



# Woodrush High School – Cambridge Nationals Level 2

## Health and Social Care



An Academy for Students Aged 11-18

Exam Board – CAMBRIDGE OCR	Link to Exam Specification – <a href="https://www.ocr.org.uk/Images/711831-specification-cambridge-nationals-health-and-social-care-j835-assessment-from-2025.pdf">https://www.ocr.org.uk/Images/711831-specification-cambridge-nationals-health-and-social-care-j835-assessment-from-2025.pdf</a>
	Link to Past Papers – <a href="https://www.ocr.org.uk/qualifications/cambridge-nationals/health-and-social-care-level-1-2-j835/assessment/">https://www.ocr.org.uk/qualifications/cambridge-nationals/health-and-social-care-level-1-2-j835/assessment/</a>
	Exam – Wednesday 3 <sup>rd</sup> of June PM 1hr 15mins

Week	Topics	Subject Content to Revise	Directed Revision – Resources / Online Platforms / Links / QR etc
Week 1 – wb 16 <sup>th</sup> March	1.1 Types of care settings  1.2 The rights of service users	<ul style="list-style-type: none"> <li>Health care settings</li> <li>Social care settings</li> <li>Choice, confidentiality, consultation, equal and fair treatment, protection from abuse and harm</li> </ul>	R032 Revision guide: page 2
Week 2 – wb 23 <sup>rd</sup> March	1.3 The benefits to service users' health and wellbeing when their rights are maintained	<ul style="list-style-type: none"> <li>Empowerment</li> <li>High self-esteem</li> <li>Service users' needs are met</li> <li>Trust</li> </ul>	R032 Revision guide: page 3, 4
Week 3 – wb 30 <sup>th</sup> March (Easter)	2.1 Person-centred values and how they are applied by service providers	<ul style="list-style-type: none"> <li>Partnership</li> <li>Respect</li> <li>Independence</li> <li>Choice</li> <li>Privacy</li> <li>Rights</li> <li>Individuality</li> <li>Dignity</li> <li>Encouraging decision-making</li> <li>Qualities of a service practitioner: 6Cs care, compassion, competence, communication, courage, commitment</li> </ul>	R032 Revision guide: page 5, 6
Week 4 – wb 6 <sup>th</sup> April (Easter)	2.2 Benefits of applying the person-centred values	<ul style="list-style-type: none"> <li>Benefits for service providers: clear guidelines, improves job satisfaction, high quality of life, supports rights to consultation, supports service practitioners to develop skills, enables sharing of good practice</li> </ul>	R032 Revision guide: page 6, 7, 8

	<b>2.3 Effects on service users' health and wellbeing if person-centred values are not applied</b>	<ul style="list-style-type: none"> <li>• Benefits for service users ensures standardisation of care, improves quality of care, improves quality of life, supports service users to develop their strengths</li> <li>• Physical, intellectual, emotional and social (PIES) impact of person-centred values not being applied</li> </ul>	
<b>Week 5 – wb 13<sup>th</sup> April</b>	<b>3.1 The importance of verbal communication skills in health and social care settings</b>	<ul style="list-style-type: none"> <li>• Adapting type / method of communication</li> <li>• Clarity</li> <li>• Empathy</li> <li>• Patience</li> <li>• Appropriate vocabulary</li> <li>• Tone</li> <li>• Volume</li> <li>• Pace</li> <li>• Team working</li> </ul>	R032 Revision guide: page 9
<b>Week 6 – wb 20<sup>th</sup> April</b>	<b>3.2 The importance of non-verbal communication skills in health and social care settings</b>  <b>3.3 The importance of active listening in health and social care settings</b>	<ul style="list-style-type: none"> <li>• Adapting type / method of communication</li> <li>• Eye contact</li> <li>• Facial expressions</li> <li>• Gestures</li> <li>• Positioning: space, height, personal space</li> <li>• Positive body language</li> <li>• Sense of humour</li> <li>• Open, relaxed posture</li> <li>• Eye contact, looking interested</li> <li>• Nodding agreement</li> <li>• Show empathy, reflecting feelings</li> <li>• Clarifying</li> <li>• Summarising to show understanding of key points</li> </ul>	R032 Revision guide: page 9, 10, 11
<b>Week 7 – wb 27<sup>th</sup> April</b>	<b>3.4 The importance of special methods of communication in health and social care settings</b>	<ul style="list-style-type: none"> <li>• Advocate</li> <li>• Braille</li> <li>• British Sign Language (BSL)</li> <li>• Interpreters</li> <li>• Makaton</li> <li>• Voice activated software</li> </ul>	R032 Revision guide: page 11

<b>Week 8 – wb 4<sup>th</sup> May</b>	<b>3.5 The importance of effective communication in health and social care settings</b>	<ul style="list-style-type: none"> <li>• Empowerment</li> <li>• Reassurance</li> <li>• Feeling valued</li> <li>• Feeling respected</li> <li>• Trust</li> <li>• Impact of good communication skills</li> <li>• Impact of poor communication skills</li> </ul>	R032 Revision guide: page 12, 13
<b>Exam Week 1 – wb 11<sup>th</sup> May</b>	<b>4.1 Safeguarding</b>	<ul style="list-style-type: none"> <li>• Service users who need safeguarding</li> <li>• Impact on PIES of a lack of safeguarding</li> <li>• Safeguarding procedures</li> <li>• Safeguarding policies</li> <li>• Designated Safeguarding Lead (DSL)</li> <li>• Safeguarding training for staff</li> <li>• Signs of abuse or harm</li> <li>• Disclosure and Barring Service (DBS)</li> </ul>	R032 Revision guide: page 14, 15, 16, 17
<b>Exam Week 2 – wb 18<sup>th</sup> May</b>	<b>4.2 Infection prevention</b>	<ul style="list-style-type: none"> <li>• Spread of infection and how to reduce it</li> <li>• Personal hygiene measures</li> <li>• Personal protective equipment (PPE)</li> </ul>	R032 Revision guide: page 18, 19
<b>Half Term – wb 25<sup>th</sup> May</b>	<b>4.3 Safety procedures and measures</b>	<ul style="list-style-type: none"> <li>• First Aid Policy</li> <li>• Risk assessments</li> <li>• Staff training</li> <li>• Emergency procedures</li> <li>• Displaying safety measures</li> </ul>	R032 Revision guide: page 19, 20, 21
<b>Exam Week 4 – wb 1<sup>st</sup> June</b>	<b>4.4 How security measures protect service users and staff</b>	<ul style="list-style-type: none"> <li>• Identifying staff</li> <li>• Monitoring keys</li> <li>• Monitoring visitors</li> <li>• Reporting concerns</li> <li>• Window locks and restraints</li> <li>• Access</li> </ul>	R032 Revision guide: page 21, 22, 23