

## Level 2 Cambridge Technical in Health and Social Care

### 05880/05881

### Unit 2: Health and safety in practice

### Sample Assessment Material

### Date – Morning/Afternoon

Time Allowed: 45 minutes

This test is a computer based test and will be completed using Surpass on OCR Secure Assess portal.

This SAM illustrates the styles and types of questions that make up this test, along with its associated mark scheme.

A practice test will be available on the OCR Secure Assess portal.

There will not be a paper test available for this qualification.

First Name		Last Name	
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Centre Number						Candidate Number				
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Date of Birth									
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#### INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number. Please write clearly and in capital letters.
- Answer **all** the questions.
- Write your answer to each question in the space provided.
- If additional space is required, use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.
- Do **not** write in the bar codes.

#### INFORMATION

- The total mark for this paper is **40**.
- The marks for each question are shown in brackets [ ].
- Quality of written communication will be assessed in questions marked with an asterisk [\*].
- This document consists of **8** pages.

Answer **all** questions.

**Section A**

1 Sarah works in a care home for adults with disabilities. She is helping Ellie, a wheelchair user, to get into bed. Sarah notices the hoist that she uses to help Ellie move from her wheelchair into bed has a broken safety strap.

(a) Identify the hazard.

.....[1]

(b) Describe **one** risk that this hazard causes.

.....  
.....  
.....  
.....[2]

(c)\* Explain why effective health and safety management is important at a care home for adults with disabilities.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....[6]

(d) State **one** action Sarah should take when she discovers the hoist is broken.

Give a reason for the action.

Action .....

Reason .....

.....[2]

2 Tenbeam's Nursery School has a policy for changing children's nappies and dealing with toileting accidents. It is the responsibility of staff to follow this policy at all times.

(a) Describe **two** procedures that should be included in the policy

1) .....  
.....  
.....  
..... [2]

2) .....  
.....  
.....  
..... [2]

(b)\* Explain why this policy is needed at Tenbeam's Nursery School.

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.....  
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.....  
..... [5]

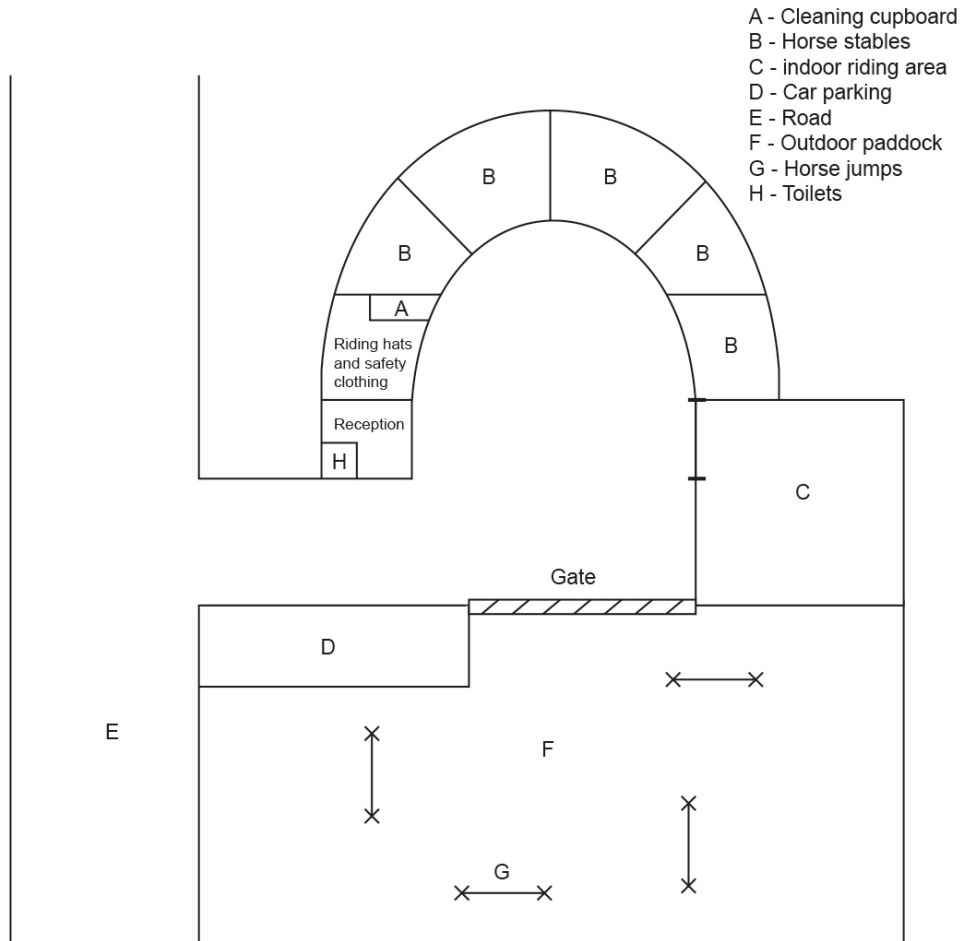
Turn over

**Section B**

3. Jayden, aged 13, wants to go horse-riding. He has learning disabilities and has not ridden a horse before. Jayden and his key worker meet with the manager to talk about how Jayden could safely attend horse-riding lessons.

Fig. 1.1

Plan of Stables



(a) Look at the plan of the stables in Fig. 1.1.

Identify **four** hazards that could put Jayden at risk of harm.

- 1) .....[1]
- 2) .....[1]
- 3) .....[1]
- 4) .....[1]





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**Sample Assessment Material**

**LEVEL 2 CAMBRIDGE TECHNICAL IN HEALTH AND SOCIAL CARE  
05880/05881**

**Unit 2: Health and safety in practice**

**MARK SCHEME**

**Duration: 45 MINUTES**

**MAXIMUM MARK 40**

## Section A

Question		Answer	Marks	Guidance	
1	(a)	<p>Accept</p> <ul style="list-style-type: none"> <li>• The broken hoist</li> <li>• Faulty equipment</li> <li>• Damaged equipment</li> <li>• Broken safety strap</li> </ul>	1	<p><b>One</b> mark for identifying that damaged equipment is a hazard.</p>	
1	(b)	<p>Risk</p> <ul style="list-style-type: none"> <li>• means there is a chance that an individual is harmed</li> </ul> <p>How the individuals could be harmed:</p> <ul style="list-style-type: none"> <li>• Ellie could fall out of the hoist</li> <li>• Sarah could injure herself by not using correct manual handling procedures</li> </ul>	2 (2x1)	<p><b>One</b> mark for a basic description, recognising that risk means an individual could be harmed or injured.</p> <p><b>Two</b> marks for a full description, identifying how the individuals could be harmed.</p>	
1	(c)	<p>Effective health and safety management:</p> <ul style="list-style-type: none"> <li>• is a legal duty</li> <li>• identifies workplace hazards</li> <li>• reduces accidents</li> <li>• reduces risk of exposure to harm</li> <li>• trains staff in accident prevention</li> <li>• provides necessary equipment</li> </ul> <p>Importance at a care home for adults with disabilities:</p> <ul style="list-style-type: none"> <li>• because it is a place where people live and work</li> <li>• there may be particular hazards related to the needs of individuals at the care home</li> <li>• Individuals with disabilities have a greater risk of harm</li> </ul>	6	<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 2 checklist</p> <ul style="list-style-type: none"> <li>• detailed explanation</li> <li>• At least two reasons given</li> <li>• related to a care home setting</li> <li>• correct use of terminology</li> <li>• QWC high</li> </ul> <p>Level 1 checklist</p> <ul style="list-style-type: none"> <li>• likely to give reasons with little or no explanation</li> <li>• may not relate to a care home setting</li> </ul>	<p>Level 2 (4-6 marks)</p> <p>Answers provide a detailed explanation of at least two reasons why effective health and safety management is important. Answer relates to a care home setting. Answers will be coherent, using correct terminology. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 1 (1-3 marks)</p> <p>Answers will give basic reasons why effective health and safety management is important. Answers may not be related to a care home. Limited use of terminology. There may be some errors of grammar,</p>

Question		Answer	Marks	Guidance
				<ul style="list-style-type: none"> <li>• limited terminology</li> <li>• QWC – mid – poor</li> </ul> punctuation and spelling and in some instances this may be noticeable and intrusive.  0 marks = response not worthy of credit
1	(d)	The actions Sarah could take are: <ul style="list-style-type: none"> <li>• label the hoist as faulty</li> <li>• follow the policy for safe manual handling</li> <li>• report the damage to supervisor/manager</li> <li>• explain to Ellie that the hoist is dangerous to use</li> </ul> Reasons are: <ul style="list-style-type: none"> <li>• to let others know equipment is faulty</li> <li>• to identify the correct next steps in this situation</li> <li>• to ensure the equipment is fixed/replaced</li> <li>• to prevent injuries</li> </ul>	2	<b>One</b> mark for action and <b>one</b> marks for reason.

2	(a)	Procedure	Description	4 (2x2)	<b>One</b> mark for identifying an appropriate procedure  Award second mark if procedure is also described  Accept any other valid procedure and description
		Use the designated change area	So that waste is kept to a confined area		
		Only change children's nappies if you are authorised to do so	DBS check Training		
		Inform staff that you are changing a nappy	To ensure staff ratios are upheld		
		Leave the door open when changing a nappy	To support safeguarding		
		Wash hands thoroughly before and after changing	To prevent spreading bacteria around the nursery		
		Wear disposable protective clothing	To stop infectious waste getting on hands or clothing		

			Use the change table correctly	To avoid accidents e.g. by following age/size restrictions, using safety straps or not leaving the child unattended			
			Correctly dispose of nappies	Seal nappies in tiger bags (yellow bags with black stripes) Place them in the designated bin			
<b>2</b>	<b>(b)</b>		<p>A policy is necessary because:</p> <p>To comply with legislation</p> <ul style="list-style-type: none"> <li>• COSHH – sets standards for dealing with hazardous substances, including the labelling and disposal of hazardous waste</li> <li>• HASAWA – requires workplaces to have policies and procedures in place to identify hazards and reduce risks</li> </ul> <p>To prevent disease/infection</p> <ul style="list-style-type: none"> <li>• dirty nappies are hazardous waste</li> <li>• a policy gives procedures for staff to follow</li> </ul> <p>To protect children</p> <ul style="list-style-type: none"> <li>• safeguarding – e.g. staff changing nappies must be DRB checked</li> <li>• children are vulnerable and at high risk of harm (e.g. falling from the changing table, becoming ill, abuse)</li> </ul>		<b>5</b>	<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 2 checklist</p> <ul style="list-style-type: none"> <li>• detailed explanation</li> <li>• All three categories of reason given – legislation, prevent disease, protect children</li> <li>• at least three reasons given</li> <li>• related to a nursery setting</li> <li>• correct use of terminology</li> <li>• QWC high</li> </ul> <p>Level 1 checklist</p> <ul style="list-style-type: none"> <li>• likely to give reasons with little or no explanation</li> <li>• one-sided: only one or two categories covered</li> <li>• may not relate to a</li> </ul>	<p>Level 2 (4-5 marks)</p> <p>Answers provide a detailed explanation of at least three reasons why a policy for changing nappies is necessary in a child care setting. All three categories of reasons are covered. Answers will be coherent, using correct terminology. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 1 (1-3 marks)</p> <p>Answers will give reasons why a policy is necessary that may only cover one or two of the categories. Answers may be list like. Limited use of terminology. There may be some errors of grammar, punctuation and spelling and in some instances this may be</p>

					nursery setting <ul style="list-style-type: none"> <li>• limited terminology</li> <li>• QWC – mid – poor</li> </ul>	noticeable and intrusive.  0 marks = response not worthy of credit
3	(a)	Hazards <ul style="list-style-type: none"> <li>• Physical hazards, e.g. horses, buildings, cars, equipment</li> <li>• Biological hazards, e.g. bacteria, horse manure</li> <li>• Chemical hazards, e.g. cleaning products, toilets</li> <li>• Psychological hazards, e.g. fear</li> <li>• Environmental hazards, e.g. location, road, toilets, intruders</li> </ul>	4 (4x1)	<b>One</b> mark for each relevant hazard.  Do not credit risks, e.g. falling off the horse, getting run over  Do not accept hazards that are not in the diagram.		
3	(b)	Risks to Jayden:  High risks <ul style="list-style-type: none"> <li>• falling from the horse</li> <li>• being injured by a horse (e.g. biting, kicking, trampling)</li> </ul> Medium risk <ul style="list-style-type: none"> <li>• Being run over by a car in the car park area</li> <li>• Wandering out of the centre onto the road</li> <li>• Coming into contact with bacteria and being ill</li> </ul> Low risk <ul style="list-style-type: none"> <li>• Psychological harm, e.g. becoming distressed and anxious</li> <li>• being injured by falling over equipment on the ground (e.g. jumps in the paddock)</li> <li>• being harmed by coming into contact with cleaning chemicals</li> <li>• intruders entering the stables</li> </ul> Accept levels of risk being judged differently within reason.  Recommended actions:	8	The number of ticks will not necessarily correspond to the marks awarded.  Level 3 checklist <ul style="list-style-type: none"> <li>• detailed assessment of at least two risks</li> <li>• examples related to Jayden</li> <li>• appropriate judgements made of the level of risk</li> <li>• suggests at least two appropriate actions</li> <li>• correct terminology and well-structured response</li> <li>• QWC high</li> </ul> Level 2 checklist <ul style="list-style-type: none"> <li>• a basic assessment of one or two risks</li> </ul>	Level 3 (7-8 marks)  Answer provides a detailed assessment of how at least two hazards pose risks to Jayden. The level of risk is made clear, i.e. high, medium or low. At least two appropriate ways to minimise the risks are suggested. The answer is coherent and clearly written. There will be few errors of grammar, punctuation and spelling.  Level 2 (4-6 marks)  Answer provides a basic assessment of how one or two hazards pose risks of harm. At least one or two appropriate	

		<ul style="list-style-type: none"> <li>• make sure that the horse Jayden will ride is well-behaved or used to riders with learning disabilities</li> <li>• make sure that Jayden will have adequate supervision at all times when at the riding centre</li> <li>• wear appropriate protective clothing, e.g. riding hat, gloves, boots</li> <li>• ensure Jayden washes his hands after being in contact with the horses</li> <li>• ensure cleaning chemicals are stored in a locked cupboard</li> <li>• make sure staff know how Jayden will communicate if he is frightened/not comfortable/unhappy/</li> </ul>		<ul style="list-style-type: none"> <li>• suggests at least one or two ways to minimise risk</li> <li>• levels of risk may not be clear</li> <li>• limited terminology but well-structured response</li> <li>• QWC – mid – likely to be some</li> </ul> <p>Level 1 checklist</p> <ul style="list-style-type: none"> <li>• a basic description that may be one-sided (e.g. risks but no actions)</li> <li>• answer may be muddled, lack clarity or be list-like</li> <li>• QWC likely to be poor</li> </ul>	<p>ways to minimise risk are suggested. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1(1-3 marks) Answer describes risks or actions but lacks clarity. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>0 marks=response not worthy of credit.</p>
4		<p>As the first aider, responsibilities are to:</p> <p>Assess the situation by</p> <ul style="list-style-type: none"> <li>• checking for dangers – e.g. identify how the child has cut themselves</li> <li>• find out what has happened by asking the parent or the receptionist</li> <li>• find out what the child's injuries are</li> </ul> <p>Protect self and the child from danger or further harm by</p> <ul style="list-style-type: none"> <li>• making sure there are no sharp objects nearby that could cause harm</li> </ul> <p>Prevent infection between self and the child by</p> <ul style="list-style-type: none"> <li>• Washing hands (or using alcohol gel)</li> </ul>	8	<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 checklist</p> <ul style="list-style-type: none"> <li>• detailed description</li> <li>• all the steps covered</li> <li>• steps covered in the correct order of priority</li> <li>• answer related to dentist situation</li> <li>• correct terminology and well-structured response</li> <li>• QWC high</li> </ul>	<p>Level 3 (7-8 marks)</p> <p>Answer provides a detailed description of all of the steps and is in the correct order of priority. Responses are logical and well-structured, using correct terminology. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2 (4-6 marks)</p> <p>Answer provides a sound</p>

		<ul style="list-style-type: none"> <li>• Wearing disposable gloves</li> </ul> <p>Comfort and reassure the child by</p> <ul style="list-style-type: none"> <li>• staying calm and taking charge</li> <li>• introducing self to the child</li> <li>• explain what is happening to the child and parent</li> </ul> <p>Give first aid treatment</p> <ul style="list-style-type: none"> <li>• Arrange the right help (e.g. hospital by ambulance, hospital non-emergency, doctor, home with parent/carer)</li> <li>• If non-emergency treat the child's injury e.g. clean and bandage the cut</li> </ul>	<p>Level 2 checklist</p> <ul style="list-style-type: none"> <li>• a sound description</li> <li>• at least three of the steps covered</li> <li>• may not all be in the correct order of priority</li> <li>• some reference to the dentist situation</li> <li>• limited terminology but well-structured response</li> <li>• QWC – mid – likely to be some</li> </ul> <p>Level 1 checklist</p> <ul style="list-style-type: none"> <li>• a basic description</li> <li>• one or two steps covered</li> <li>• not in the correct order of priority</li> <li>• not related to dentist situation</li> <li>• poorly structured response</li> <li>• QWC likely to be poor</li> </ul>	<p>description of at least three of the steps and may not be in the correct order of priority. Responses are logical and well-structured, using limited terminology. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1(1-3 marks) Answer provides a basic description of at least one or two of the steps and not in the correct order of priority. Responses are poorly structured and may be list like. Errors of grammar, punctuation and spelling may be noticeable and intrusive</p> <p>0 marks=response not worthy of credit.</p>
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