

CAMBRIDGE TECHNICALS LEVEL 2 (2016)

Examiners' report

HEALTH AND SOCIAL CARE



05890, 05880, 05881

Unit 2 January 2020 series

Version 1

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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 can be downloaded from OCR.

You can now find the results awarded in 2018/19 for some Cambridge Technical subject areas.

As a centre approved to offer our Cambridge Technicals qualifications, we wanted to let you know we have now published the [results awarded](#) for 2018/19 Level 2 and 3 Cambridge Technicals (2016 suite). This information is helpful in allowing you to compare your centre achievements alongside national outcomes.

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Unit 2 series overview

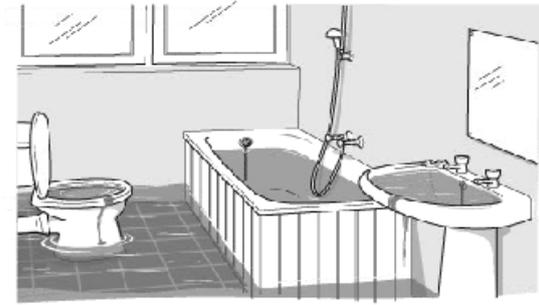
Candidates had once again prepared well for this examination. The development of answers within level response questions showed greater clarity, understanding and with somewhat more fluidity than in previous series. Candidates were using key vocabulary within their responses. In general candidates appeared to have a reasonable grasp of the command words and the requirements of each. The majority of candidates completed all of the questions with very few having a 'no response'. Spelling and grammar were still poor in places and this had an impact on the level given for the level response questions.

Question 1 (a)

(a) Identify **one** hazard in each of the pictures below.



Picture 1



Picture 2

Hazard in picture 1

Hazard in picture 2

[2]

The majority of candidates were able to correctly identify both hazards.

For picture 1 we accepted named furniture; surprisingly very few candidates specified furnishings and fittings as a hazard. Some candidates identified that security of premises was an issue and many cited having an open door / window.

For picture 2 most were able to provide the correct response of flood. We did see a few incorrect responses where candidates just stated water; this gained no credit.

Question 1 (b)

(b) Explain **two** ways that legislation protects the health and safety of individuals.

Way 1

Way 2

[2]

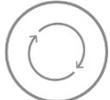
[2]

We saw many varied responses to this question. Those that gained full marks were formulaic in their approach; they gave a way followed by a reason:

Risk assessments must be carried out for all activities. This ensures that hazards are identified and risks are reduced.

All staff who carry out manual handling must be trained. This ensures that harm to both the staff and clients are minimised

The most common responses centred on training, risk assessments, manual handling and the use of PPE

	<p>AfL</p>	<p>Centres should direct their candidates to provide two points for explain questions. For this particular question they should be stating a 'way' and provide a reason for this. Candidates should be familiar with the requirements of all of the command words used.</p>
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Question 1 (c)

- (c) State what is meant by health and safety management.

[2]

Varied responses were seen to this question. Many responses centred around keeping people safe and reducing harm. Some candidates seemingly had no notion of what this meant and responded by writing about the personnel who would be involved.

Question 1 (d)

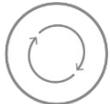
- (d) State **two** hazards that could arise when taking children to a recreational activity in a minibus.

1

2

[2]

The main error in this question was in candidates providing generalised hazards and failing to apply their responses to the stem of the question. The most common error was in stating that the children could get lost. Those who stated hazards to being in a minibus were, in general, able to gain full marks. The most common responses were vehicle accidents, breakdowns, failing to wear seatbelts, being travel sick and poor behaviour causing distraction to the driver.

	<p>AfL</p>	<p>Centres should direct their candidates in highlighting key phrases within the stem. This may help candidates in applying their responses rather than providing generalised points</p>
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Question 2a

(a)* A retirement home is required to have a health and safety policy in place.

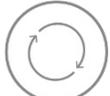
Explain the possible consequences for employers and employees of not following a health and safety policy.

[5]

This was a poorly answered question. It would appear that candidates homed in on the word consequences and did not apply these consequences to employers and employees. Answers were often muddled and showed no logic. Candidates did not provide consequences that were differentiated between employers and employees, rather they grouped them together. The meant that they could not access Level 2. Some candidates gave the consequences for residents, totally misreading the question. However, we did see some very comprehensive responses. The most common consequences were:

Employers: low staff morale, poor reviews and being shut down

Employees: injury, loss of job and disciplinary action

	<p>AfL</p>	<p>If there are two variables given within a level of response question then centres should encourage their candidates to develop two separate paragraphs.</p>
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Question 2 (b)

- (b) A hospital has a policy for disposing of hazardous waste.

Describe **two** procedures that should be included in the policy.

1

2

[4]

Candidates scored well in this question; they were able to demonstrate their understanding of a policy for disposing of hazardous waste.

The most common responses were the use of different coloured bins and the use of sharp boxes, along with the use of PPE.

We did see some one word answer responses; candidates had not addressed the command word of describe. We also saw responses that related to general waste; candidates either did not understand the word hazardous or they just focussed in on the word waste. Again, centres should encourage their candidates to highlight key words within the stem of the question.

Question 2 (c)

- (c) Identify **one** inspection agency.

[1]

The majority of candidates were able to correctly identify an inspection agency. The most common responses were the Care Quality Commission and Ofsted. The most common error was identifying RIDDOR

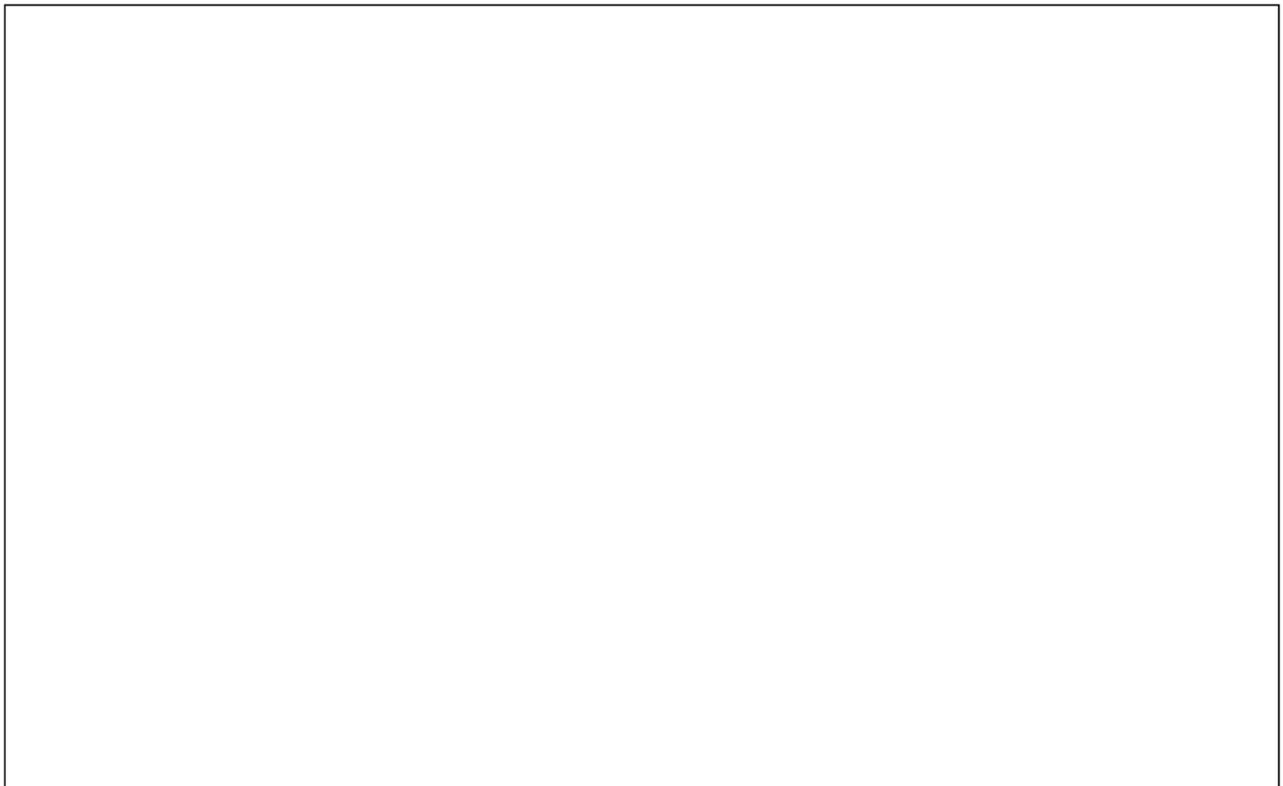
Question 3 (a)

- (a)* Click on the plan of the playroom in a children's nursery for 2-3 year olds.

Fig 3.1

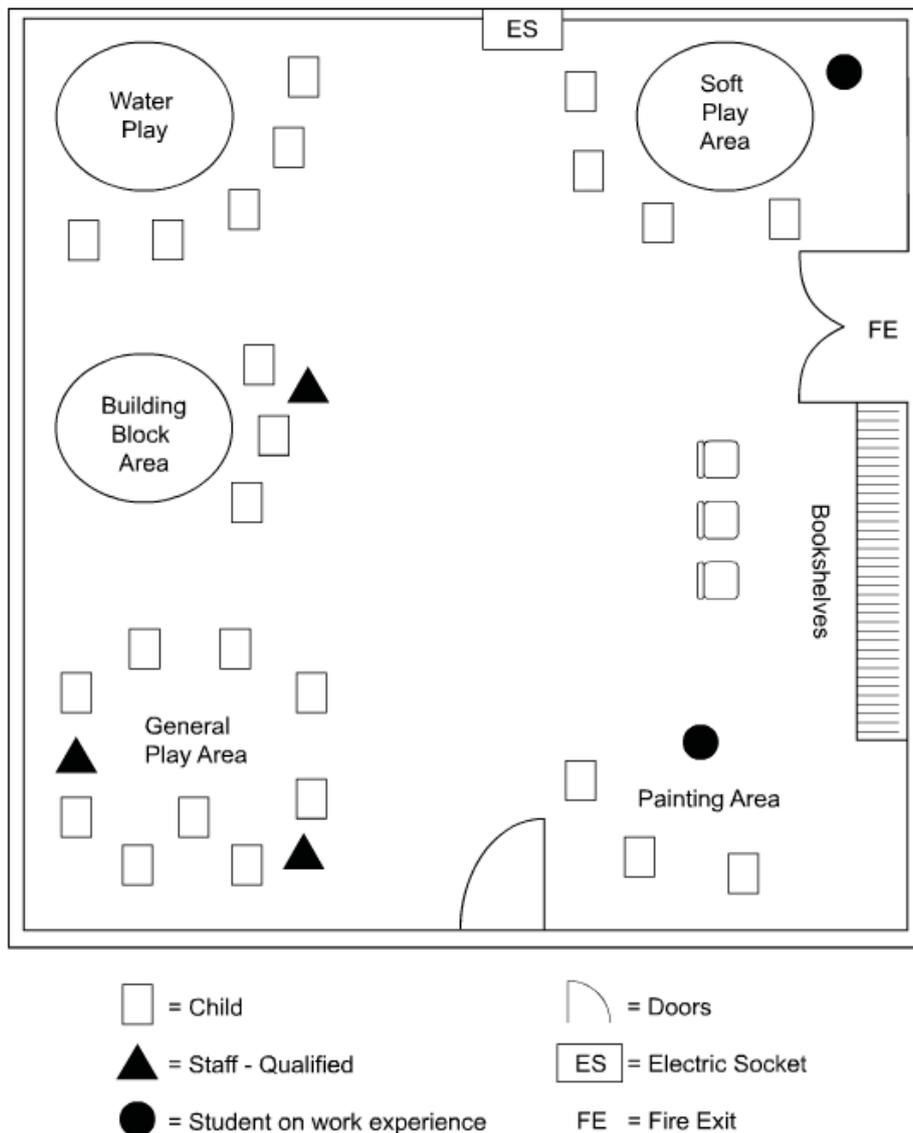
Carry out a risk assessment of the playroom and record your findings.

You must include details of environmental hazards and any actions you would take to eliminate risk.



[8]

Figure 3.1



Some very comprehensive responses were seen. Many candidates were able to correctly identify several environmental hazards with the most common ones being:

Water play and the lack of supervision, the work experience students and their lack of training, insufficient qualified staff: children ratio and electric sockets.

It was apparent that centres had used past questions to prepare their candidates. We had many who gave chairs as being a hazard (in this instance there were only three and they did not constitute a hazard in this particular scenario) Centres should remind their candidates that each risk assessment question should be answered as a separate entity; for some candidates too much reliance was placed on past questions.

Candidates lost marks by failing to provide any examples of actions taken to eliminate risk. However, when these actions were included candidates were comprehensive in their assessment. The most common actions provided were, having qualified staff alongside work experience students, having the correct ratio of qualified staff to children, having a first aid box and having covers for electric sockets.

Some candidates answered the question by carrying out a risk assessment; this was acceptable. Those candidates who did carry out a risk assessment were able to demonstrate their considerable knowledge of the five stages.

Question 3 (b)

- (b) 'Record the findings' is one stage of a risk assessment. Describe **one other** stage.

[2]

Most candidates were able to identify another stage in carrying out a risk assessment. They lost marks by not continuing their response by describing the stage. Again, centres need to direct their candidates to address the command word.

Question 4 (a)

- (a)* A child has gone missing from a children's nursery. Explain how the nursery manager should respond to this emergency.

[8]

Most candidates scored well on this question and were able to produce logically sequenced responses. Many were fully versed on how a manager should respond to this emergency. The most common responses were carrying out a search, contacting parents, checking CCTV footage, taking a register and contacting the police. Where candidates lost marks was by only identifying these responses rather than adding an explanation. Several candidates made reference to checking that policies were being followed as well as making changes to risk assessments.

Question 4 (b)

(b) Describe **one** responsibility of a first aider.

[2]

This was generally well answered and many candidates were able to identify one responsibility of a first aider. Marks were lost by not extending their response by providing a brief description

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