Cambridge Technicals

Health and Social Care

Unit 2C: Health and safety in practice

Level 2 Cambridge Technical in Health and Social Care
05880 - 05881

Mark Scheme for January 2025

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

MARKING INSTRUCTIONS

PREPARATION FOR MARKING
SURPASS

1. Make sure that you have accessed and completed the relevant training packages and instructions for on-screen marking using Surpass.

2. Make sure that you have read and understood the mark scheme and the questions for this unit. These are available in Surpass.

3. Log-in to Surpass and browse and provisionally mark candidate responses prior to standardisation as instructed.

MARKING

1. Mark strictly to the mark scheme.

2. Marks awarded must relate directly to the marking criteria.

3. The schedule of dates is very important. It is essential that you meet the 40% Batch 1 and 100% Batch 2 deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.

4. If you are in any doubt about applying the mark scheme, consult your Team Leader.

5. Rubric Error Responses

    Multiple-Choice Question Responses
    When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).
    When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.
    Contradictory Responses
    When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)
Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth two or more marks)
If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space).

Longer Answer Questions (requiring a developed response)
Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6.   Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

7. For answers marked by levels of response:
     To determine the level – start at the highest level and work down until you reach the level that matches the answer
     To determine the mark within the level, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

8. **Annotations**

These are the annotations to be used when marking Unit 2.

Annotation	Meaning
✔	Tick – correct answer
✖	Cross – incorrect answer
L1	Level 1
L2	Level 2
L3	Level 3
BOD	Benefit of doubt (This **does** count as a mark – so do not 'tick' as well)
⌃	Omission mark
TV	Too vague
REP	Repeat
SEEN or 〰	Noted but no credit given

Question		Answer	Marks	Guidance
1	**(a)**	**One** mark for each correct answer. **Three** required <table><tr><th>Statement</th><th>True (T)</th><th>False (F)</th></tr><tr><td>A responsibility of individuals is to follow instructions</td><td>✔</td><td></td></tr><tr><td>Lack of training to use a hoist correctly is a hazard</td><td>✔</td><td></td></tr><tr><td>The Health and Safety at Work Act prevents all accidents and injuries</td><td></td><td>✔</td></tr></table>	**3** **(3 x 1)**	**Annotation:** The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: ∧ TV REP SEEN **No other answers to be accepted**

Question		Answer	Marks	Guidance
1	**(b)**	**Two** marks for a description. **One** required Procedures that an employer would carry out in a setting: • **Risk assessments** – the identification of hazards / risks and the implementation of control measures • **Training linked to health and safety and reduction of accidents** – how to carry out risk assessments, manual handling procedures, how to report incidents, the correct storage and handling of hazardous materials, first aid • **Reducing risks of exposure to harmful situations and substances** – only allowing employees to carry out manual handling if they have been trained, ensure all employees wear the correct PPE • **Accident response** – ensuring everyone knows their own roles, specific actions to carry out • **Emergency response** – key procedures in place for evacuation in the event of a chemical spillage • **Providing necessary equipment** – PPE / hoists • **Fire evacuation**; sign posted exit routes, head counts, having a designated assembly point • **COSHH procedures**; risk assessments, locked storage, the use of PPE, training and supervision • **RIDDOR procedures**: records of death or serious injuries, reporting of injuries, diseases and accidents • **MHOR**: avoid hazardous manual handling where possible **Any other appropriate response to be accepted**	**2** **(1 x 2)**	**Annotation:** The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: | ⋀	TV	REP	SEEN
---	---	---	---	 **Health and safety** refers to the laws, principles and practices that **keep people safe from injury or disease** **Do not accept:** • Safeguarding procedures • Food safety procedures • Security procedures • Reasons for procedures; the command word is describe

Question		Answer	Marks	Guidance
1	**(c)**	**One** mark for each correct answer. **Two** required Hazards that could occur in a bedroom in a nursing home • Trailing cables • Overloaded sockets • Objects on the floor • Unused medication • Soiled dressings / bedding • Electrical devices e.g. Hair dryers • Ingestion hazard if cleaning products have been left in the room • Broken / damaged hoist • Hot drinks • Badly placed furniture / excessive furniture / broken furniture **Any other appropriate response to be accepted**	**2** **(2 x 1)**	**Annotation:** The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: ⌃ T✔ REP SEEN **Do not accept generic terms for hazards** • Biological • Chemical **Do not accept** broken locks on doors
1	**(d)**	**One** mark for correct answer. **One** required **Types of hazards** that could occur in sheltered housing: • Fire • Flood • Electricity • Gas leaks • Security of premises / lack of security • Building structure • Equipment • Furnishing and fittings • Hazardous substances	**1** **(1 x 1)**	**Annotation:** The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: ⌃ T✔ REP SEEN **Do not accept:** • Infection or disease

Question		Answer	Marks	Guidance
1	**(e)**	**Two** marks for a description. **One** required **How infection or disease could be a risk to residents in a nursing home:** • Weakened immune system – more susceptible • Takes longer to fight infection / disease – due to age/frailty • Antibiotics may be less effective – side effects, stronger doses and taking longer to work • Greater congestion due to lack of mobility • Co–morbidities - could make fighting the infection / disease harder • Weakened body systems – cardiovascular / respiratory • Development of secondary infections • Vulnerable individuals living in close proximity - more residents could contract the infection **Any other appropriate response to be accepted**	**2** **(1 x 2)**	**Annotation:** The number of ticks must match the number of marks awarded. **One mark:** A basic description that lacks clarity **Two marks:** A full description that clearly shows understanding For **incorrect** answers use the **cross** or appropriate annotation from the following: ⌃ T▼ REP SEEN

Question		Answer	Marks	Guidance
2	(a)	**Two** marks for each correct description. **Two** required Consequences for a nurse **Disease or infection** – bacteria and viruses can easily be transferred onto the hands of the nurse from a patient if nurse does not wash hands after caring for them; bacterial and viruses can easily spread by cross-contamination • **Disciplinary action;** warnings – verbal and written; suspension; dismissal • **Training** – having to undertake additional training, e.g. infection control • **Time off work** – due to having contacted an infection / disease • **Financial loss** – if they become infected and cannot work – zero hours contract / agency staff • **Position revoked** – could be moved / transferred to a different area within the hospital	4 (2 x 2)	**Annotation:** The number of ticks must match the number of marks awarded. **One mark:** A basic description that lacks clarity **Two marks:** A full description that clearly shows understanding and is applied to the scenario For **incorrect** answers use the **cross** or appropriate annotation from the following: | ∧	TV	REP	SEEN | **Do not accept:** • repetition of answers; the question asks for different consequences
2	(b)	**One** mark for correct answer. **One** required **Consequence for the employer** • financial loss – fines, staff absence • damaged reputation • low staff morale • negative judgements by the CQC – issue warning notices and fines • disciplinary action – verbal / written warnings, suspension, dismissal • training – directed to more training • reduced responsibilities / position revoked	1 (1 x 1)	**Annotation:** The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: | ∧	TV	REP	SEEN | **Do not accept:**

Question		Answer	Marks	Guidance
		• increased monitoring • assigned to a mentor		• Hospital will be shut down • CQC by itself

Question		Answer	Marks	Guidance
2	(c)	**Two** marks for each correct description. **Two** required **Procedures in a cleaning, and storing cleaning products policy:** • All staff to be **trained** before using any **cleaning equipment** (1) to ensure that they know how to **use** it and **store** it safely/correctly (1) • Cleaning staff responsible for carrying out regular **checks** on all **cleaning equipment** (1) and should **report** any faults (1) • They should also check that cleaning equipment is **clean** before being used (1). They should **clean** and **store** it correctly after use (1). • **Risks assessments** must be completed before **cleaning chemicals** can be used (1). These assessments must identify the **personal protective equipment** required when using cleaning materials (1). • Risk assessments must also state the **storage requirements** (1) of cleaning materials. These require that there is a separate **lockable** / **secure** cupboard (1) for the storage of all cleaning chemicals • Only **approved chemicals** may be stored in these cupboards (1) and they must be in their **correct / original container** with **correct usage instructions** (1) and with tightly fitting lids to prevent spillage (1) • **All cleaning products to be labelled** – name, instructions for use • Regular hand washing (1) after having used chemicals (1) • To only use permitted chemicals (1) check the published list (1) • Check expiry date (1) dispose of chemicals past the expiry date (1) • Not to leave chemicals unattended when cleaning(1) keep them within vision (1)	4 (2 x 2)	**Annotation:** The number of ticks must match the number of marks awarded. **One mark:** A basic description that lacks clarity **Two marks:** A full description that clearly shows understanding For **incorrect** answers use the **cross** or appropriate annotation from the following: [∧] [TV] [REP] [SEEN] **Do not accept:** • Cleaning products are safely stored – needs to state locked or secure **Any other appropriate response to be accepted**

Question		Answer	Marks	Guidance
2	**(d)**	**One** mark for correct answer. **One** required **How risk can be reduced serving hot drinks in a care home:** • Don't overfill cups • Place hot drinks away from edge of table (at least 10 inches) and near dominant hand • Warn others that a hot drink is being served • Place hot drink in field of vision • Transfer hot drinks into serving container which will allow temperature to drop • Use a stable, broad based cup or mug • Hot drinks should not be left unattended • Allow hot drink to cool slightly before serving • Having a lid on the cup **Any other appropriate response to be accepted**	1 (1 x 1)	**Annotation:** The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: ⌃ TV REP SEEN

Question		Answer	Marks	Guidance		
					Content	Levels of response
3	(a)*	**Identification of Hazards** • cupboard door left open with patient files • abusive patient • unattended medicine trolley • trailing wire from the mobile phone • electric sockets • child who is vomiting • person with a nose bleed • only two members of staff **Assessment of Risks** • ***cupboard door left open with patient files*** – Patient files could be taken / read / could have access to sensitive information (address, medical condition) this would be a breach of confidentiality and a dangerous practice - **HIGH** • ***abusive patient*** – the abuse is directed at the staff, this could escalate into being threatening and could be violent against the staff, this could cause fear and stress for patients and staff - **HIGH** • ***unattended medicine trolley*** – patients could access medicines and take this to either use themselves or to sell - **MEDIUM**	8	This is a level of response question – marks are awarded on the quality of the response given. The focus of the question is **identify and assess** **Annotation:** The number of ticks will not necessarily correspond to the marks awarded. **Level 3 - checklist:** • Identification of 4 hazards • Detailed assessment and categorising of risks of hazards • Logically structured • Factually accurate • Correct use of terminology • QWC – high **Level 2 – checklist:** • Identification of 3 hazards • Sound assessment and categorising of risks of hazards • Mostly relevant and accurate information • QWC – mid-high **Level 1 – checklist** • Identification of 1 – 2 hazards • Basic assessment when placing hazards into a category • May identify rather than assess • May lack relevance to context QWC – low	**Level 3: 7- 8 marks** Answers provide an identification of **4** hazards. Answers will provide a detailed **assessment of 4 hazards** categorising them as high, medium or low. Answers will be factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling. **Level 2: 4-6 marks** Answers provide an identification of **3** hazards. Answers will provide a sound **assessment of 3 hazards** categorising them as high, medium or low. Answers will be factually accurate and mostly relevant. There may be some noticeable errors of grammar, punctuation and spelling. **Level 1: 1-3 marks** Answers provide an identification**1 – 2** hazards, with a **basic assessment** of placing the hazards into a category. Answers may be list like or muddled, demonstrating little knowledge or understanding. Errors of grammar, and spelling may be noticeable and intrusive. **0 marks** – response not worthy of credit.

Question		Answer	Marks	Guidance	
				Content	**Levels of response**
		• *trailing wire from the mobile phone* – anyone could trip over this wire if they do not see it - **LOW** • *electric sockets* – if there are children and they were not being observed then then could put their fingers into the socket - **LOW** • *child who is vomiting* – if this is not cleared up then this could become a slip hazard, if the child is infections, e.g. the norovirus then this infection is not cleaned up properly could infect other people - **MEDIUM** • *person with a nose bleed* – if this is not cleaned up then this could become a slip hazard. If the person has an infection then this could be picked up by another person – **LOW** • *Only two members of staff* **–** can only deal with the aggressive patient, no 'eyes / presence' in other areas, e.g. medicine trolley - **MEDIUM** HIGH / MEDIUM and LOW are 'not set in concrete' – the assessment by the candidate will form the judgement		**Annotation** ✅ against answers linked to hazards **EG** against answers linked assessment of placing into the categories of high, medium or low	

Question		Answer	Marks	Guidance
3	**(b)**	**One** mark for each solution. **Two** required **Solution to hazards presented** • *cupboard door left open with patient files* – this needs to be locked / files should be removed and placed behind the reception desk • *abusive patient* – security personnel at the reception desk / to have a physical barrier between the reception desk and the patients • *unattended open medicine trolley* – this needs to be locked / have two members of staff allocated to the trolley • *trailing wire from the mobile phone* – have signs up banning this practice / develop a specific area for charging phones • *electric sockets* – have covers fitted • *child who is vomiting* – remove to a private area / have sick bags available within the reception area / clean up straight away / having a wet floor sign • *person with a nose bleed* – remove to a private area / have antiseptic wipes within the reception area so these can be used by the patient / have a specialist bin for the disposal of used tissues / clean up straight away • *Only two members of staff* **–** increase staffing / access to security **Any other appropriate response to be accepted**	2 (2 x 1)	**Annotation:** The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: [ʌ] [TV] [REP] [SEEN]

Question		Answer	Marks	Guidance	
				Content	**Levels of response**
4	**(a)***	**Responsibilities of individuals during an outbreak of influenza:** • follow all instructions , e.g. catch it , bin it kill it • dispose of tissues in the designated place • wash hands regularly / use of hand sanitiser • drink plenty of water / liquids • if possible stay away from other residents / isolate • ask relatives not to visit • wear a face mask in the more public areas of the retirement home • alert staff if feeling unwell **Responsibilities of employees during an outbreak of influenza:** • maintain a record of residents who have influenza • washing hands / use of hand sanitiser between seeing the residents • use of PPE / change after each intervention • isolate residents if appropriate • seek assistance from manager if they have any concerns over a resident • make sure residents are fed and are taking in plenty of fluid • cleaning surfaces with anti-viral sprays / deep cleaning • ensuring residents get plenty of rest • monitor temperature – apply appropriate cooling methods • seek medical assistance if health deteriorates • keeping the environment ventilated • check if they have had their flu vaccination • Alert family not to visit • Refuse non-essential visits, e.g. hairdresser **Any other appropriate response to be accepted**	**8**	This is a level of response question – marks are awarded on the quality of the response given. The focus of the question is **describe**. **Annotation:** The number of ticks will not necessarily correspond to the marks awarded. **Level 3 – checklist:** • Detailed description of the responsibilities of both an individual and an employee • Factually accurate • Correct use of terminology • QWC – high **Level 2 checklist:** • Sound description of the responsibilities of both an individual and an employee • Factually accurate • QWC – mid • **Sub-max** of 4 for either individual or employee done well **Level 1 checklist:** • Limited / basic discussion • Likely to identify points QWC – low	**Level 3: 7- 8 marks** There will be a detailed description of the responsibilities of both an **individual** and an **employee** in the event of an outbreak of influenza. Answers will be factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling. **Level 2: 4-6 marks** There will be a sound description of the responsibilities of both an **individual** and an **employee** in the event of an outbreak of influenza.. Answers will be factually accurate. There may be some noticeable errors of grammar, punctuation and spelling. **Sub max of 4 if either individual or employee done well** **Level 1: 1-3 marks** Answers provide a basic description. Answers may be list like or muddled, demonstrating little knowledge or understanding. Errors of grammar, and spelling may be noticeable and intrusive. **0 marks** – response not worthy of credit

Question		Answer	Marks	Guidance
4	**(b)**	**Two** marks for a description. **One** required • **Deciding priorities / assess priorities**, e.g. life safety then stabilise the incident / issue instructions to employees • **Following procedures**, e.g. fire evacuation / call the emergency services (999) / ensure all employees are following procedures • **Carrying out evacuation plans**, e.g. vertical and horizontal evacuations • **Reporting incidents**, e.g. to Ofsted, CQC, emergency services • **Recording incidents**, e.g. written and signed records • **Review risk assessments and policies after incidents ,** e.g. to determine if any changes are needed Answers given can relate to any of the following: 1. fire 2. flood 3. accidents 4. epidemics 5. gas leaks 6. bomb threats 7. lost children or vulnerable adults 8. intruders	2 (1 x 2)	**Annotation:** The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: | ∧	TV	REP	SEEN | **Do not accept:** • Remain calm

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