

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 June 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.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training: OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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 RM Assessor 50% and 100% (traditional 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 by telephone, email or via the RM Assessor messaging system.
5. **Crossed-Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM

Assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

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 and not crossed out the first 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. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7. There is a NR (**No Response**) option. Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

9. *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.*

10. For answers marked by levels of response: Not applicable in F501

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

11. Annotations

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

Annotation	Meaning
	Tick – correct answer
	Cross – incorrect answer
	Level 1
	Level 2
	Level 3
	Benefit of doubt (This does count as a mark – so do not ‘tick’ as well)
	Omission mark
	Too vague
	Repeat
 or 	Noted but no credit given

Question		Answer	Marks	Guidance								
1	(a)	One mark for each correct answer. Three required <table><tr><th>Example</th><th>Key term</th></tr><tr><td>Laws to keep people safe from disease at work</td><td>Health and safety</td></tr><tr><td>Procedures to reduce accidents</td><td>Health and safety management</td></tr><tr><td>Trailing cables</td><td>Hazard</td></tr></table> These are the only accepted answers	Example	Key term	Laws to keep people safe from disease at work	Health and safety	Procedures to reduce accidents	Health and safety management	Trailing cables	Hazard	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
Example	Key term											
Laws to keep people safe from disease at work	Health and safety											
Procedures to reduce accidents	Health and safety management											
Trailing cables	Hazard											

Question	Answer	Marks	Guidance
1	(b) Two marks for each correct answer. Two required Giving medication to patients - how hazards might occur • Incorrect / wrong dosage • Incorrect / wrong medication administered • Allergic reaction could occur – not knowing that they are allergic to a specific medication / failure to read medical records • If administered intravenously then bruising could occur • Inadequate monitoring of patient's reaction following administration • Failure to record that the medication has been administered • Failure to check a patient's medical records prior to administering medication • Failure to check patient's identity • Failure to follow the instructions for the medication, e.g. to take orally / to dissolve Risks to patients • Allergic reaction • Overdose • Death Using a hoist to transfer patient into a bath – how hazards might occur	4 (2 x 2)	Accept alternative wording and other appropriate answers Annotation: The number of ticks must match the number of marks awarded. Two marks awarded for a detailed description to include <u>both</u> how a hazard might occur AND the risk to patients One mark awarded for <u>either</u> how a hazard might occur OR the risk to patients For incorrect answers use the cross or appropriate annotation from the following:  Do not accept: • Getting sick applied to giving medication

Question	Answer	Marks	Guidance
	- Faulty hoist / failure to check - Bath water is too hot - Hoist breaks down mid-way through transfer - Using the hoist without any training - Incorrect position within the hoist for the patient - Selection of the wrong size sling - Wrong type of hoist or sling for the individual, or task Risks to patients - Discomfort whilst in the sling - Severe burns - Falling from the sling - Scalding - Bruising - Death - Causing injury		

Question		Answer	Marks	Guidance
1	(c)	One mark for each correct answer. Two required Fig 1 • Slipping on soil / water • Eating the soil / plants • Eating the bulbs • Mistaking the bottle of plant food for a drink • Cutting themselves with the scissors • Cutting themselves with the secateurs • Using the scissors to injure another person • Using the secateurs to injure another person • Using the sharp edge of the pointed labels causing injury to themselves or others • Lack of supervision Fig 2 • Paint going onto the floor • Swallowing the small beads • Beads falling onto the floor – slip hazard • Cutting themselves with the scissors • Using the scissors to injure another person • Water jugs being knocked off the table – glass everywhere • Water jugs being knocked off the table – water on the floor / slip hazard • Blade / blade out on the stanley knife / stanley knife / knife • Paper cuts from the paper / card • Lack of supervision	2 (2 x 1)	Accept alternative wording and other appropriate answers Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:  Do not accept repeats, e.g. the incorrect use of scissors – the question asks for <u>different</u> hazards The command word is outline: A description setting out main characteristics/points - Do not accept one word answers

Question		Answer	Marks	Guidance
1	(d)	One mark for each correct answer. One required Activities where hazards might arise: • Food preparation / specific examples given applied to food preparation • Lifting and manual handling • Moving around the setting • Travelling for educational or recreational activities • Cleaning / specific examples given applied to cleaning • Educational activities / specific examples of educational activities	1 (1 x 1)	Accept alternative wording and other appropriate answers Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:     Do not accept: • <u>Care routines</u> – giving medication to patients / using a hoist to transfer a patient into a bath • <u>Recreational activities</u> - planting bulbs and plants / craft work

Question	Answer	Marks	Guidance
2	(a) Two marks for correct answer. One required Procedures within a supervision policy: • Making arrangements for providing of one to one support / review meeting • System in place to provide group support • Employees to be assigned a supervisor • Making particular job roles accountable for relevant work practices • Making arrangements to provide additional mentoring if needed • To have a supportive system of observations with appropriate feedback • To ascertain any training and development needs within the supervision process • To ensure that employees who are responsible for supervising others are expected to monitor progress and support improved progress • To ensure steps are taken to check that staff understand relevant policies and procedures and have the opportunity to get further clarification if required • To ensure a system is in place to support the physical and emotional health of the worker • To provide training • To develop a support plan if needed • New staff / work experience students will need closer supervision to ensure correct procedures are adopted	2 (1 x 2)	Accept alternative wording and other appropriate answers Annotation: The number of ticks must match the number of marks awarded. Two marks For a clear and relevant description of a procedure within a supervision policy. One mark For an identification or brief description of a procedure within a supervision policy. Answer may be short, with very limited or no descriptive content or vague in places For incorrect answers use the cross or appropriate annotation from the following:  Do not accept answers linked to: • Fire evacuation / any evacuation • The supervision of service users

Question		Answer	Marks	Guidance						
2	(b)	One mark for each correct answer. Two required <table><tr><th>Procedure</th><th>Policy</th></tr><tr><td>Containers must identify the chemical and include information on its hazards</td><td>Labelling of hazards</td></tr><tr><td>DBS checks must be carried out on all staff</td><td>Safeguarding</td></tr></table> Only these answers to be credited	Procedure	Policy	Containers must identify the chemical and include information on its hazards	Labelling of hazards	DBS checks must be carried out on all staff	Safeguarding	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: ^ TV REP SEEN
Procedure	Policy									
Containers must identify the chemical and include information on its hazards	Labelling of hazards									
DBS checks must be carried out on all staff	Safeguarding									

Question	Answer	Marks	Guidance
2	(c) Two marks for each correct answer. Three required <u>Consequences for the manager:</u> • Financial loss – could get fined due to a child contracting food poisoning / staff absence due to contracting food poisoning / having to hire temporary staff due to staff absence (illness) • Disciplinary action – verbal or written warning / loss of job • Loss of reputation which could result in financial loss due to parents removing children from the nursery and owners of nursery blaming manager for this • Low staff morale – due to poor management style • Negative judgement from Ofsted; this could result in poor mental health / stress • Bad rating/ review – reduced recruitment of children • Re train staff – to increase knowledge of the correct procedures • Criminal prosecution / legal action – death of child due to food poisoning / severe allergic reaction <u>Consequences for employees:</u> • Disciplinary action – verbal or written warning / loss of job • Financial loss – due to loss of earnings • Disease or infection – due to eating contaminated food and contracting food poisoning • To re do training / additional training – to increase knowledge and understanding of procedures • Emotional impact – feelings of guilt due to contributing to the outbreak of food poisoning <u>Consequences for children:</u> • Injury or harm – if foreign objects were to be in the food that they ate then this could cause choking • Disease or infection / illness – if children were to eat contaminated food then they could contract food poisoning • Death – due to severe food poisoning • Allergic reaction – swelling of face and lips	6 (3 x 2)	Accept alternative wording and other appropriate answers Annotation: The number of ticks must match the number of marks awarded. Two marks For a clear and relevant description of a consequence linked to the specified personnel One mark For an identification or brief description of a consequence linked to the specified personnel. Answer may be short, with very limited or no descriptive content or vague in places For incorrect answers use the cross or appropriate annotation from the following: <u>Do not accept</u> repeat of answers – the question has asked for different consequences

Question		Answer	Marks	Guidance	
				Content	Levels of response
3	(a)*	Identify the hazards in Fig 3.1 Hazards • Access to the bleach – open cupboard • Staff shouting at the residents could cause stress / fear • Kettles left unattended • Steam coming from the kettle • Trailing wire / electric wire from kettle • Access to scissors • No supervision of the residents • Food on the floor – slipping hazard • Hot food left unattended • Cups of tea, left unattended • Staff being completely unobservant preparing craft activities • Scissors on the craft table Describe actions to reduce or to eliminate risk • Access to the bleach – open cupboard – ensure door is locked / staff are present by the cleaning cupboard to prevent residents entering • Staff shouting at the residents could cause stress / fear – staff to have training in how to talk to residents/ to adopt a calmer approach • Kettles left unattended – staff to be present • Steam coming from the kettle – staff	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 describe Annotation: The number of ticks will not necessarily correspond to the marks awarded. Level 3 - checklist: • Detailed identification of hazards • Detailed description of actions to reduce or eliminate risk • Logically structured • Factually accurate • Correct use of terminology • QWC – high Level 2 – checklist: • Sound identification of hazards • Sound description of actions to reduce or eliminate risk • Mostly relevant and accurate information • QWC – mid-high Level 1 – checklist • Basic identification of hazards • Basic description of actions to reduce or eliminate risk • May lack relevance to context QWC – low Annotation	Level 3: 7- 8 marks Answers provide a detailed identification of 4 hazards. Answers will provide a detailed description of 4 actions to reduce or eliminate risk. 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 a sound identification of 2 - 3 hazards. Answers will provide a sound description of 2 - 3 actions to reduce or eliminate risk. 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 a basic identification of 1 – 2 hazards, with a basic description of 1- 2 actions to reduce or eliminate risk. 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
		<i>to be present / using a hot water urn or flasks</i> • Electric wire from kettle – <i>push table against the wall</i> • Access to scissors – <i>place in a locked container</i> • No supervision of the residents – <i>ensure that staff sit at the table with the residents</i> • Food on the floor – slipping hazard – <i>clean up straight away</i> • Hot food left unattended – <i>have staff present</i> • Cups of tea, left unattended – <i>have staff present / secure lids on the hot drinks</i> • Staff being completely unobservant preparing craft activities - <i>to only have focus on food; to ‘shelve’ this activity</i>		 against answers linked to hazards EG against answers linked to reduce or eliminate risk	

Question		Answer	Marks	Guidance
3	(b)	One mark for each correct answer. Two required The requirements of a risk assessment: • Involve workers • To comply with legislation • In settings with more than 5 employees, risk assessments must be recorded • Review and update	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:     Do not accept: • Identify and analyse hazards • Develop solutions

Question		Answer	Marks	Guidance	
				Content	Levels of response
4	(a)*	How a manager should respond to the emergency of intruders entering a nursing home: • Deciding priorities – alert all staff maintain the safety of residents and staff (temporarily lock into rooms) contact the police • Following procedures – e.g. possible evacuation / lockdown / keep residents in a central area if possible / call the police, emergency services • Carrying out evacuation; evacuating individuals with mobility difficulties with appropriate assistance along with everyone else • Reporting incidents – to the Care Quality Commission (CQC) • Recording incidents – written records / incident books • Review risk assessments and other relevant policies after the incident - to determine if policies were followed and to make changes if necessary The language used by the candidates may not match that given above.	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 how the manager should respond to the emergency of intruders • Factually accurate • Correct use of terminology • QWC – high Level 2 checklist: • Sound description of how the manager should respond to the emergency of intruders • Factually accurate • QWC – mid • Sub-max of 4 for two responsibilities done well Level 1 checklist: • Limited / basic description • Likely to identify points • QWC – low	Level 3: 7- 8 marks There will be a detailed description of how the manager responds to the emergency of intruders. 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 how the manager responds to the emergency of intruders. Answers will be factually accurate. There may be some noticeable errors of grammar, punctuation and spelling. 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 each correct answer. One required Responsibilities of a first aider: • Assess the situation – be aware of any hazards within the vicinity, clear any hazards from the person requiring first aid treatment, look for any other possible dangers • Protect from further harm – place in recovery position if appropriate, cover with blankets, if bleeding, place pressure on the wound to reduce blood flow, contact the ambulance service / phone 999 • Prevent infection – use of appropriate PPE particularly disposable gloves. Cover wounds with sterile dressings • Comfort and reassure – talk in a clam voice, keep talking to them to offer reassures. e.g. 'help is on the way' or ' keep breathing with me slowly' • Give first aid treatment – applying sterile dressings, mouth to mouth resuscitation, raising legs	2 (1 x 2)	Annotation: The number of ticks must match the number of marks awarded. Two marks For a clear and relevant outline of one responsibility of a first aider One mark For an identification or brief outline of one responsibility of a first aider. Answer may be short, with very limited or no descriptive content or vague in places For incorrect answers use the cross or appropriate annotation from the following: 

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