

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

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.

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..... [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.

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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]

(b)

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

1

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2

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3

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[3]

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

1

.....

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]

SAMPLE

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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]

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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.

(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.....

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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.....

.....

[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.....

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[2]

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

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

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[6]

- 1.
- 2.
- 3.

[6]

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.....

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

1.....

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2.....

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3.....

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END OF QUESTION PAPER

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 Alternative Academic Qualification Cambridge Advanced Nationals in Health and Social Care

Unit 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 does 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’
NR (no response)	Award NR if the question has not been attempted

MARK SCHEME

1 (a)	
Max mark	1 (PO1)
Answer	The Health and Safety at Work Act Manual Handling Operations Regulations
Guidance	Note: 'The' and the date not required. Accept 'HASAWA' Accept 'MHOR'

1 (b)	
Max mark	2 (PO1)
Answer	<ul style="list-style-type: none"> • bodily fluids • disease/infection
Guidance	One mark for each correct answer. Credit other examples of biological hazards relevant to a health care setting.

1 (c) (i)	
Max mark	1 (PO2)
Answer	<ul style="list-style-type: none"> • Disinfect dentist chair and surfaces between patients (1) • Sterilising equipment (1) • Safe disposal of single-use equipment (1) • Use of specific items of PPE (1) • Clear policy of staff and patients not attending if unwell (1)
Guidance	One mark for a correct answer. Credit any other appropriate answer.

1 (c) (ii)	
Max mark	2 (PO2)
Answer	<p>Avoid the spread of infection (1) by killing bacteria and viruses (1)</p> <p>Prevent cross-contamination (1) by creating a barrier (1)</p> <p>Minimise the risk of transferring bacteria/viruses (1) by maintaining good hygiene (1)</p>
Guidance	Up to two marks for a valid explanation. Credit other appropriate answers and examples.

2 (a) (i)	
Max mark	2 (PO2)
Answer	Demonstrates: <ul style="list-style-type: none"> • Communication: explaining the situation and putting them at ease • Care/compassion: not rushing the patient, showing empathy • Competence: administering the injection painlessly/effectively
Guidance	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.

2 (a) (ii)	
Max mark	2 (PO2)
Answer	Demonstrates: <ul style="list-style-type: none"> • Commitment: by staying late and giving up their own time • Care/compassion: by understanding that the patient needs support and wanting to help them • Communication: recognising the importance of communication with the family to help the patient
Guidance	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.

2 (b) (i)	
Max mark	3 (PO1)
Answer	Choice: <ul style="list-style-type: none"> • offer a range of different care options or treatments • give enough information to allow the patient to make an informed choice • respect dietary needs or preferences • offer choice about dress, activities, TV programmes.
Guidance	One mark for each correct answer. Maximum three valid points/examples. Credit any other appropriate answer.

2 (b) (ii)	
Max mark	3 (PO1)
Answer	Privacy: <ul style="list-style-type: none">• having sensitive conversations in private• drawing curtains or closing doors when dressing/showering someone or carrying out intimate procedures• allowing patients their own room or personal space.
Guidance	One mark for each correct answer. Maximum three valid points/examples. Credit any other appropriate answer.

2 (c)	
Max mark	4 (PO1)
Answer	<ul style="list-style-type: none">• disability is one of the protected characteristics in the Equality Act• it protects against direct and indirect discrimination• settings have a legal duty to make reasonable adjustments• provision of services has to be made as accessible as possible• specific equipment/aids/access arrangements need to be made• individuals with protected characteristics cannot be asked to pay for the cost of reasonable adjustments• individuals can take legal action if they feel they are being disadvantaged by the setting/service (because of their disability)
Guidance	One mark for each valid point. Credit any other appropriate answer

3 (a)	
Max mark	9 (PO3)
Guidance	<p>Level 3 (high) 7-9 marks</p> <p>A thorough discussion which shows detailed evaluation, which includes:</p> <ul style="list-style-type: none"> • a range of points from both sides of the argument • a detailed analysis in the context of the question • a clear conclusion(s) with detailed reasons/justifications • consistent use of appropriate subject terminology. <p>Level 2 (mid) 4-6 marks</p> <p>An adequate discussion which shows sound evaluation, which includes:</p> <ul style="list-style-type: none"> • some points from both sides of the argument • some analysis in the context of the question • an adequate conclusion(s) with relevant reasons/justifications • some use of appropriate subject terminology. <p>Level 1 (low) 1-3 marks</p> <p>A basic discussion which shows limited evaluation, which includes:</p> <ul style="list-style-type: none"> • a few points from the argument • a limited analysis in the context of the question • a brief conclusion(s) with limited reasons/justifications • use of appropriate subject terminology is limited. <p>0 marks Answer is not worthy of credit.</p>
Answer	<p>Answers can include some of the following:</p> <p><u>Promotes equal opportunities:</u></p> <p>Use of positive statement – ‘we are an equal opportunities employer’ shows they are equal opportunities employers and welcome applications from all.</p> <p>Non-discriminatory language in the advertisement – gender neutral language, ‘person’. No words that indicate a preference for male or female applicants.</p> <p>‘Applications welcome from all suitably qualified persons’ – a wide variety of groups that are welcome are listed on the advert.</p> <p>Follows legislation – to some extent i.e. Equality Act, no direct discrimination against protected characteristics.</p> <p><u>Does not promote equal opportunities:</u></p> <p>Discriminatory language – ‘dynamic’, ‘energetic’ as these may indicate an intention to discriminate on the grounds of age or disability.</p>

	<p>Support – ‘for new staff’, continuing CPD for more experienced/older staff is not mentioned.</p> <p>Requirement for a ‘good health record’ – could discriminate on the grounds of disability or put off applicants with health problems.</p> <p>Requirement for a ‘recently qualified as a social worker’ – could imply age discrimination as most new graduates are younger.</p> <p>Credit other relevant conclusions, points and examples.</p>
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3 (b)	
Max mark	2 (PO1)
Answer	<ul style="list-style-type: none"> the enhanced DBS checks that individuals are safe to work with children and vulnerable adults. 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. it is a legal requirement that all regulated health and social care professionals must have enhanced DBS checks. social workers are likely to work with individuals who are more at risk of abuse or harm.
Guidance	<p>One mark for each correct answer.</p> <p>Maximum of two valid reasons.</p> <p>Credit any other appropriate answers and/or examples.</p>

4 (a) (i)	
Max mark	2 (PO2)
Answer	<ol style="list-style-type: none"> On the basis of disability On the basis of culture/religion
Guidance	<p>One mark for each correct answer.</p> <p>Maximum of two valid types of prejudice.</p> <p>Credit any other appropriate answers and/or examples.</p>

4 (a) (ii)	
Max mark	3 (PO2)
Answer	<ul style="list-style-type: none"> getting frustrated and shouting at him (verbal abuse) not making sure he has a meal for lunch (inadequate care/neglect/breach of health and safety) not helping him attend Friday prayers (inadequate care/cultural discrimination) rushing and not having time to focus on Amir’s needs (inadequate care)
Guidance	<p>One mark for each correct answer.</p> <p>Maximum of three valid types of discriminatory behaviour.</p> <p>Credit any other appropriate answers and/or examples.</p>

4 (b)	
Max mark	4 (PO2)
Answer	<ul style="list-style-type: none"> • Missing meals/not eating proper meals could impact on physical health or cause illness. • Amir could become frightened by James' shouting. • Amir's self-confidence and self-esteem could be lowered by James getting frustrated with not understanding him. • Amir could be less likely to talk to James about what he likes/wants/needs (disempowered). • 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. • Amir might feel frustrated that he is being treated unfairly. • Amir might become withdrawn or lose a chance to mix with others if he cannot attend Friday prayers.
Guidance	One mark for each correct answer. Maximum of four valid potential impacts. Credit any other appropriate answers and/or examples.

4 (c)	
Max mark	3 (PO2)
Answer	<ul style="list-style-type: none"> • Choice – he isn't getting to choose about attending prayers. • Consultation – communication problems between Amir and James are stopping this. • Consultation – James isn't being patient enough or taking time to understand Amir. • Equal and fair treatment – Amir isn't being treated fairly because James is rushing/doesn't have enough time. • Protection from abuse and harm – Amir is experiencing verbal abuse and missing food/meals could cause physical harm.
Guidance	One mark for each correct answer. Maximum of three valid descriptions. Credit any other appropriate answers and/or examples.

4 (d)	
Max mark	2 (PO2)
Answer	<ul style="list-style-type: none"> Provides James with constructive feedback to improve performance/that recognises his good practice. Feedback for James can be quicker/more regular. A mentor will provide James with guidance on procedures/advice and answers to questions/personalised teaching/support relevant to his specific skills needs. The mentor can support James to use more effective communication skills. The mentor can be someone for James to talk to about things he is finding difficult/give moral support.
Guidance	One mark for each correct answer. Maximum of two benefits. Credit any other appropriate answers and/or examples.

5 (a) (i)			
Max mark	3 (PO2)		
Answer	Actions:		Tick (✓) three only
	A	Complain to the cleaning staff for not tidying it away	
	B	File the document away in the office where it belongs	✓
	C	Give the file to the resident	
	D	Leave the file where it is, someone must be using it	
	E	Report what has happened to her manager	✓
	F	Tell the resident what has happened	✓
	Guidance	One mark for each correct answer. Maximum of three actions. No other answers are acceptable. Mark the first three ticked boxes only.	

5 (a) (ii)	
Max mark	6 (PO3)
Guidance	<p>Level 3 (high) 5-6 marks A thorough justification which includes:</p> <ul style="list-style-type: none"> • a range of valid points to support a case or argument • clear use of evidence appropriate to the context of the question • consistent use of appropriate subject terminology <p>Level 2 (mid) 3-4 marks An adequate justification which includes:</p> <ul style="list-style-type: none"> • some points, that are mostly valid, to support a case or argument • some use of evidence appropriate to the context of the question • some use of appropriate subject terminology. <p>Level 1 (low) 1-2 marks A basic justification which includes:</p> <ul style="list-style-type: none"> • a few points to support a case or argument • limited use of evidence appropriate to the context of the question • use of appropriate subject terminology is limited. <p>0 marks Answer is not worthy of credit.</p> <p>Minimum of two correct actions must be explained for Level 3.</p>
Answer	<p><u>Why the actions chosen are appropriate.</u></p> <p>Answers can include some of the following:</p> <p>B - File the document away in the office where it belongs:</p> <ul style="list-style-type: none"> • Residents' personal notes should be stored securely. • Information should only be shared on a 'need to know' basis. • This would follow agreed ways of working. <p>E - Report what has happened to her manager:</p> <ul style="list-style-type: none"> • It is important to keep senior staff informed. • The manager is responsible for staff training so can take action to improve training on maintaining confidentiality and data protection procedures. • Legal obligations - regulations should be followed regarding 'storage' and 'confidentiality' breaches notified to staff. <p>F - Tell the resident what has happened:</p> <ul style="list-style-type: none"> • Legal obligations - GDPR/Data Protection – they have a right to know. • A conversation with the resident may throw light on the situation – they may have left it there themselves. • Legal obligations - regulations should be followed regarding 'storage' and 'confidentiality' breaches notified to residents. <p><u>Why the other actions were not chosen.</u> Answers can include some of the following:</p>

	<p>A - Complain to the cleaning staff for not tidying it away</p> <ul style="list-style-type: none"> • The cleaning staff have no responsibility for residents' files. • It is unlikely to have been the cleaning staff who left the file out in the first place. • The priority should be to make sure the file is stored away securely again as soon as possible. <p>C - Give the file to the resident</p> <ul style="list-style-type: none"> • The resident is not responsible for the security of their records (the nursing home is) • Nursing home residents may be quite vulnerable - it isn't fair to expect them to look after material like this securely • It is important that the records are put somewhere secure again as soon as possible <p>D - Leave the file where it is, someone must be using it</p> <ul style="list-style-type: none"> • Other residents could find the file which would result in a (further) confidentiality breach • There is a danger the file could be lost or damaged if it is not stored correctly
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5 (b)	
Max mark	6 (PO1)
Answer	<p>Key aspects of RIDDOR:</p> <ul style="list-style-type: none"> • Employers must keep written records of accidents/incidents (1) and are required to report certain types of incidents (1). • Records must be kept (in an 'accident book') of any workplace accident (1) that causes absence from work for more than seven days (1). • Reporting of certain occupational diseases (1) for example carpal tunnel (1) or other examples. • Keep records of incidents/accidents/near misses (1) for three years (1). • Training staff (1) on what and how to report (1). • Review policies/carry out risk assessment (1) after near misses (1).
Guidance	<p>Up to two marks for each valid requirement described.</p> <p>Maximum three requirements.</p> <p>Credit any other appropriate answers and/or examples.</p>