF QUESTION PAPER

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SAMPLE

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Sample Assessment Material (SAM)

Cambridge National in Health & Social Care

Unit: R032: Principles of care in health and social care settings.

MARK SCHEME

Duration: 1 hour 15 minutes

MAXIMUM MARK 70

Final v2.0

07/07/2021

(FOR OFFICE USE ONLY)

This document consists of 19 pages

Crossed Out Responses

If a student has crossed out a response and written a clear alternative response, then the crossed out response is not marked. If no alternative is given, examiners will give students the benefit of the doubt and mark the crossed out response if it is legible.

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a student gives two responses (even if one of these responses is correct), no mark will be awarded, as it is not possible to determine which was the first response selected.

Contradictory Responses

When a student provides contradictory responses, no mark will be awarded, even if one of the answers is correct.

Short Answer Questions (usually worth only one mark per response)

If a student needs to give a set number of short answer responses, but gives more, only the set number of responses will be marked. The response space will be marked from left to right on each line and then line by line until the required number of responses have been marked. The remaining responses will not be marked.

Short Answer Questions (worth two or more marks)

If a student is required to provide a description of, say, three items or factors and four items or factors are provided, then marking will be similar to the above example (but downwards).

Longer Answer Questions

If a student provides two (or more) responses to a medium or high tariff question which only needs a single (developed) response, and does not cross out the first response, the first response will be marked.

Levels of response marking

- a. **To determine the level** – examiners will start at the highest level and work down until they reach the level that matches the answer
- b. **To determine the mark within the level**, they will consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

Question	Answer	Mark	Guidance
1	<p>(a) Up to two marks for an explanation e.g.:</p> <p>Swipe card or buzzer entry system (1)</p> <ul style="list-style-type: none"> • So only authorised people allowed out (1) <p>Staff on duty at entrance/reception (1)</p> <ul style="list-style-type: none"> • Controls access in and out of the care home (1) <p>Window locks and restraints (1)</p> <ul style="list-style-type: none"> • Prevents the full opening of windows (1) so Beth can't get out/leave unnoticed <p>Locks on external doors (1)</p> <ul style="list-style-type: none"> • So Beth is unable to leave unaccompanied (1) <p>CCTV monitoring exits and entrances (1)</p> <ul style="list-style-type: none"> • Constantly monitors and records who is entering/leaving the building (1) <p>Award credit for any other appropriate response</p>	2	<p>One mark for identifying a suitable security measure.</p> <p>One mark for explaining how the security measure identified prevents Beth leaving the care home unsupervised.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • lock all doors

Question		Answer/Indicative Content	Mark	Guidance
1	(b)	<p>Up to two marks for each description e.g.:</p> <ul style="list-style-type: none"> • Injury/hurt herself (1) through trips/falls/cuts/grazes/bruising (1) • Physical injury (1) if attacked (1) • Injury/hurt herself (1) while crossing the road (1) • Develop hypothermia/sunstroke (1) due to the weather conditions/not wearing outdoor clothing/only in nightgown/PJs (1) • Lack of nutrition/hydration/thirsty/hungry (1) may miss mealtime (1) • Ill health/health deteriorates/existing illness may get worse (1) as medication may not be taken on time/missed (1) <p>Award credit for any other appropriate response</p>	4	<p>Up to two marks for each physical effect described.</p> <p>Maximum of two physical effects.</p> <p>Do not accept: Emotional, intellectual or social effects</p>

Question		Answer	Mark	Guidance
1	(c)	Protection from abuse and harm	1	Correct answer only

Question		Answer	Mark	Guidance
1	(d)(i)	<p>One mark for each active listening skill stated.</p> <p>Open/relaxed posture (1)</p> <p>Eye contact (1)</p> <p>Nodding (1)</p> <p>Show empathy/reflecting feelings (1)</p> <p>Clarifying (1)</p> <p>Summarising (1)</p> <p>Award credit for any other appropriate response</p>	3	<p>One mark for each active listening skill stated up to a maximum of three skills.</p>

Question		Answer	Mark	Guidance
1	(d)(ii)	<p>One mark for each benefit stated.</p> <ul style="list-style-type: none"> • Helps her to feel valued and respected (1) • Demonstrates her concerns are taken seriously (1) • Shows that her opinions are being listened to (1) • She will feel reassured it will not happen again (1) <p>Award credit for any other appropriate response</p>	2	<p>One mark for each benefit stated up to a maximum of two.</p>

Question		Answer	Mark	Guidance
2	(a)	<p>One mark for each description.</p> <p>Choice:</p> <ul style="list-style-type: none"> • Give information in a way the young adults can understand (1) • Encourage them to make their own informed choices (1) • Provide different options to choose from e.g., activities/meals (1) <p>Independence:</p> <ul style="list-style-type: none"> • Help them to develop the skills they need to cope alone (1) • Empowering/building confidence to do as much as possible for themselves (1) • To encourage and not intervene too quickly (1) <p>Respect:</p> <ul style="list-style-type: none"> • Listening to/valuing their views and opinions (1) • Having a positive relationship with them (1) • Involving them/enabling them to take part in activities (1) <p>Award credit for any other appropriate response</p>	3	<p>One mark for each description, up to a maximum of three.</p> <p>Examples must be relevant to the day centre scenario.</p> <p>No mark for repeating the terms, choice, independence or respect.</p>

Question		Answer	Mark	Guidance
2	(b)	<p>Up to two marks for one way explained e.g.:</p> <ul style="list-style-type: none"> • by providing food that meets individual needs (1) they are recognising different religious requirements/medical needs/personal preference (1) • celebrating festivals, Chinese New Year/Christmas/Diwali (1) recognising different cultures/religious beliefs promoting inclusivity (1) • a key person provided to give individual learning support (1) recognising that the young adults will have different learning needs e.g. dyslexia/SEND (1) • Providing a wide range of experiences (1) appealing to individual's different interests (1) <p>Award credit for any other appropriate response</p>	2	<p>Up to two marks for one way explained.</p> <p>Examples of ways must be relevant to the day centre scenario.</p>

Question		Answer	Mark	Guidance
2	(c)	<p>Any one from:</p> <p>Use a private meeting room/office (1)</p> <p>Locate meeting in an area away from others (1)</p> <p>Keep doors to the meeting room closed (1)</p> <p>Use a do not disturb sign (1)</p> <p>No discussions in public places, e.g. corridors (1)</p> <p>Award credit for any other appropriate response</p>	1	One mark for a way identified.

Question	Answer	Mark	Guidance
2 (d)	<p>Evaluation of the strengths and weaknesses of Leo's actions might include:</p> <p>Regular training and updates on safeguarding procedures for all staff:</p> <ul style="list-style-type: none"> ✓ will equip staff with current knowledge of up-to-date practices in supporting and protecting individuals ✓ training raises awareness of safeguarding issues ✓ best practice is shared ✓ having regular meetings can create an open environment where concerns can be raised ✗ attending training takes up time when staff could be working ✗ staff may not want to stay late for training after a day's work ✗ some staff may be absent and miss the training so unaware of the information covered <p>A personal copy of the safeguarding policy for each member of staff:</p> <ul style="list-style-type: none"> ✓ guides staff in procedures to follow ✓ gives staff confidence as they know the correct way to deal with safeguarding issues/situations ✓ staff will know the current practices in safeguarding and protecting individuals ✗ might lose their copy of the policy ✗ might not bother to read it <p>A named member of staff to be responsible for safeguarding</p> <ul style="list-style-type: none"> ✓ someone to answer staff questions; give accurate advice ✓ qualified to give support and advice ✓ ensures staff will be working within the law and providing appropriate care and support ✗ may feel uncomfortable talking to that particular person ✗ might not know that member of staff ✗ the person may not be available when needed <p>Award credit for any other appropriate response</p>	8	<p>Level 3 (high) 6-8 marks</p> <p>A thorough discussion showing detailed understanding of the strengths and weaknesses of Leo' actions in helping staff improve their safeguarding practice.</p> <p>Makes relevant points, many of which are developed.</p> <p>All three of Leo's actions considered.</p> <p>Consistently uses appropriate terminology.</p> <p>Level 2 (mid) 3-5 marks</p> <p>An adequate discussion showing sound understanding of the strengths and weaknesses of Leo' actions in helping staff improve their safeguarding practice.</p> <p>Makes relevant points, some of which are developed.</p> <p>At least two of Leo's actions considered.</p> <p>Uses some appropriate terminology.</p> <p>Level 1 (low) 1-2 marks</p> <p>A brief discussion which shows limited understanding of the strengths and/or weaknesses of Leo' actions in helping staff improve their safeguarding practice.</p> <p>Points made may not be wholly relevant or developed.</p> <p>At least one of Leo's actions considered.</p> <p>Little or no use of appropriate terminology.</p> <p>0 marks Response is not worthy of credit.</p>

Question	Answer	Mark	Guidance
3 (a)	<p>Up to two marks for a benefit of each method explained e.g.:</p> <p>Clarity</p> <ul style="list-style-type: none"> • Jane gives clear instructions/information to patients (1) • Patients know what is happening/where they have to go/what to do (1) • It helps avoid patients misunderstanding (1) <p>Patience</p> <ul style="list-style-type: none"> • Jane does not get irritated/annoyed/stays calm/takes her time (1) with patients, • Patients will feel respected/valued (1) • Patients will not feel rushed/patronised (1) <p>Using appropriate vocabulary</p> <ul style="list-style-type: none"> • Jane doesn't use medical jargon/specialist terminology (1) with patients • The information will be easier for patients to understand (1) • Jane should not use offensive/inappropriate language (1) when talking to patients • Patients will not be offended or upset (1) <p>Award credit for any other appropriate response</p>	6	<p>The communication skill is identified in the question.</p> <ul style="list-style-type: none"> • Clarity • Patience • Using appropriate vocabulary <p>For each communication skill:</p> <p>Up to two marks for a benefit explained.</p> <p>Maximum two marks for each communication skill.</p> <p>Examples must be relevant to the GP surgery scenario</p>

Question		Answer	Mark	Guidance
3	(b)	<p>Any three from:</p> <ul style="list-style-type: none">• Braille• British Sign Language• Interpreters• Makaton• Voice activated software <p>Award credit for any other appropriate response</p>	3	Answers must be specialist methods of communication and appropriate for a GP surgery.

Question	Answer	Mark	Guidance
3 (c)	<p>Personal hygiene measures e.g.</p> <ul style="list-style-type: none"> ○ appropriate use and disposal of tissues/antiseptic wipes/sanitiser ○ hair tied back/covered ○ no jewellery ○ no nail polish ○ open wounds covered ○ regular brushing of teeth ○ regular showering/hair washing ○ correct handwashing routine <p>Explanations e.g.</p> <ul style="list-style-type: none"> ● prevents transfer of bacteria ● destroys/kills bacteria ● ensures high level of cleanliness ● reduces opportunity for spreading bacteria/germs ● stops others coming into contact with bacteria/germs ● barrier method reduces/prevents transfer of bacteria ● removes places for bacteria to be trapped ● prevent cross contamination <p>Award credit for any other appropriate response</p>	4	<p>One mark for each identification of a personal hygiene measure, up to a maximum of two.</p> <p>One mark for explaining how each protects, up to a maximum of two. (Different explanations required)</p> <p>Do not accept:</p> <ul style="list-style-type: none"> ● the same explanation (questions asks for a different one for each measure) ● food hygiene rules (Jane is a Practice Nurse) ● general cleanliness rules (context personal hygiene)

Question	Answer	Mark	Guidance
4 (a)	<p>Up to one mark for a description from:</p> <ul style="list-style-type: none"> • Focusing care on the needs of the individual • Ensuring that people's individual needs are met • Enabling individuals to make informed choices about their care • Working together with an individual to plan their care • Working with an individual providing support to meet their unique needs <p>Award credit for any other appropriate response</p>	1	Up to one mark for describing the meaning of the term person-centred values.

Question	Answer	Mark	Guidance
4 (b)	<p>Any two from:</p> <p>6Cs:</p> <ul style="list-style-type: none"> • Care • Compassion • Competence • Communication • Courage • Commitment <p>How they are applied:</p> <p>Care – ensure needs are met/dietary/fluids/medication/treatments</p> <p>Compassion – providing care that demonstrates kindness/respect/consideration</p> <p>Competence – having the knowledge/skills/expertise to provide good quality care</p> <p>Communication – communicating using appropriate methods/specialist methods/listening and developing a good caring relationship/trust</p> <p>Courage – doing the right thing/speaking up if you have concerns/challenge ways of working if this means improved standard of care</p> <p>Commitment – being dedicated to providing a high standard of care so their experience is a positive one</p> <p>Award credit for any other appropriate response</p>	4	<p>One mark for each identification of one of the 6C's, up to a maximum of two.</p> <p>One mark for describing how each is applied, up to a maximum of two.</p>

Question		Answer	Mark	Guidance
4	(c)	<p>Any two from:</p> <ul style="list-style-type: none"> • vulnerable groups/homeless people • children/children in care • people with physical disabilities • people with mental health conditions • older adults in residential care 	2	<p>Do not accept:</p> <ul style="list-style-type: none"> • people with learning disabilities (as given in the question).

Question		Answer	Mark	Guidance
4	(d)	<p>Up to two marks for an explanation e.g.:</p> <p>To check that staff being employed (1)</p> <ul style="list-style-type: none"> • are safe to work/work with vulnerable adults/children (1) <p>To check for criminal convictions (1)</p> <ul style="list-style-type: none"> • preventing criminals from working (1) <p>Award credit for any other appropriate response</p>	2	Up to two marks for an explanation.

Question	Answer	Mark	Guidance
5	<p>Examples of safety procedures might include:</p> <ul style="list-style-type: none"> ○ First aid policy ○ Risk assessments ○ Staff training programmes for: <ul style="list-style-type: none"> ● equipment use ● moving and handling techniques ● first aid ○ Emergency procedures <ul style="list-style-type: none"> ● fire drill ● evacuation ○ Equipment considerations <ul style="list-style-type: none"> ● fit for purpose ● safety checked ● reporting system for damage ● risk assessed ● <p>Explanation might include:</p> <ul style="list-style-type: none"> ● Prevents accidents ● Creates a safe environment <ul style="list-style-type: none"> ○ Staff know how to react in an emergency e.g. fire ○ Enables staff to take quick, efficient action to remove individuals from danger/give first aid ● Prevents injuries to individuals ● Reduces risk <ul style="list-style-type: none"> ○ results in a safer environment, fewer accidents/injuries ● Trained staff always know what to do to keep individuals safe e.g. moving and handling/first aid ● Equipment checked to ensure fit for purpose and can be used safely <p>Award credit for any other appropriate response</p>	6	<p>Level 3 (high) 5-6 marks</p> <p>A thorough explanation showing detailed understanding of how safety procedures protect individuals in a care setting.</p> <p>Two examples are given, relevant points are made many of which are developed.</p> <p>Consistently uses appropriate terminology.</p> <p>Level 2 (mid) 3-4 marks</p> <p>An adequate explanation showing sound understanding of how safety procedures protect individuals in a care setting.</p> <p>Two examples are given, relevant points are made some of which are developed.</p> <p>Uses some appropriate terminology.</p> <p>Maximum 3 marks if response only includes one example.</p> <p>Level 1 (low) 1-2 marks</p> <p>A brief discussion which shows limited understanding of how safety procedures protect individuals in a care setting.</p> <p>Examples made may not be relevant to a care setting and are not developed.</p> <p>Little or no use of appropriate terminology.</p> <p>0 marks Response is not worthy of credit.</p>

Question	Answer	Mark	Guidance
6 (a)	<p>Explanations might include:</p> <p>Barrier method – prevents the spread of infection:</p> <ul style="list-style-type: none"> • Prevents transfer of bacteria – to/from wounds/food etc • Ensures high level of cleanliness – hands/mouth/clothes are covered • Reduces opportunities for spreading bacteria/germs • Prevents aerosol transfer of particles (mask) • Stops others coming into contact with bacteria/being infected • Removes places for bacteria to be trapped e.g., rings covered by disposable gloves • Prevents/reduces risk of cross contamination • Provides high level of cleanliness <p>Examples of PPE include:</p> <ul style="list-style-type: none"> ○ Disposable aprons ○ Disposable/rubber gloves ○ Face masks ○ Hairnets or hygiene hats ○ Overalls ○ Overshoes ○ Surgical garments/scrubs <p>Award credit for any other appropriate response</p>	6	<p>Level 3 (high) 5-6 marks</p> <p>A thorough explanation showing detailed understanding of how PPE protects health care workers.</p> <p>Two examples are given, relevant points are made many of which are developed.</p> <p>Consistently uses appropriate terminology.</p> <p>Level 2 (mid) 3-4 marks</p> <p>An adequate explanation showing sound understanding of how PPE protects health care workers.</p> <p>Two examples are given, relevant points are made some of which are developed.</p> <p>Uses some appropriate terminology.</p> <p>Maximum 3 marks if response only includes one example.</p> <p>Level 1 (low) 1-2 marks</p> <p>A brief discussion which shows limited understanding of how PPE protects health care workers.</p> <p>Examples made may not be relevant to a health care setting and are not developed.</p> <p>Little or no use of appropriate terminology.</p> <p>0 marks Response is not worthy of credit.</p>

Question		Answer	Mark	Guidance
6	(b)	<p>Any two from:</p> <ul style="list-style-type: none"> • Dental practice • Health centre • Hospital • Nursing home • Opticians • Pharmacy • Walk-in centre <p>Award credit for any other appropriate response</p>	2	<p>One mark for each identification, up to a maximum of two.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • GP surgery (as given in the question)

Question		Answer	Mark	Guidance
6	(c)	<p>Any two benefits from:</p> <p>Empowerment:</p> <ul style="list-style-type: none"> • encourages independence • encourages being self-reliant • feeling in control of their lives • gives individuals choice • gives individuals control • encourages independence <p>Any two benefits from:</p> <p>High self-esteem</p> <ul style="list-style-type: none"> • feeling valued • feeling respected • positive mental health <p>Award credit for any other appropriate response</p>	4	<p>One mark for each benefit, up to a maximum of two for empowerment and two for high self-esteem.</p>

Question	Answer	Mark	Guidance
6 (d)	<p>Individuals, any two from:</p> <ul style="list-style-type: none"> • an individual with a learning disability (1) • a young child (1) • someone who has Alzheimer’s/dementia (1) • someone assessed as lacking mental capacity (1) • an individual with a physical disability (1) • people who have a sensory impairment – sight loss, hearing loss (1) <p>Type of support, any two from:</p> <ul style="list-style-type: none"> • go with an individual to meetings or attend for them (1) • help an individual to find and access information (1) • write letters on the individual’s behalf (1) • attend a case conference for someone in order to express their wishes (1) • represent a person’s best interests when applying for disability benefits (1) • speaking about an individual’s needs when a care plan is being discussed (1) <p>Award credit for any other appropriate response</p>	4	<p>One mark for each individual, up to a maximum of two.</p> <p>One mark for giving an example of support, up to a maximum of two</p> <p>A different example must be given for each individual</p>