

Cambridge TECHNICALS LEVEL 3

# HEALTH AND SOCIAL CARE

Cambridge  
TECHNICALS  
2016

Combined feedback on the January 2017 exam  
paper (including selected exemplar candidate  
answers and commentary)

Unit 3 – Health, safety and security in health and social care

Version 1

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# INTRODUCTION

This resource brings together the questions from the January 2017 examined unit (Unit 3), the marking guidance, the examiners comments and the exemplar answers into one place for easy reference.

We've also included candidate exemplar answers with commentaries for Question 3d.

The marking guidance and the examiner's comments are taken from the Report to Centre for this question paper.

The Question Paper, Mark Scheme and the Report to Centre are available from: <https://interchange.ocr.org.uk/>

**OCR**  
Oxford Cambridge and RSA

**Level 3 Cambridge Technical in Health and Social Care**  
**05830/05831/05832/05833**  
**Unit 3: Health, Safety and Security in Health and Social Care**  
**12 January 2017 – Afternoon**  
**Time allowed: 1 hour 30 minutes**

You must have:  
• none

First Name  Last Name   
Centre Number  Candidate Number   
Date of Birth

**INSTRUCTIONS**

- Use black ink.
- Complete the boxes above with your name, centre number, candidate number and date of birth.
- Answer all the questions.
- Write your answer to each question in the space provided.
- If additional space is required, you should use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.

**INFORMATION**

- The total mark for this paper is 60.
- The marks for each question are shown in brackets [ ].
- Quality of extended response will be assessed in questions marked with an asterisk (\*).
- This document consists of 12 pages.

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FOR EXAMINER USE ONLY	
Question No.	Mark
1	23
2	14
3	23
<b>Total</b>	<b>60</b>

**OCR**  
Oxford Cambridge and RSA

**Cambridge Technicals**  
**Health and Social Care**

Unit 3: Health, safety and security in health and social care  
Level 3 Cambridge Technical Certificate/Diploma in Health and Social Care  
**05830 - 05871**

**Mark Scheme for January 2017**

Oxford Cambridge and RSA Examinations

**OCR**  
Oxford Cambridge and RSA

**Cambridge Technicals**  
**Health and Social Care**

Level 3 Cambridge Technicals Certificates in Health and Social Care  
**05830, 05831**  
Level 3 Cambridge Technicals Diplomas in Health and Social Care **05832, 05833, 05871**

**OCR Report to Centres January 2017**

Oxford Cambridge and RSA Examinations

## GENERAL EXAMINER COMMENTS ON THE PAPER

The majority of candidates attempted all the questions. They appeared to have had sufficient time to address the questions and many had used additional answer sheets. When candidates wrote lengthier responses these were often repetitive and not well structured.

Candidates demonstrated a good general knowledge about health, safety and security procedures. They were less skilled at applying their knowledge to practical scenarios. They could benefit from more opportunities to learn about the ways health, safety and security procedures are put into practice in a variety of health and social care settings.

### **Resources which might help address the examiner comments:**

From the link below, you'll find 'The OCR guide to examinations' (along with many other skills guides)

<http://www.ocr.org.uk/i-want-to/skills-guides/>

## Question 1

- 1 (a) State **three** reasons why nursery nurses should have disclosure and barring checks.

1 ..... **One mark for each reason. Three required.** .....

.....

2 ..... 

- It is a requirement of Ofsted
- To make sure they are suitable to work with children
- To make sure that children are safeguarded
- To protect children
- To keep children safe
- Because they work with children

 .....

3 ..... 

- To check they don't have a criminal record
- To comply with legislation
- To check if they have been barred from working with children
- To ensure they can be left alone with a child

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

.....

**Do not credit:**

- To make sure they are suitable/ not on a 'barred list' (without reference to children)
- To ensure that they are **qualified** for the job
- Repetition

- (b)\* Analyse the safeguarding procedures that should be followed in a children's nursery.

..... Children's nurseries must have a safeguarding policy which details the procedures to be followed for safeguarding to be effective. Safeguarding is related to keeping children **safe from abuse**. These procedures will include: .....

.....

..... 

- Adults without a DBS check are never left alone with children
- Staff receive training in safeguarding procedures
- All staff have a duty to report any serious concerns they may have about a child's safety to the designated child protection staff member (usually a senior manager)
- The designated child protection person must attend training and keep up-to-date with safeguarding requirements
- There must be a 'named person' on site at all times who is responsible for safeguarding
- All staff have a duty to protect the children in their care – e.g. safe arrangements for collection of children from nursery
- Staff must act on information that a child tells them
- Staff must keep written records of all injuries to children
- The use of mobile phones and cameras is prohibited in nurseries. Photos can only be taken with the nursery's cameras

 .....

.....

**Do not credit:**

- references to security or fire safety, e.g. wearing ID badges, fire drills, staff ratios, supervision of children

(c)\* Explain the importance of carrying out risk assessments in a children's nursery.

**The importance of a risk assessment in a children's nursery:**

- Risk assessment is a legal requirement. In settings with more than 5 employees (which includes most nurseries), risk assessments must be recorded).
- To reduce the risk of harm to children and staff
- To identify potential hazards in the nursery (e.g. by taking a walk around the setting looking for things that may cause harm to small children or staff such as faulty electrical equipment)
- To identify potential hazards during planned activities or outings with children (e.g. using scissors for cutting out with inadequate staff supervision)
- To identify actions to take so that accidents and harm is avoided
- To guard against potential risks
- To ensure there are procedures for all staff to follow

**Note for examiners:**

Some candidates will answer this question by giving an examples; this is acceptable. Examiners must look for the above content within the candidate's response.

**Do not credit:**

- references to fire safety

[7]

- (d) Identify and explain **two** consequences if hospital staff do not follow the correct procedure for the storage and dispensing of medicines.

Consequence .....

Explanation: .....

.....

.....

.....

Consequence .....

Explanation: .....

.....

.....

.....

.....

**Consequences will relate to:**

- **Harm – e.g. a patient may be put in danger**
- **Illness – e.g. an individual may become ill**
- **Death e.g. an individual could die**
- **Disciplinary action**
- **Staff could lose their job**
- **Staff could be suspended**
- **Loss of professional status**
- **Financial loss e.g. The hospital may receive a fine**
- **Criminal prosecution**

**Consequences must relate to the individual, employee or hospital.**

**Explanations:**

- Individuals may obtain medicine that was not intended for them.
- Individuals may receive the incorrect dose
- Individuals may not receive medicine that they need
- Individuals may be given medicines that are out of date
- An individual could claim compensation from the hospital
- The hospital may be required to spend money on training staff
- The hospital could fail an inspection by the CQC
- Staff may dispense the wrong dose
- Staff may dispense the wrong medicine

[6]

**Accept alternative wording.**

**Accept other plausible consequences**

**Mark scheme guidance**

1 (a)

**Annotation:**

The number of ticks must match the number of marks awarded.

1 (b)

Content	Levels of response
<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is analysis.</p> <p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist:</b></p> <ul style="list-style-type: none"> <li>• detailed analysis</li> <li>• clear knowledge &amp; understanding of at least 3 safeguarding procedures explicitly linked to protecting children from abuse</li> <li>• Correct use of terminology</li> <li>• QWC – high</li> </ul> <p><b>Level 2 – checklist:</b></p> <ul style="list-style-type: none"> <li>• sound analysis</li> <li>• some reference to at least 2 safeguarding procedures</li> <li>• relevant to protecting children from abuse</li> <li>• QWC – mid</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>• limited / basic analysis</li> <li>• information may not be relevant to protecting children from abuse</li> <li>• may identify generic facts about safeguarding with little or no analysis</li> <li>• limited structure, may be list like or muddled</li> <li>• QWC – low</li> <li>• limited structure, may be list like or muddled</li> <li>• QWC – low</li> </ul>	<p><b>Level 3 [6–7 marks]</b></p> <p>Answers provide a detailed analysis of effective safeguarding procedures in a children's nursery. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2 [4–5 marks]</b></p> <p>The answer provides a sound analysis of safeguarding procedures with some reference to children's nurseries. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 1 [1–3 marks]</b></p> <p>Answer provides a limited or basic analysis of effective safeguarding. May be a description/identification only. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p><b>0 marks</b> – response not worthy of credit.</p>

1 (c)

Content	Levels of response
<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is explanation.</p> <p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 – checklist:</b></p> <ul style="list-style-type: none"> <li>• detailed explanation</li> <li>• At least 3 different detailed reasons for the importance of a risk assessment</li> <li>• explicitly linked to children's nurseries</li> <li>• Correct use of terminology</li> <li>• QWC - high</li> </ul> <p><b>Level 2 – checklist:</b></p> <ul style="list-style-type: none"> <li>• sound explanation</li> <li>• At least 2 reasons for the importance of a risk assessment</li> <li>• some reference to children's nurseries</li> <li>• mostly relevant and accurate information</li> <li>• QWC - mid</li> </ul> <p><b>Level 1 – checklist:</b></p> <ul style="list-style-type: none"> <li>• limited / basic explanation</li> <li>• information may not be related to a children's nursery</li> <li>• limited structure, may be list like or muddled</li> <li>• QWC – low</li> </ul>	<p><b>Level 3 [6–7 marks]</b></p> <p>Answers provide a detailed explanation of the purpose of a risk assessment and why it is important in a children's nursery. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2 [4–5 marks]</b></p> <p>The answer provides a sound explanation of the importance of a risk assessment with some reference to a nursery setting. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 1 [1–3 marks]</b></p> <p>Answer provides a limited or basic explanation of the importance of a risk assessment. Answers may be list like or muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p><b>0 marks</b> – response not worthy of credit.</p>

1 (d)

**Annotation:**

1 mark for identifying a consequence.

Up to 2 marks for the explanation.

Credit can be given to consequence if written in the explanation.

Marks can be awarded for an explanation that makes sense without a plausible consequence identified

Do not credit:

- simple re-iteration of the situation
- administering medicine e.g. using needles

Marks for the quality of explanation:

(not for specific points)

Two marks:

- a full and detailed explanation of the consequence is given
- One mark:
- limited attempt at explanation of the consequence

**Examiners comments**

1(a)

Most candidates could find at least 2 reasons for a DBS check. It was clear that most learners knew that a DBS check is a requirement for staff who work in health and social care settings. Not all candidates understood that nursery nurses work with children.

1(b)

Very few candidates demonstrated a sound understanding of safeguarding or the procedures that are put in place in a nursery setting in order to safeguard children. There were very few candidates who scored above level 1. Candidates would benefit from reading policies from different health and social care settings that set out their procedures for promoting health, safety and security.

1(c)

The majority of candidates understood that the purpose of a risk assessment was to reduce risks and hazards. Fewer candidates could provide examples of what these hazards might be in a children's nursery. When candidates did identify possible hazards, they did not necessarily identify sensible measures that could be taken to reduce or eliminate the risk of harm.

1(d)

Candidates frequently mixed up consequences and explanations on the answer sheet, but were awarded the marks if both elements were included within the answer. This question was better answered by candidates whose answers were concise, rather than by those who used complicated and sometimes implausible explanations.

## Question 2

- 2 (a) Two types of hazards that could affect staff in a hospital are listed below.  
Describe an example of each type of hazard.

**Musculoskeletal:** .....

Examples of musculoskeletal hazards:

- **manual handling/lifting** –e.g. if staff don't use correct procedures or equipment for lifting or hoisting patients this can cause back injuries
- **display screen equipment** – e.g. if screens are the wrong height or at an awkward angle this can cause injuries such as RSI

**Biological:** .....

Examples of biological hazards:

- **waste** –soiled bedding and dressings are hazardous if procedures are not followed e.g. wearing gloves, disposing of waste correctly
- **infection/disease** –correct cleaning procedures prevent infections such as MRSA being transmitted to staff and patients
- **bodily fluids** – vomit, blood, faeces, urine, saliva can transfer/expose individuals to infection

**Do not credit:**

- A biological hazard that becomes an environmental hazard e.g. slipping on vomit
- Cleaning products

[4]

- (b)\* Vanessa, aged 78 is in hospital. She has had a stroke. One of the nurses is verbally abusive to her.

Analyse the effects this verbal abuse could have on Vanessa.

The effects on Vanessa may include:

- Illness – Vanessa has had a stroke. Increased anxiety or upset could result in her physical condition worsening. She may refuse treatment due to fear of a repeat of the abuse.
- Injury – Vanessa could feel unsafe and discharge herself from hospital before she is ready to. She may not feel confident to ask for help when she needs it (e.g. to go to the toilet). Moving around without help could lead to her sustaining an injury
- Fear – Vanessa may feel insecure or vulnerable already due to having had a stroke and may fear for her safety and her future.
- Loss of confidence /Lack of trust – She may not feel confident in her carers to tell them if she is feeling unwell.
- Becoming withdrawn – e.g. As a result of her stroke she is likely to be vulnerable or confused and she may have difficulty in communicating her distress.
- Emotional effects such as anger, disempowerment, anxiety, embarrassment all may occur as a result of verbal abuse.

[8]

- (c) Give **two** examples of unintentional abuse that could occur when nurses are caring for Vanessa in hospital.

Unintentional abuse is any harm that arises as a result of poor standards of care, e.g.

- Insufficient attention to Vanessa's hygiene needs
- Insufficient care of Vanessa's physical needs
- Insufficient care of Vanessa's emotional needs
- Not ensuring that the environment is comfortable for Vanessa
- Not changing Vanessa as soon as she needs to be
- Not responding when Vanessa is distressed, uncomfortable or in pain

[2]

**Do not credit:**

- single word responses
- examples of malpractice e.g. discrimination, lack of training

**Mark scheme guidance**

2 (a)

**Annotation:**

The number of ticks must match the number of marks awarded.

**Mark for the quality of the description**

**Two marks** for a full description

**One mark** for simple identification of an example of a hazard

2 (b)

Content	Levels of response
<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is analysis.</p> <p><b>Annotation:</b></p> <p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist:</b></p> <ul style="list-style-type: none"> <li>detailed analysis of impact of verbal abuse</li> <li>4 effects</li> <li>explicitly linked to Vanessa's circumstances</li> <li>Correct use of terminology</li> <li>QWC – high</li> </ul> <p><b>Level 2 – checklist:</b></p> <ul style="list-style-type: none"> <li>sound analysis of impact of verbal abuse</li> <li>3 effects</li> <li>answer shows some relevance to Vanessa's circumstances</li> <li>QWC – mid</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>limited / basic understanding of impact of verbal abuse</li> <li>1-2 effects</li> <li>limited structure, may be list like or muddled</li> <li>QWC – low</li> </ul>	<p><b>Level 3 [7–8 marks]</b></p> <p>Answers provide a detailed analysis of the potential impact of verbal abuse on Vanessa. There will be reference to at least three effects. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2 [4–6 marks]</b></p> <p>The answer provides a sound analysis of the potential impact of verbal abuse on Vanessa. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 1 [1–3 marks]</b></p> <p>Answer provides a limited or basic analysis of the potential impact of verbal abuse on Vanessa. May be a description/ identification only. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p><b>0 marks</b> – response not worthy of credit.</p>

2 (c)

**Annotation:**

The number of ticks must match the number of marks awarded.

One mark for any example that would constitute a poor quality of nursing care for Vanessa

**Examiners comments**

2(a)

The majority of candidates demonstrated a sound knowledge about types of hazards and could provide an example of a manual handling hazard and a biological hazard.

2(b)

Candidates demonstrated a good understanding of the emotional effects of abuse. Where candidates could have improved their answers was in linking their response more closely to the context of the question, i.e. the effects of abuse on Vanessa, 78, who is in hospital after having a stroke.

2(c)

Some candidates were not aware of the distinction between intentional and unintentional abuse. Examples of malpractice were not credited as this is not unintentional abuse.

## Question 3

8

- 3 (a) Describe how staff at a children's nursery could respond in the following situations:

**Exposure to infection e.g measles**

**Two marks** for each response for each situation:

Responses to an outbreak of measles in a children's nursery:

- Notify the authorities (RIDDOR, 2013)
- Follow the nursery health and safety policy policy
- Follow instructions of supervisor/manager
- Ask parents to collect child(ren) who are showing symptoms
- Check immunisation records for children who are not vaccinated and advise parents
- Alert all parents to the outbreak
- Close the nursery in some circumstance

[2]

**Loss of water supply**

**Two marks** for each response for each situation:

Responses to an outbreak of measles in a children's nursery:

- Notify the authorities (RIDDOR, 2013)
- Follow the nursery health and safety policy policy
- Follow instructions of supervisor/manager
- Ask parents to collect child(ren) who are showing symptoms
- Check immunisation records for children who are not vaccinated and advise parents
- Alert all parents to the outbreak
- Close the nursery in some circumstance

[2]

**Do not accept:**

- Calling the emergency services
- Locating other sources of water

- (b) Steven is a first aider. He arrives at a scene of an accident. A child has been burned by boiling water.

Describe **one** of Steven's responsibilities.

Up to two marks for any of the following responses:

Responsibilities of a first aider are to:

- Three P's: preserve, prevent, promote
- assess for danger – Steven should locate the source of the scalding water and make sure the water is not going to harm themselves or other children
- prevent further harm – Steven should take appropriate action (e.g. immerse the child in cold water to cool the burn)
- maintain respect and dignity – Steven should make sure that the child is being treated with respect (e.g. moving children away so they are not watching)
- get help – Steven should organise the appropriate level of help – (e.g. call an ambulance, doctor, parents)
- stay with the individual until help arrives – Steven should stay with and reassure the child
- make a written record of the incident so that parents can be informed and an investigation into why the accident happened can take place

....[2]

(c)\* Analyse the possible consequences for a hospital if they fail to follow health and safety policies.

In your answer you must include:

- Consequence for the employer
- Consequence for the employees
- Consequence for the patients

#### **Consequences for the hospital**

- financial loss – due to direct costs (e.g. claims on employers, public liability insurance, sick pay, fines) or
- financial loss – due to indirect costs (e.g. recruitment costs, overtime, payments, training)
- criminal prosecution – if injury or death is caused and the hospital is negligent
- negative judgement by CQC
- closure of the hospital
- loss of reputation
- high staff turnover
- disciplinary action by regulatory bodies

#### **Consequences for the employees**

- injury or harm to themselves or others
- they may become ill
- disciplinary action (e.g. first written warning, final written warning, dismissal, have their professional status removed)
- criminal prosecution – if injury or death is caused and they have been negligent
- required to carry out further training

#### **Consequences for patients**

- they may become ill
- they may receive a poor standard of care
- death
- injury
- loss of confidence in the hospital
- may need to be moved to another location
- may need to take legal action

..[10]

- (d)\* James is the manager of a residential care home for young people with learning disabilities. He is planning to take 6 of the residents swimming at the local leisure centre.

Explain what James' responsibilities are before the trip to make sure it meets the requirements of health and safety procedures.

The answer must relate to young people in a residential care home.

- Management of Health and Safety at Work regulations (1999) requires a written risk assessment to be carried out and shared with all staff and young people going to the leisure centre

The risk assessment should explain James' responsibilities with examples that make reference to:

- staffing ratios that are required
- transport hazards
- possible safeguarding concerns
- potential hazards arising due to the leisure centre building and location, e.g. adaptations needed for mobility, transport, need for pre-visit
- potential hazards arising from swimming, e.g. health conditions that compromise swimming ability, support required to enable participation
- ways to minimise any identified hazards, e.g. equipment, bringing medication that might be needed
- a plan in case of emergency

**Do not credit:**

- Consent forms
- Collecting or dropping off young people
- Identifying who is able to swim.
- Checking insurance is in place

[7]

**Mark scheme guidance**

3 (a)

**Annotation:**

The number of ticks must match the number of marks awarded.

- The answer could include some of the items listed but does not need to include all items.

**Two marks:**

A full description that clearly shows understanding OR

A description that gives two actions.

**One mark:**

A basic description that lacks clarity

3 (b)

**Annotation:**

The number of ticks must match the number of marks awarded.

If more than one responsibility is described, mark the first one given and disregard the rest.

**Two marks:**

A full description of **ONE** of Steven's responsibilities that clearly shows understanding i.e. gives an example, or shows awareness of the context

**One mark:**

A basic description that lacks clarity and is not related to the context.

3 (c)

Content	Levels of response
<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is analysis.</p> <p><b>Annotation:</b></p> <p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist:</b></p> <ul style="list-style-type: none"> <li>• detailed analysis</li> <li>• At least 3 consequences</li> <li>• consequences given for the hospital, employees and patients</li> <li>• Correct use of terminology</li> <li>• QWC – high</li> </ul> <p><b>Level 2 – checklist:</b></p> <ul style="list-style-type: none"> <li>• sound analysis</li> <li>• At least 2 consequences</li> <li>• consequences given may not reference groups explicitly but should cover 2 groups</li> <li>• QWC – mid</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>• limited / basic analysis</li> <li>• 1-2 consequences</li> <li>• limited structure, may be list like or muddled</li> <li>• QWC – low</li> </ul>	<p><b>Level 3 [8–10 marks]</b></p> <p>Answers provide a detailed analysis of the potential consequences for employers, employees and patients if they fail to follow health and safety policies. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2 [5–7 marks]</b></p> <p>The answer provides a sound analysis of the potential consequences for two of the specified groups if they fail to follow health and safety policies. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 1 [1–4 marks]</b></p> <p>Answer provides a limited or basic analysis of the potential consequences if health and safety policies are not followed. May be a description/identification only. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p><b>0 marks</b> – response not worthy of credit.</p>

3 (d)

Content	Levels of response
<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is explanation.</p> <p><b>Annotation:</b></p> <p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist:</b></p> <ul style="list-style-type: none"> <li>• detailed explanation</li> <li>• identifies responsibility of carrying out a risk assessment</li> <li>• At least 4 responsibilities</li> <li>• Correct use of terminology</li> <li>• QWC – high</li> </ul> <p><b>Level 2 – checklist:</b></p> <ul style="list-style-type: none"> <li>• sound explanation</li> <li>• At least 3 responsibilities</li> <li>• mostly relevant and accurate information</li> <li>• QWC – mid</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>• limited / basic explanation</li> <li>• 1-2 responsibilities that may not be linked to a residential care home context</li> <li>• limited structure, may be list like or muddled</li> <li>• QWC – low</li> </ul>	<p><b>Level 3 [6–7 marks]</b></p> <p>Answers provide a detailed explanation of how to meet the requirements of health and safety procedures. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2 [4-5 marks]</b></p> <p>Answers provide a sound explanation of how to meet the requirements of health and safety procedures. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 1 [1-3 marks]</b></p> <p>Answers provide a limited/basic explanation of how to meet the requirements of health and safety procedures. Answers may be list like or muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p><b>0 marks</b> – response not worthy of credit.</p>

### Examiners comments

3(a)

The majority of candidates could provide responses to a measles outbreak, but fewer could provide responses to a loss of water supply. Some candidates responses were overly extreme or not feasible (e.g. call the ambulance, or deep clean the nursery in response to a measles outbreak and supply bottled water in response to a loss of water supply).

3(b)

The majority of candidates know the responsibilities of a first aider. The question required that they describe one responsibility. Some candidates listed a few responsibilities but without describing them. These responses were only awarded one mark.

3(c)

The majority of candidates demonstrated a good understanding of the consequences if a hospital was not following health and safety procedures. Some candidates were unsure of the meaning of 'employer' and 'employee'.

3(d)

A significant number of candidates did not understand that the focus of this question was James' responsibility to carry out a risk assessment in the context of taking young people from a residential setting to a public leisure centre in order to go swimming. Obtaining permission and checking if the young people were able to swim were not credited, as these actions are not relevant to the context.

## Exemplar Candidate Work

## Question 3d – Medium level answer

10

- (d)\* James is the manager of a residential care home for young people with learning disabilities. He is planning to take 6 of the residents swimming at the local leisure centre.

Explain what James' responsibilities are before the trip to make sure it meets the requirements of health and safety procedures.

James would firstly ~~would~~ have to do a risk assessment so that he can be aware of the risks <sup>and hazards</sup> that ~~would be~~ that would be going on when they get and he would have to do a risk assessment for the journey <sup>there</sup> so that he is aware on how long it would take so that the young people would need toilet. In addition, he would have to do a risk assessment for <sup>each</sup> of the individuals going to the local leisure centre, ~~so~~ that because he will be responsible if any of them get hurt or ~~lost~~ and to make sure their guardians are ok with the trip and gives them permission <sup>so</sup> that ~~he~~ the manager can see the hazards for each one and that he would try to prevent <sup>that</sup> from happening so that they can have fun.

END OF QUESTION PAPER

(10)

**Commentary**

This question requires a full and detailed explanation of the need for James to carry out a written risk assessment prior to taking the residents swimming. The answer should explain that a risk assessment identifies potential health and safety hazards arising from the leisure centre building, from the activity itself and from the transport. It must identify ways to reduce or eliminate the risks. A copy of the risk assessment should be shared with all the staff and young people going on the trip. The answers should give examples that are relevant to young people with learning difficulties and to James' position as the manager of a residential care home. It is marked according to levels of response.

This candidate has identified James' responsibility to carry out a risk assessment in order to identify potential risks and hazards on the journey and at the leisure centre. The candidate has also shown they are aware that each of the young people's individual needs must be considered. There is some awareness shown that the purpose of the risk assessment is to eliminate, reduce or minimise the risk of harm. The answer only provides a limited explanation and the answer is muddled towards the end of the answer. The examples given are too vague, such as 'if any of them get hurt or lost'. No examples are provided of the steps James could take to eliminate, reduce or minimise the risk of harm. The candidate is therefore only awarded 3 marks as this is a level 1 response.

In order to be awarded a level 2 the candidate would have needed to give clearer and more specific examples of potential hazards that relate to the scenario. They would have needed to explain what James could do to eliminate or minimise the risk of harm. For example: the residents could be harmed by drowning. To reduce this risk there must be adequate staff ratios and appropriate equipment for each individual.

## Question 3d – High level answer

10

- (d)\* James is the manager of a residential care home for young people with learning disabilities. He is planning to take 6 of the residents swimming at the local leisure centre.

Explain what James' responsibilities are before the trip to make sure it meets the requirements of health and safety procedures.

James must ensure he outlines all the potential hazards and the methods to deal with them, for example; if a ~~just~~ young person suffers from motion sickness, James must be fully equipped with barf <sup>(vomit)</sup> bags. James must ensure all of the young people are given a badge stating the ~~home~~ a contact number ~~or the~~ and/or the residential care home address, in the case of a <sup>lost</sup> young person, ~~become~~ James must ensure adequate <sup>amount</sup> staff are ~~taken~~ taken to the trip who are fully trained to deal with young people with learning disabilities. James must ~~st~~ ensure all of the young people's medical requirements ~~and~~ and needs are met, for example; asthma pumps, pills, cream etc. James must ensure he has a full knowledge of the 6 individuals ~~allergy~~ allergies, for ~~eg~~ example; a young person could be allergic to ~~the chlorine~~ chlorine. [7] 5

**Commentary**

This answer has been awarded 5 marks and is a level 2 response. The candidate has explained that it is James' responsibility to identify potential hazards and to 'deal with them'. Unfortunately the candidate has not specified that this is done by carrying out a risk assessment and they have not used appropriate terminology. A series of very good and relevant examples are then given that indicate that the candidate has a sound understanding of the types of potential hazards that relate to this scenario and how to minimise the risk of harm. For example ensuring all individuals are wearing badges with the care home telephone number on it in case they get lost. These examples are the reason the response has been awarded 5 marks.

For a level 3 response the candidate needed to also explain using appropriate terminology that James must carry out a written risk assessment. The candidate needed to explain that a risk assessment involves identifying and recording potential hazards and the steps taken to eliminate or minimise the risk of these hazards causing harm. This risk assessment must be shared with all staff and young people going to the leisure centre. Had this explanation then been followed with the examples given the response would have received full marks.



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