

Examiners' report

CAMBRIDGE TECHNICALS LEVEL 2 (2016)

HEALTH AND SOCIAL CARE

**OCR Level 2 Cambridge Technical
in Supporting Health, Social Care
and Childcare Services**

Award: 05890

**OCR Level 2 Cambridge Technical
in Health and Social Care**

Certificate: 05880

Diploma: 05881

Unit 2 Summer 2025 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. A selection of candidate responses is also provided. 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 [Teach Cambridge](#).

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Unit 2 series overview

The majority of candidates attempted all of the questions; there were very few no responses within this series.

It was evident that many candidates had used the highlighter; highlighting key words within questions.

Of note, is that the foci of Question 3 (a) was in the main, addressed. However, we did see many responses that deviated from the question and gave answers that could not be credited; seemingly they had used the focus of past paper questions. Using the highlighter within Surpass could be used to direct the candidates to the specific requirements.

A weakness is still seen in the development of answers to LO4 within the specification. The focus of Question 4 (a) was how a manager could respond to the emergency of intruders. This is applied to spec reference 4.3:

Responding to emergencies

1. **deciding priorities**, e.g. life safety then stabilise the incident
2. **following procedures**, e.g. fire evacuation policy, emergency policy
3. **carrying out evacuation plans**, e.g. vertical and horizontal evacuations, evacuating individuals with mobility difficulties
4. **reporting incidents**, e.g. to Ofsted, Care Quality Commission, emergency services
5. **recording incidents**, e.g. written and signed records, accident books
6. **review risk assessments and policies after incidents**, e.g. to determine if policies were followed and to make changes if necessary.

The emboldened points are the answers that examiners will look for. Centres could develop techniques for students to remember the 6 bullet points given above:

Priorities

Procedures

Evacuation

Reporting

Recording

Review

P P E R R R

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• addressed both how a hazard might occur and the risk to patients in Question 1 (b) • provided a clear outline for hazards seen in Question 1 (c) • acknowledged the word different in Q2c and provided different answers • addressed the two aspects within Question 3 (a) – identifying hazards and describing actions to reduce or eliminate risk • addressed the key aspects of the spec for 4.3 when answering Question 4 (a) • could fully describe one responsibility of a first aider.	• only addressed either how a hazard might occur OR the risk to patients in Question 1 (b) • identified hazards rather than provide a clear outline for hazards seen in Question 1 (c) • Did not acknowledge the word different in Question 2 (c) and provided repeated answers • gave consequences for the hazards identified in Question 3 (a), but did not provide any answers applied to actions to reduce or eliminate risk • did not address the key aspects of the spec for 4.3 when answering Question 4 (a) • showed limited knowledge of the responsibility of a first aider.

Question 1 (a)

Section A

(a) Fill in the boxes below, matching the correct key term to each example.

Key terms:

Hazards

Health and safety

Health and safety management

Risk

[3]

Example

Laws to keep people safe from disease at work

Key term:

Example

Procedures to reduce accidents

Key term:

Example

Trailing cables

Key term:

Many candidates were unable to differentiate between health and safety and health and safety management.

The majority of candidates were able to identify that trailing cables are a hazard.

Question 1 (b)

(b) Care routines are carried out every day in a hospital.

For each of the following care routines describe how a **hazard** might occur and the **risk** to patients.

[4]

Care routine 1: Giving medication to patients

How a hazard might occur and the risk to patients

Care routine 2: Using a hoist to transfer a patient into a bath

How a hazard might occur and the risk to patients

This was a well answered question.

For giving medication to patients, the most common answers for how a hazard might occur were wrong dosage and wrong medication. The most common answers for the risk to patients were having an allergic reaction and overdosing.

For using a hoist to transfer a patient into a bath the most common answers for how a hazard might occur were the hoist being faulty, the hoist breaking and the patient being in an incorrect position within the hoist. The most common answers for the risk to patients were falling from the sling and causing injury.

Question 1 (c)

(c) Recreational activities take place in a day centre.

Outline a **different** hazard in each of the recreational activities shown in **Fig.1** and **Fig. 2**.

[2]

Fig. 1



Fig. 2



Hazard in **Fig. 1**

Hazard in **Fig. 2**

The main error seen within this question was in candidates not addressing the command word of outline:

Outline: a description setting out main characteristics/points.

We found that some candidates only identified the hazard, e.g. plant food, scissors, blade and compost. These answers scored 0 as they did not address the command word.

OCR support



Reinforcement of the command word requirements may be beneficial to some students; using the [command verbs definitions document](#).

Question 1 (d)

(d) Hazards can occur when completing care routines or recreational activities.

Identify another activity where hazards might happen.

[1]

Generally, this was well answered with many identifying food preparation, educational activities and recreational activities.

Question 2 (a)

(a) Describe **one** procedure that should be in a supervision policy.

[2]

Very few candidates were given marks on this question.

The main error seen was in candidates providing answers that applied to the supervision of service users.

Question 2 (b)

(b) Fill in the boxes below, matching the correct policy to each procedure.

Policies:

Disposing of hazardous waste
Safeguarding

Labelling of hazards
Safe working practices

[2]

Procedure

Containers must identify the chemical and include information on its hazards.

Policy:

Procedure

DBS checks must be carried out on all staff.

Policy:

Generally, this question was answered well with many candidates being able to identify 'labelling of hazards' for procedure 1 and 'safeguarding' for procedure 2.

Assessment for learning



There are 16 different policies in this specification:

Types of policies that reduce risks in health, social care and childcare settings – spec reference 2.1

1. health and safety policy
2. manual handling
3. safe working practices, e.g. protective equipment/clothing, signing in/out, staff ratios
4. storing, disposing, administering medicines
5. cleaning, storing cleaning products
6. disposing of hazardous waste
7. labelling of hazards
8. personal hygiene
9. food preparation and handling
10. security of premises
11. safeguarding
12. hot drinks
13. fire
14. training, staff induction
15. supervision
16. emergency planning.

Create a mix and match activity providing two procedures for each policy. This could be simplified by just taking 4 policies at a time.

Question 2 (c)

(c) During an Ofsted inspection of a nursery, it was found that the food preparation policy was not being followed. Describe a **different** consequence of this for the manager, the employees and the children.

[6]

Consequence for the manager

Consequence for the employees

Consequence for the children

The main error seen was in candidates providing the same answers for both the manager and the employee, e.g. loss of job – this answer could only be credited once.

The most common answers for the manager were financial loss (fines/being sued), disciplinary action (loss of job) and loss of reputation.

The most common answers for the employees were having to complete additional training and disciplinary action (verbal and written warnings and loss of job).

The most common answers for the children were food poisoning (disease or infection/illness) and having an allergic reaction.

Question 3 (a)*

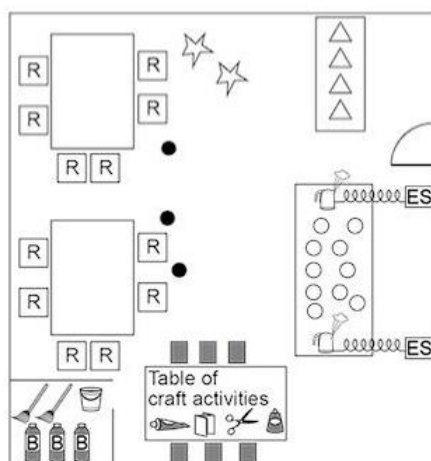
Section B

(a)* **Fig. 3** shows the plan of a dining room in a day centre.

Identify the hazards that you can see in the day centre dining room and describe actions to reduce or eliminate risks.

[8]

Fig. 3 Dining room in a day centre



Key

	Bleach		Food on the floor		Resident
	Bucket		Glue		Scissors
	Card		Hot food		Staff
	Cups of tea		Kettle (with steam)		Staff shouting at residents
	Electric socket		Mop		
	Electric wire		Paint		

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The identification of the hazards was done well. Many were able to describe valid actions to reduce or to eliminate risk.

The main error seen was in candidates not reading the question and providing answers applied to the harm that the identified hazards could cause; this was not asked for.

Centres should encourage their students to deconstruct the question prior to answering it.

Question 3 (b)

(b) The following are requirements of a risk assessment:

- Identify and analyse hazards
- Develop solutions

State **two** other requirements of a risk assessment.

[2]

1

2

The most common answer seen was about reviewing the risk assessment.

A common error seen was in candidates providing solutions to hazards given in Question 3 (a). Once again, centres should encourage their students to highlight key words within the question; this may alleviate some errors.

Question 4 (a)*

(a)* Intruders have been seen entering a nursing home.

Describe how the manager should respond to this emergency.

[8]

Answers predominantly reflected 'deciding priorities' and 'following procedures' with the most common answers being, to raise the alarm, alert the staff, evacuation, putting the nursing home into lockdown and to call the emergency services.

We saw very few answers that linked to reporting incidents, recording incidents and reviewing of risk assessments and other relevant policies after the incident.

Question 4 (b)

(b) Outline **one** responsibility of a first aider in the event of an emergency.

[2]

The two first aider responsibilities that candidates addressed predominantly were 'assess the situation' and 'give first aid treatment'.

Answers that are applied to being a first aider need to be precise; we saw many vague responses such as 'check that they are ok' or 'speak to them'.

Assessment for learning



To reinforce the responsibilities of a first aider provide candidates with the 5 key responsibilities:

1. assess the situation
2. protect from further harm
3. prevent infection
4. comfort and reassure
5. give first aid treatment.

In small groups they are then to provide 2 examples of what you would do for each of these responsibilities, e.g.:

Prevent infection

- a) use disposable gloves
- b) cover wounds with sterile dressings.

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