

CAMBRIDGE TECHNICALS LEVEL 2 (2016)

Examiners' report

HEALTH AND SOCIAL CARE

05890, 05880, 05881

Unit 2 Summer 2023 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. 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 question paper and the mark scheme can be downloaded from OCR.

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Unit 2 series overview

The majority of candidates answered all of the questions; we saw fewer 'no responses'.

The command words were understood by many and responses reflected the requirement of the command words. However, there were a few responses provided for the identification questions that were in depth and reflected the requirements of describe/explain questions; as a consequence candidates lost time through this. The requirement for identify is 'recognise, list, name or otherwise characterise'; some candidates would benefit from being reminded of this. The time gained could be used to develop more comprehensive responses to the questions requiring extended answers, notably Questions 3 (a) and 4 (a).

Knowledge seen with respect to legislation was a weakness and many responses lacked specifics. The importance of legislation is covered within 1.1:

The importance of legislation, i.e. HASAWA (1974); COSHH (2002); RIDDOR (2013); MHOR (1992):

- reduces accidents and injuries
- prevents spread of diseases and infection
- sets standards for a safe environment
- gives guidelines for safe working practices
- **protects individuals (Question 1 (c) addressed this aspect)**
- ensures adequate training.

Assessment for learning



To reinforce the importance of the four specified pieces of legislation, candidates could be directed to complete a grid which takes each of the bullet points provided above and applying those bullet points **that are relevant** to the four pieces of legislation. See the table below.

	HASAWA (1974)	COSHH (2002)	RIDDOR (2013)	MHOR (1992)
reduces accidents and injuries				
prevents spread of diseases and infection				
sets standards for a safe environment				
gives guidelines for safe working practices				
protects individuals	How does this protect?	How does this protect?	How does this protect?	How does this protect?
ensures adequate training				

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • addressed the command words and 'de-constructed the questions' • developed their extended responses in a logical way • used the image provided to select several hazards for Question 3 (a) • were able to differentiate between the responsibilities of an employer and a first aider. 	<ul style="list-style-type: none"> • did not address the command words • wrote in a disorderly way when developing answers for the extended responses • did not extract many hazards from the image provided for Question 3 (a) and, as a consequence, provided limited responses • were not able to differentiate between the responsibilities of an employer and a first aider.

Section A overview

Section A is based on two questions and applies to the following learning outcomes:

LO1 Understand hazards that may lead to risk in health, social care and childcare environments.

LO2 Understand how to reduce risks in health, social care and childcare environments.

Question 1 (a)

(a) Identify **one** responsibility of **individuals** who live in a nursing home in the event of a gas leak.

[1]

This was a well answered question and the majority of candidates gave correct answers. The most common responses were to evacuate, to raise the alarm and to alert the manager.

The most common error was in candidates seemingly misreading the question and not relating their response to individuals who lived in the nursing home; responses were given from the perspective of an employee or employer, e.g. contact the emergency services

Question 1 (b)

(b) Identify who is responsible for health and safety **management** in a nursing home.

[1]

The majority of candidates correctly identified that it would be the employer or manager who would be responsible. The most common errors seen were in candidates stating that the responsibility would be taken by the Health and Safety Executive (HSE) or carers.

Question 1 (c)

(c) Explain **two** ways that legislation protects individuals.

[4]

Explanation 1

Explanation 2

The command word for this question was explain and the requirements of this are 'to give account of the purposes or reasons'. The focus was on how legislation protects (refer to the assessment for learning suggestion within the Unit 2 series overview section at the start of this report).

The most common responses linked to the use of PPE, the development of risk assessments and reducing accidents and injuries. Where candidates lost marks was in only providing an identification:

Legislation can protect individuals by **providing PPE** (1) for staff = 1 mark.

Candidates needed to develop their response by providing a reason:

Legislation can protect individuals by **ensuring all hazardous substances are locked away** (1); this will **prevent unwanted access and misuse** (2) = 2 marks.

Question 1 (d)

(d) Apart from a gas leak, state **two** hazards that could occur in the reception area of a day centre for children.

[2]

Hazard 1

Hazard 2

This was answered well with the most common responses being fire, flood, intruders and spillages.

The most common errors seen were in candidates stating trip hazards but they did not provide what could cause the trip.

Question 1 (e)

(e) Identify the **type** of hazard in each of the images below.

[2]



Fig. 1



Fig. 2

Hazard in Fig. 1

Hazard in Fig. 2

Most candidates were able to correctly identify fire and hazardous substances (chemicals/chemical hazards).

The most common error seen was in candidates using Fig. 2 and identifying one of the hazardous substances provided in the image.

Question 2 (a)

(a) Describe **two** procedures that should be included in a training and staff induction policy.

[4]

Procedure 1

Procedure 2

Many candidates correctly stated that both risk assessments and safeguarding should be included within a training and staff induction policy; candidates lost marks by not addressing the command word of describe and, in doing so, lost out on 2 marks.

Fire safety was also a common response provided.

A common error was in candidates citing that DBS checks would be included.

Question 2 (b)

(b) Describe **one** consequence for an **employer** if a safeguarding policy has not been followed.

[2]

The majority of candidates were able to gain 1 mark for this question with the most common response being loss of job or being fired. Once again candidates lost marks by not developing their answer and providing a description. Another common error seen was in candidates using the question within their response, e.g. The employer will lose their job due to the safeguarding policy not being followed.

Question 2 (c)

(c) Explain **one** role of health and safety policies.

[2]

This question was not successfully answered and very few candidates secured any marks. The most common error made was in making statements that could not be achieved, e.g. to keep everyone safe, to ensure no one is harmed.

Assessment for learning



A matching activity could be developed linking the roles given within the spec against examples. Alternatively the chart below could be presented to the candidates and they could, in groups, add more examples.

Roles	Examples (these are suggestions)
Policies ensure the setting meets the requirements of legislation	Hazardous substances must be disposed of correctly when no longer needed
All settings must have policies in place to minimise risks from potential hazards	Carrying out risk assessments
Policies set out the procedures to promote health and safety and minimise risk	Fire evacuation
The policies that settings have will depend on the particular hazards identified in the setting	Children's nursery – nappy changing Nursing home – manual handling and the use of a hoist
Policies reduce risks when the procedures are followed by employers, employees and individuals	Hot drinks policy; do not walk carrying a hot drink

Question 2 (d)

(d) Identify **one** way that risk could be reduced when helping young children with an art activity.

[1]

The most common responses provided were supervision, the use of non-toxic paint and the use of safety scissors. The most common error was in candidates not reading the question accurately and giving responses linked just to risk, e.g. spillages on the floor.

Question 2 (e)

(e) Identify **one** way that risk could be reduced when preparing food in a nursery.

[1]

Many candidates scored on this question, with the most common responses being washing hands, the use of different coloured chopping boards to prevent cross contamination and the use of PPE; disposable gloves and aprons.

The most common error was in candidates just stating 'wearing gloves'. For food preparation it is expected that candidates know that this will be disposable gloves.

Section B overview

Section B is based on two questions and applies to the following learning outcomes:

LO3 Be able to carry out a risk assessment.

LO4 Know how to respond appropriately to emergencies.

Question 3 (a)*

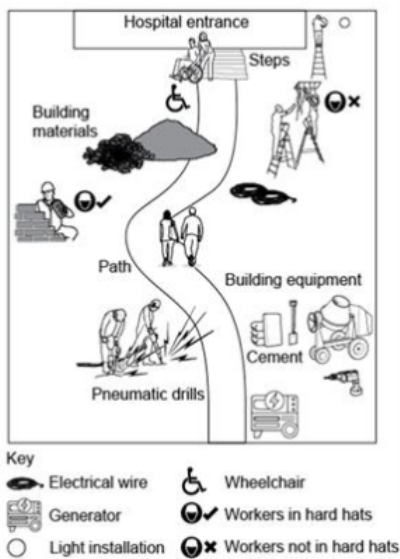
(a)* Fig. 3.1 shows a plan of building work at the entrance to a hospital.

Describe **physical** and **environmental** hazards in Fig. 3.1.

Explain **who** might be harmed and **how**.

[8]

Fig. 3.1



[Click here to view the full sized image](#)

A range of responses was seen for this question. We had several that were awarded Level 3; these candidates had extracted both physical and environmental hazards from Fig. 3.1, providing detailed explanations of who might be harmed and how.

The main error seen was in candidates not being specific enough within their responses, e.g. they stated a person could fall over but they did not explain how and what the possible consequences could be.

Another error seen was in candidates providing solutions to the hazards; this was not a requirement of the question.

Question 3 (b)

(b) State **two** actions that would reduce the level of risk in **Fig. 3.1**.

[2]

1

2

Generally this was answered well with the most common responses being wearing hard hats, installing a ramp and placing warning signs around the area.

Question 4 (a)*

(a)* Describe the responsibilities of an employer in preparation for an emergency and the responsibilities of a first aider who is responding to an emergency.

[8]

This was not answered successfully and it was apparent that many candidates did not 'de-construct' the question.

Very few candidates were able to provide any content linked to the role of an employer in preparation for an emergency. They tended to provide responses that were applicable to an employer responding to an emergency and many went down the route of describing evacuation procedures and being responsible for taking registers.

Candidates fared better when describing the responsibilities of a first aider in responding to an emergency with the most common answers being to comfort and reassure and to call for an ambulance.

Question 4 (b)

(b) Risk assessments and policies must be reviewed following a response to an emergency.

Describe **one** procedure that should be part of the review.

[2]

Very few candidates scored on this question. It would appear that many candidates did not understand the word 'review' and gave responses linked to providing first aid.

Misconception



Review – what does it mean?

A formal assessment of something with the intention of making change if necessary.

Add this word to a glossary of terms for Unit 2c.

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