

**HODDER**  
EDUCATION

**MY REVISION NOTES**  
Cambridge National Level 1/Level 2  
**HEALTH AND SOCIAL CARE**

# Cambridge National

## Level 1/Level 2

# HEALTH AND SOCIAL CARE

SECOND EDITION

For the J835 specification

- + Plan and organise your revision
- + Reinforce skills and understanding
- + Practise exam-style questions

Judith Adams



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## REVISÉ

- TESTED

**EXAM  
READY**

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# Countdown to my exams

## From September

- Attend class in person or via the internet if necessary; listen and enjoy the subject; make notes. Make friends in class and discuss the topics with them.
- Watch the news.

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## 6–8 weeks to go

- Start by looking at the specification – make sure you know exactly what material you need to revise and the style of the examination. Use the revision planner on page 4 to familiarise yourself with the topics.
- Organise your notes, making sure you have covered everything on the specification. The revision planner will help you to group your notes into topics.
- Work out a realistic revision plan that will allow you time for relaxation. Set aside days and times for all the subjects that you need to study and stick to your timetable.
- Set yourself sensible targets. Break your revision down into focused sessions of around 40 minutes, divided by breaks. These Revision Notes organise the basic facts into short, memorable sections to make revising easier.

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## 2–6 weeks to go

- Read through the relevant sections of this book and refer to the exam tips, exam summaries, typical mistakes and key terms. Tick off the topics as you feel confident about them. Highlight those topics you find difficult and look at them again in detail.
- Test your understanding of each topic by working through the 'Now test yourself' questions in the book. Look up the answers online.
- Make a note of any problem areas as you revise and ask your teacher to go over these in class.
- Look at past papers. They are one of the best ways to revise and practise your exam skills. Write or prepare planned answers to the exam practice questions provided in this book and check your answers online.
- Use the revision activities to try out different revision methods. For example, you can make notes using mind maps, spider diagrams or flash cards.
- Track your progress using the revision planner and give yourself a reward when you have achieved your target.

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## One week to go

- Try to fit in at least one more timed practice of an entire past paper and seek feedback from your teacher, comparing your work closely with the mark scheme.
- Check the revision planner to make sure you haven't missed out any topics. Brush up on any areas of difficulty by talking them over with a friend or getting help from your teacher.
- Attend any revision classes put on by your teacher. Remember, they are an expert at preparing people for examinations.

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## The day before the examination

- Flick through these Revision Notes for useful reminders, for example the exam tips, exam summaries, typical mistakes and key terms.
- IMPORTANT: Check the time (is it morning or afternoon?) and place of your examination. Keep in touch with other students in your class.
- Make sure you have everything you need for the exam – pens, highlighters and water.
- Allow some time to relax and have an early night to ensure you are fresh and alert.

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## My exams

### Unit R032 Paper

Date: .....

Time: .....

Location: .....

# Introduction to Unit R032

## Principles of care in health and social care settings

### Exam breakdown

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#### The written exam

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You will complete a written examination:

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

The exam is set and marked by the OCR examination board. The examination paper is worth 70 marks.

In the examination you will be tested on four topic areas:

- Topic area 1: The rights of service users in health and social care settings
- Topic area 2: Person-centred values
- Topic area 3: Effective communication skills in health and social care settings
- Topic area 4: Protecting service users and service providers in health and social care settings.

Questions might be about a particular topic area or might require answers that combine information from two or more different topic areas.

#### How long will I have to complete the exam?

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The examination lasts for 1 hour and 15 minutes.

Unit R032 covers three performance objectives (POs):

- PO1 Recall knowledge and show understanding
- PO2 Apply knowledge and understanding
- PO3 Analyse and evaluate knowledge and understanding.

#### Structure of the question paper

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The examination paper will include:

- a range of short and medium-length questions worth a total of 50 marks
- one extended response question worth 8 marks – this will assess performance objective 3 (PO3); responses will need to include discussion or evaluation
- two extended response questions worth 6 marks each.

#### What type of questions will appear in the exam paper?

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You can expect to find a wide range of question types on the paper, for example:

- some 1-mark questions requiring a one-word answer
- multiple-choice questions
- short-answer questions worth 2 to 4 marks
- longer extended response questions worth 6 to 8 marks.



None of the individual parts of a question will be worth more than 8 marks.

You must answer all of the questions.

## Context-based questions

Some questions will be context-based. This means that the questions are based on care setting scenarios. You have to apply your knowledge to produce a response that is relevant to the care setting scenario.

Example settings could include a GP surgery, a nursing home, a day centre, a hospital, a shelter for the homeless, a retirement home or a homeless shelter.

You will need to apply your knowledge of the R032 topics to produce an answer that is relevant to the scenario you are given.

## Fact- and knowledge-based questions

Some questions will be fact- and knowledge-based. These questions will not be based on any particular care setting.

## Preparing for the exam

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- Find the specimen papers and mark schemes on the OCR website. Have a go at a paper and mark it yourself using the mark scheme.
- Always ask your teacher if you don't understand something or are not sure – your teacher is there to help you.
- It is never too early to start revising. Begin your revision by going through your handouts and notes after each lesson – don't just file them away!
- Remember, the more times you go through a topic, the more you will remember.
- Make a revision plan a timetable with dates. Use the revision planner at the front of this book to tick off each topic you have revised.
- Use the revision activities suggested in this book so that you don't get bored just reading through notes all the time.
- Learn the key terms for each topic so that you are able to correctly use specialist terminology in your answers.

# Exam command words

All of the questions will have a 'command word' – this will tell you what you have to do to answer the question.

Examples of command words, starting with the easiest to the more demanding, are shown below.

Command word	Meaning
Circle	<ul style="list-style-type: none"> <li>Select an answer by circling one of the options given</li> </ul>
Choose	<ul style="list-style-type: none"> <li>Select an answer from the options given</li> </ul>
Annotate	<ul style="list-style-type: none"> <li>Add information, for example to a table or diagram</li> </ul>
Identify	<ul style="list-style-type: none"> <li>Select an answer from options given</li> <li>Recognise, name or provide factors or features</li> <li>Give brief information or facts such as naming, stating or listing</li> </ul>
Fill in, label or complete	<ul style="list-style-type: none"> <li>Add information, for example to complete a table, diagram, chart or graph</li> </ul>
State	<ul style="list-style-type: none"> <li>Give factors or features</li> <li>Give short, factual answers</li> </ul>
Outline	<ul style="list-style-type: none"> <li>Give a short account, summary or description</li> <li>Give the key aspects or facts about something</li> </ul>
Describe	<ul style="list-style-type: none"> <li>Give an account including all the relevant characteristics, qualities or events</li> <li>Give an account of all the relevant facts, features, qualities or aspects of something</li> </ul>
Explain	<ul style="list-style-type: none"> <li>Give more depth and detail than a description. You will include relevant reasons for, causes of, purposes of or effects of something</li> <li>Use words or phrases such as 'because', 'therefore' or 'this means that'</li> </ul>
Justify	<ul style="list-style-type: none"> <li>Give good reasons for offering an opinion or reaching a conclusion</li> </ul>
Analyse	<ul style="list-style-type: none"> <li>Separate information into components and examine it methodically and in detail in order to explain and interpret it</li> <li>Explain the pros and cons of a topic or argument and make reasoned comments</li> <li>Explain the impacts of actions using a logical chain of reasoning</li> </ul>
Discuss	<ul style="list-style-type: none"> <li>Give an account that considers a range of ideas and viewpoints</li> <li>Present, analyse and evaluate relevant points (for example, for/against an argument)</li> </ul>
Assess	<ul style="list-style-type: none"> <li>Give a reasoned judgement or opinion of the quality, standard or effectiveness of something, informed by relevant facts</li> </ul>
Evaluate	<ul style="list-style-type: none"> <li>Make a judgement about something by taking into account different factors and including strengths and weaknesses or positives and negatives</li> <li>Make a reasoned qualitative judgement considering different factors and using available knowledge/experience</li> </ul>

Always check the command verb carefully before answering a question. If you describe something when an explanation is required, you will not be able to gain full marks – this is because an explanation requires more detail than a description.

# Exam technique – top tips!

There is more to producing a good answer to an exam question than simply knowing the facts. The quality of your response, such as how you organise your answer and whether it is fully relevant to the question, will help you gain extra marks.

- Read each question carefully at least twice before you start your answer.
- Underline or highlight the command word so that you are clear about what you have to do.
- If a question asks for 'ways' without saying how many ways, you must give a minimum of two as 'ways' is plural. The same applies to 'methods', 'reasons', etc.
- For higher-mark questions (6 to 8 marks), write your answer in paragraphs. Each paragraph should focus on a specific aspect of the answer. This ensures your answer is organised and logical.
- Make sure the information in your answer is accurate and relevant to the question. Don't just write everything you know about a topic – answer the question!
- Be guided by the number of marks and space provided for the length of your answer. The more marks, the more space will be provided. Unless you have very large handwriting you should not need to continue your answer on to the extra pages at the end of the examination paper.
- If you do continue your answers on the extra pages, make sure you state the question number and the part of the question, for example 3(b) or 6(a), so that the examiner marking your paper knows exactly which question you are answering.
- Do not leave any questions unanswered even if you feel you don't know the answer. Have a go – you probably know more than you think you do!

# Topic area 1: The rights of service users in health and social care settings

## 1.1 Types of care settings

### Healthcare settings

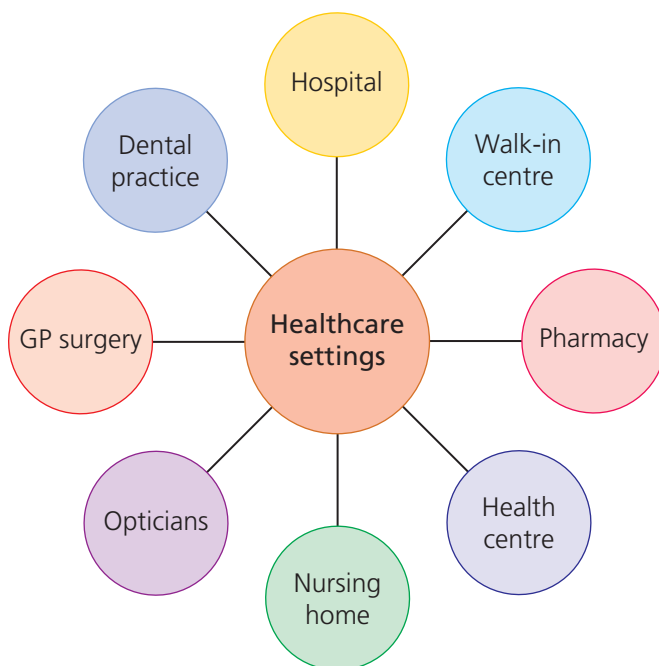
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Healthcare settings provide:

- medical care
- preventative screening
- treatment for illness, disease, disability or injury.

**Care setting** Anywhere where care is provided. Different care settings provide different types of care.

Figure 1.1 shows a range of healthcare settings.



**Figure 1.1** Examples of healthcare settings

### Social care settings

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Social care settings provide a wide range of different types of care. The main areas of social care include:

- domiciliary care – this means care or treatment provided in an individual's home
- providing protection services for adults or children at risk, for example if there is violence or drug use in the home
- providing support for adults and children in need, for example providing food or somewhere to live
- providing practical support, often in individuals' homes, with daily living tasks such as shopping, preparing meals or personal care such as showering and getting dressed. Sometimes an individual will choose to move permanently into a residential care home to receive this type of help with daily living tasks
- emotional and mental health support in coping, for example with illness or injury

- support groups, which can provide help for individuals in coping with illness and supporting mental health. These are often organised by community charity organisations such as Age UK, the Alzheimer's Society, MIND and Macmillan Cancer Support.

Social care is often arranged by local social services departments. They organise:

- carers to visit individuals in their homes to provide support
- residential care where an individual stays in a residential care home to receive the care they need.



**Figure 1.2** Examples of settings that provide social care

#### Typical mistake

- When naming a type of healthcare setting, do not call it 'the doctor's'. A doctor is a practitioner, not a care setting. You should state 'doctor's surgery' or 'GP practice' to gain the mark.
- Do not give vague examples when asked to name a type of social care setting. Be precise – for example, state 'nursing home' or 'retirement home', not just 'care home', as the type of care provided is not clear.

#### Revision activity

- Learn all the types of health and social care settings shown in Figures 1.1 and 1.2.
- First, make a copy of the diagrams, each in the centre of a separate sheet of paper. Then extend each diagram by writing examples of the services provided by each type of setting.

#### Now test yourself

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- 1 What is the meaning of the term 'domiciliary care'?
- 2 State **four** examples of medical care that a GP surgery might provide.
- 3 Identify **two** social care settings and describe the types of care they can provide.
- 4 List **four** daily living tasks that an older person with limited mobility might need help with.
- 5 Identify the care settings that might be involved in providing help for a 30-year-old male who has had a motorbike accident and who now needs to use a wheelchair.

#### Revision activity

Find the website of a health or social care charity. Research and make notes on the types of support they can provide.

#### Exam tip

When naming a type of social care setting, suggestions such as a supermarket, a gym or a pub will not gain any marks as these are 'social' settings NOT social *care* settings.



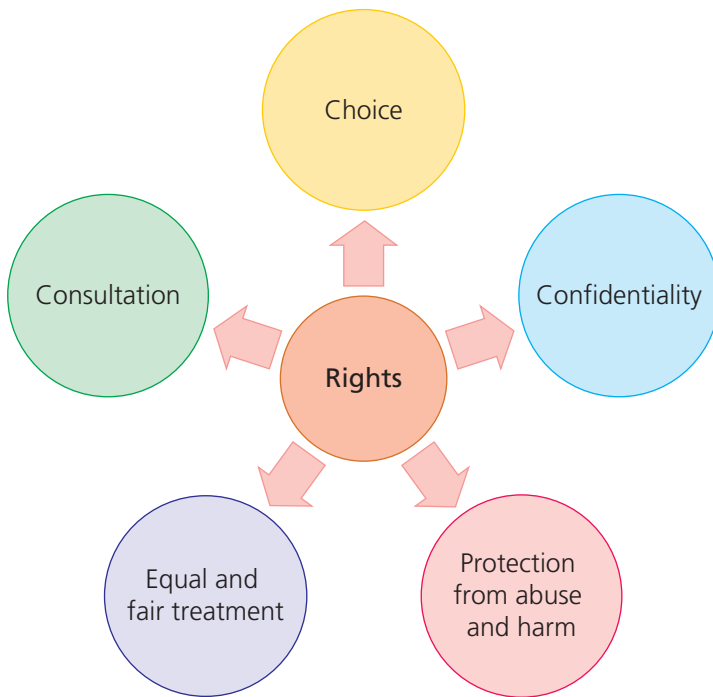
## 1.2 The rights of service users

### The rights of individuals

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- Everyone is entitled to rights.
- Rights are set out by **laws** such as the **Equality Act**.
- Service providers and practitioners who support individuals' rights will be working within the law and providing a high standard of personalised care.

Figure 1.3 shows the rights that all individuals are entitled to.



**Figure 1.3** Individual rights of service users

**Laws** Passed by Parliament and state the rights and entitlements of service users. If someone breaks the law, they can be prosecuted by being taken to court.

**Equality Act** A law which aims to ensure service users are treated fairly.

#### Exam tip

Learn the five rights. Make sure you can name them all correctly.

#### Revision activity

To help you remember the rights, use a mnemonic: three 'Cs' and a 'PE'.

- Choice
- Confidentiality
- Consultation
- Protection from abuse and harm
- Equal and fair treatment

#### Now test yourself

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- 1 Write a list of **four** groups of individuals that are entitled to rights.
- 2 Are rights set out by policies or by law?
- 3 List the **five** rights to which individuals are entitled.

# MY REVISION NOTES

## Cambridge National Level 1/Level 2

# HEALTH AND SOCIAL CARE

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Avoid common mistakes and enhance your exam answers with **exam tips**

Understand **key terms** you will need for the exam with user-friendly definitions and a glossary

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t: 01235 827827

e: [education@hachette.co.uk](mailto:education@hachette.co.uk)

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