

*Examiners' report*

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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 2024 series**

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## 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 responses 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 exam paper and the mark scheme can be downloaded from [Teach Cambridge](#).

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## R032 series overview

R032 is the new Cambridge National specification and this is the first cohort to sit the examination. There is a focus on applying knowledge which is assessed through performance objectives. Candidates responded well to the applied questions in this paper, for example Questions 1 (c) and 4 (c).

Candidates gained a full range of marks demonstrating the exam paper's accessibility and level of demand. There were few 'no responses'; most candidates were able to attempt all the questions without running out of time.

Many candidates were very well prepared for the new topics, examples include 'person-centred values of care', 'safeguarding' and the '6Cs' on this exam paper. Some candidates however had gaps in their knowledge and were not familiar with these new topics.

Some candidates had typed their responses and it was evident that they often gave responses that were too short or far too long and detailed, writing everything they knew about a topic. It is recommended that candidates keep in mind the size of the answer space provided on the exam paper as this is an accurate guide as to how long a response needs to be and to be aware that the time allowed is designed to give students approximately one minute per mark plus reading time.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> <li>• made sure their responses to questions related fully to any context or scenario provided</li> <li>• read questions carefully so that responses were relevant to what had been asked, such as, communicating with patients who do not speak English Q2 (a) and Q2 (b)</li> <li>• demonstrated accurate knowledge of effective communication skills Q2 (b)</li> <li>• paragraphed their longer responses enabling them to produce well organised, focused responses</li> <li>• were familiar with how equipment considerations reduce risks and protect individuals</li> <li>• demonstrated an understanding and familiarity with different command verbs, e.g. identify, describe, discuss and explain.</li> </ul>	<ul style="list-style-type: none"> <li>• repeated information from the question as their response – Q3 (c)</li> <li>• lacked specific knowledge, for example the benefits of applying person-centred values of care Q3 (a), communication skills Q2 (b) and the 6Cs Q3 (b)</li> <li>• mixed up general cleanliness with personal hygiene Q5 (a)</li> <li>• repeated information when asked for 'ways', 'reasons' and 'benefits' and did not gain marks for the repeats</li> <li>• did not read the question carefully enough:               <ul style="list-style-type: none"> <li>○ Q2 (a) suggesting using British Sign Language rather than a translator for people who do not speak English</li> <li>○ Q1 (d) misinterpreting 'equipment considerations' for hygiene procedures or security procedures</li> <li>○ Q5 (b) writing about PPE when personal hygiene methods are asked for.</li> </ul> </li> </ul>

### Question 1 (a) and 1 (b)

1 Kobe, aged 18, has applied to work at a day centre for children aged 6–10 years.

Kobe needs to have a DBS check before he starts at the day centre.

(a) State what 'DBS' stands for.

..... [1]


(b) Explain why Kobe needs to have a DBS check.

.....  
.....  
.....  
..... [3]

Although many candidates did not know the specific meaning of 'DBS' they definitely understood why the DBS checks are necessary and many gained marks for correct reasons. Reasons given included checking for 'a criminal background' and 'safe to work with children' and some mentioned the barred list. Many candidates were able to extend their explanation for the full three marks.

A few candidates used up a couple of lines by rewriting the question which is unnecessary.

#### Assessment for learning

 A few candidates used up a couple of lines by rewriting the question. Students should be encouraged to respond directly to the question rather than rewriting it as this will take up valuable time and space.

### Question 1 (c)

(c) Before he starts working at the day centre, Kobe attends a training session for fire drill emergency procedures. He learns what to do in the event of a fire.

Identify **three** actions that Kobe could take in the event of a fire at the day centre.

Outline a reason for each action.

Use a different reason for each action.

Action .....

Reason .....

.....

Action .....

Reason .....

.....

Action .....

Reason .....

.....

[6]

Generally this was well answered, with most candidates gaining at least some marks.

A mixture of responses were seen, with the majority gaining at least half marks. There was some repetition with regard to registering and lining up. Frequent actions were linked to dial 999, use a fire extinguisher, take a register and use appropriate fire exits.

Reasons mainly focused on evacuating promptly, obtaining emergency services to put out the fire, to make sure everyone is accounted for, and keeping calm so they don't get scared.

There were some vague points related to making sure everyone gets out, how to get people out of rooms, and put children in the same places.

### Question 1 (d)

(d) Kobe has been asked to help the manager to carry out safety checks on equipment used at the day centre.

Using examples, explain how the safety procedure 'equipment considerations' can help to reduce risks and protect the children and staff attending the day centre.

.....

.....

.....

.....

.....

.....

.....

..... [6]

The full range of marks were gained over all for this question. A number of candidates gained access to Level 2 by providing two clear examples, which demonstrated an adequate explanation with a sound understanding. These included checking equipment and replacing if damaged and risk assessing equipment before it is used to prevent injuries. A small number of candidates referred to equipment being fit for purpose, safety checking and training staff on how to use specific items correctly. Explanations often included an example, e.g. reference to scissors, trampolines with no holes in, and items with sharp corners.

Some candidates misinterpreted the question and wrote about sterilising equipment, fire drills, and hygiene procedures, not noticing that the question was based on equipment considerations. See section 4.3.5 of the specification.

## Exemplar 1

A safety procedure is a process to follow. The procedure 'equipment considerations' can reduce risks as it makes sure everything is safe to use. For example, by making sure the equipment used isn't worn-out or faulty, it prevents any accidental injuries from occurring. Additionally, for example if the toys the children played with are too small, this could be a potential ~~check~~ choking hazard. Another way equipment considerations can help protect the children <sup>and</sup> staff is by checking the surroundings. ~~For example~~ For example, rugs that are used by ~~both~~ the children could be a tripping hazard for both staff and children.

This exemplar shows a mid-range 'sound' response to the question. The response begins with a brief explanation of what is meant by 'equipment considerations'. The response continues with a series of appropriate examples, such as looking out for worn or faulty equipment and how this can prevent accidents and injuries. The next example is toy safety, checking for small parts/choke hazards and the larger environment giving rugs as a trip hazard.

This is a mid-range response, so to gain a higher mark the candidate could add to their example of making sure the equipment used isn't worn-out or faulty by keeping the equipment clean and regularly checking for damage, with broken equipment being repaired or replaced, which could help prevent accidental injuries from occurring.



### Question 2 (a)

2 Beth is a nurse; she works on a hospital ward. Patients only stay for one or two days for their treatment, so Beth meets a lot of different individuals every day.

(a) Identify **two** examples of communication skills or methods that Beth might use with those patients who do **not** speak English.

1 .....

2 .....

[2]

This was done well by the majority of candidates. There were lots of translator/gestures/facial expressions. However, less successful students regularly gave BSL/advocates/Makaton. They had misread the question and hadn't noticed that the examples must be relevant to someone 'who does **not** speak English'.

### Question 2 (b)

(b) Discuss the **impact** on her patients when Beth uses good communication skills.

Use **two** different examples.

.....

.....

.....

.....

.....

.....

..... **[8]**

Very few candidates set their responses out clearly with two distinct examples.

Many answered with general impacts without linking them to a named communication skill and this reduced the quality of their response

Level 1 responses were based around one example, e.g. reference to meeting needs, to help them to feel valued or respected. Two examples of Beth using communication skills are needed with discussion of how they help her patients, to gain full marks.

#### Assessment for learning



A context/scenario-based question must relate to or be relevant to, the given scenario rather than just a generic response that could relate to any situation. It is not just factual recall.

For example, a response could reference Beth using communication skills such as active listening with the patient and using simple medical vocabulary that will help patients relax, and explaining treatment so they feel reassured about what is going to happen so they trust Beth, etc.

### Question 2 (c)

(c) Describe how Beth can support the rights of choice, consultation and equal and fair treatment for her patients.

Use a different example for each.

Choice

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

Consultation

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

Equal and fair treatment

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

[3]

Most candidates could give a correct response for 'Choice', for example 'choice of meal'.  
Consultation was not well understood. Candidates who did know gave responses such as 'asking patients for their opinion/views' or 'discussing treatment options'.  
Many candidates wrote 'treat them the same' or 'treat them equally' as their response to Equal and Fair Treatment, rather than providing them with the same opportunities. Good responses referred to providing equal access linked to ramps, for example.

**Question 3 (a)**

**3** Zac works for a social services department. He helps and supports individuals who have drug or alcohol dependency. Some of his service users are homeless.

**(a)** State **four** benefits for service users of Zac applying the **person-centred values** in his work.

Benefit 1 .....

Benefit 2 .....

Benefit 3 .....

Benefit 4 .....

**[4]**

Those candidates that had the knowledge of the benefits gained full marks as the correct wording from the specification was recalled.

Those candidates gaining one or two marks gave responses that were based on stating that the service user feels empowered, respected and it builds trust.

Some candidates gained no or few marks as they just named the person-centred values and not the benefits of them being applied.

**Question 3 (b)**

**(b)** Identify **one** social effect for individuals in his care if Zac did **not** apply the **person-centred values** of care in his work.

.....

.....

.....

**[1]**

The most common correct response was 'isolated'.

There were many candidates who confused emotional with social effects and so did not gain the mark.

### Question 3 (c)

(c) Three of the **6Cs** are listed below. For each one, describe a different example of how these could be applied by Zac, in his work with service users.

Care

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

Competence

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

Courage

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

[6]

Many candidates lacked knowledge of the 6Cs and so found this question difficult.

Care – only a few candidates provided the correct response due to vague responses; care for them, look after them, give them money. Correct responses were linked to providing empathy.

Competence – again there were mixed responses, many focusing on the service user gaining competence rather than Zac. Correct responses were linked to Zac having appropriate training and safe care.

Courage – many candidates gained a mark with reference to speaking up about concerns, not scared to challenge, and sticking up for the individual. Others wrote about Zac being willing to report malpractice he has seen. Many lost marks by misinterpreting the question and writing about ‘encourage’ rather than ‘courage’ so the response wasn’t relevant.

**Question 4 (a)**

4

(a) Choose the **four** examples that demonstrate good practice when maintaining confidentiality in a residential care home, by placing a tick in the correct boxes.

Examples of good practice when <b>maintaining confidentiality</b> in a residential care home:	Tick ✓ <b>four</b> only
Ensuring staff have training about the care home's confidentiality policy.	
Never share any information that a resident has asked you to keep secret.	
Only providing one member of staff with the password to access the resident's electronic records.	
Residents always receive their post unopened.	
Staff only share information on a need-to-know basis.	
Staff should always shout their name, to warn residents they are coming in, when entering their room.	
Staff will always ask the resident's permission before accessing their possessions or personal letters	

[4]

This question was well answered by most candidates. The majority attempted this with most gaining three or four marks. Where an incorrect response was given candidates hadn't ticked 'residents always receive their post unopened' and had ticked 'only providing one member of staff with the password'.

**Question 4 (b)**

(b) Identify **one** example of a service user who may need safeguarding.

.....

State **one** reason why they may need safeguarding.

.....

.....

[2]

Most candidates were able to identify a service user who needed safeguarding. Incorrect responses focused on 'elderly people'; incorrect as they would not necessarily need safeguarding. Although elderly people is a common synonym for older people candidates should familiarise themselves with the groups of service users given in section 4.1 of the specification.

The second part of the question produced mixed responses with some showing no idea at all as to why they may need safeguarding, while others were able to relate their responses to 'being taken advantage of'.

Exemplar 2

Children

State one reason why they may need safeguarding.

They are vulnerable to abuse and harm as they may not know it is abuse and possibly have no one to help them.

[2]

This exemplar shows an example of a good, full mark, response for Question 4 (b).

Children is a correct example of a service user who may need safeguarding. The reason is clear and precise.

Question 4 (c)

(c) It is important to apply the person-centred values when providing care for service users.

Explain two examples of how a service provider could apply 'encouraging decision making' and 'dignity' when providing care for service users.

Encouraging service users' decision making

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

Dignity

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

[4]

This question was not well answered. Candidates gave more appropriate responses to 'encouraging decision making' than 'supporting dignity'. Correct examples related to decision making were usually based around providing choice, so the individual feels in control, linked to independence, what to eat/wear. With reference to dignity where one mark was given this was usually linked to an example such as pulling a curtain around when they go to the toilet, showering, getting dressed.

## Exemplar 3

talking to service users and supporting them so they feel confident to make a choice alone, not you answering for them

Dignity

knocking on bedroom or bathroom doors before entering so they have time to stop you or cover up.

[4]

This exemplar gained full marks.

For choice and decision making there is detail about how to increase the service user's confidence so they can 'make a choice alone' not with the service provider answering for them.

For dignity there is an appropriate example that demonstrates understanding that it is respectful to not barge into the bedroom/bathroom without checking someone might be in there.

These two, well explained examples gained the full four marks.

Each response has an example situation and an explanation that supports encouragement and dignity.



### Question 5 (a)

**5**  
**(a)** Explain **three** different ways a high standard of general cleanliness can be achieved in a care setting.

Way 1

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

Way 2

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

Way 3

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

[6]

There were a range of responses as some candidates had misinterpreted this question as focusing on personal hygiene.

Correct responses included use of anti-bacterial sprays on surfaces, disinfecting toys, cleaning computer keyboards, mopping floors, and emptying bins daily.

Explanations were linked to preventing transfer of bacteria, killing bacteria, reducing the spread of germs and preventing cross contamination. However there was some repetition in the explanations preventing full marks being given.

### Question 5 (b)

(b) Identify **two** personal hygiene measures for care workers.

1 .....

2 .....

[2]

Many candidates gained full marks with a variety of personal hygiene methods.

However, a number gave responses related to PPE (personal protective equipment)– gloves, masks, aprons, which did not gain any marks.

#### Assessment for learning



Candidates should be advised not to rush; they should read the question very carefully – read it twice.

This way they will have a better chance of producing an accurate response which will gain more marks.

Question 6 (a)

6

(a) Security is important in care settings.

Identify **three** different ways of receiving and monitoring visitors.

Outline a reason for each way.

Use a different reason for each way.

Way 1 .....

Reason .....

.....

Way 2 .....

Reason .....

.....

Way 3 .....

Reason .....

.....

[6]

This question produced mixed responses. Many were able to respond correctly with appropriate ways and the full range of the mark scheme was used.

Some candidates did not link responses to visitors, and so discussed measures for staff to follow such as 'monitoring of keys'. 'Cameras' on their own do not gain a mark; 'security cameras' or 'CCTV' would have gained the mark.

Repetition in the 'reasons' caused some marks to be lost.

Question 6 (b)

(b) Explain **one** way that providing staff with a uniform can help to keep a care setting safe.

.....

.....

..... [2]

Most candidates answered this question correctly and understood how a uniform keeps a care setting safe. Less successful candidates were not able to explain sufficiently for two marks.

### Question 6 (c)

(c) Terms used in health and social care include the following:

**advocate      empathy      empower      patience      trust      vulnerable**

Fill in the table below to match **four** terms with the correct example.

Choose the terms from the list above.

Each term can be used once only or not at all.

Examples:	Term:
A charity organisation provides someone to represent an older person at a meeting about care provided.	
A hospital patient is given a choice of treatment.	
Service users feel confident in the care they receive.	
Someone who is less able to protect themselves from harm due to mental health problems.	

[4]

Generally this was well done. If there was an error it was usually down to empathy being written down instead of empower.

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