

**Cambridge Technicals
Health and Social Care**

Unit 2: Health and safety in practice

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

Mark Scheme for January 2019

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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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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/Indicative Content | Marks | Guidance |
|----------|--|---|---|
| 1 | <p>(a) One mark for each care routine identified. Two required Two marks for each explanation. Two required.</p> <p>Examples of care routines:</p> <ul style="list-style-type: none"> • Bathing / showering • Shaving • Cleaning teeth • Dressing / changing clothes • Changing incontinence pads / toileting • Cleaning patient after accidents; urination, loss of bowel control, vomiting • Using a hoist to put patient in or out of bed • Providing / feeding food and drink (not cooking or preparing food) • Assisting in and out of bed • Administer medication / injections <p>How a hazard might arise:</p> <ul style="list-style-type: none"> • Lack of training / knowledge • Patient not being compliant • Not using sterilised equipment • Not wearing disposable gloves when providing personal care • Only having one member of staff when two should be the minimum • Patient being aggressive • Faulty equipment / broken equipment • No risk assessment • Examples of hazards provided, e.g. slippery floor, hot drinks | <p>6 (2 x 1) (2 x 2)</p> | <p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>One mark for any of the listed care routines answers. Accept alternative language</p> <p>Two marks for the explanation; the explanation must have both how the hazard might arise and the risk to the patient.</p> <p>Only award one mark if the candidate has only given how a hazard might arise or risk to the patient.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;">  </div> <p>Do not accept for care routines:</p> <ul style="list-style-type: none"> • Personal hygiene • Shopping <p>Do not accept for risk:</p> <ul style="list-style-type: none"> • Harm <p>If the care routine is incorrect / blank, then mark the explanation. If the explanation is relevant to hazards / risks in a nursing home then credit</p> <p>Can allow repeat of risks</p> |

| Question | Answer/Indicative Content | Marks | Guidance |
|----------|--|-------|----------|
| | <p>Risk (consequence) to the patient:</p> <ul style="list-style-type: none">• Injury• Confusion• Infection / disease• Recovery time following an injury• Death• Having to be hospitalised• Bruising• Scalded / being burnt• Choking• Allergic reaction• Slipping / falling over• Broken bones• Overdose• Being hurt <p>Accept any other relevant examples</p> | | |


| Question | Answer/Indicative Content | Marks | Guidance |
|----------|--|------------------------------------|---|
| 1 | <p>(b) One mark for each setting identified. Two required</p> <p>Examples of care settings:</p> <ul style="list-style-type: none"> • Hospital • GP surgery / GP / Doctors • Health centre • Dentist / Dental Surgery • Optician • Pharmacy / chemist • Retirement home • Day centre • Sheltered housing • Playgroup • Nursery • Crèche • Primary school • Secondary school • Residential Home / Old Peoples' Home • Hospice • Sexual Health Clinic / Clinic | <p>2 (2 x 1)</p> | <p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>One mark for any of the listed answers. Accept alternative language</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>Do not accept</p> <ul style="list-style-type: none"> • nursing home • rooms within a care setting |

| Question | Answer/Indicative Content | Marks | Guidance |
|----------|---|------------------------------------|--|
| 1 | <p>(c) One mark awarded for each piece of legislation identified. Two required.</p> <p>Examples of legislation which provide guidelines for safe working practices:</p> <ul style="list-style-type: none"> • Health and Safety at Work Act (1974) / HASAWA • Control of Substances Hazardous to Health Regulations (COSHH) (2002) • Reporting of Injuries, Diseases and Dangerous Occurrences and Regulations (RIDDOR) 2013 • Manual Handling Operations Regulations (1992) / MHOR <p>Note: If the candidate omits the words ‘Act’ or ‘Regulations’ then mark as correct</p> | <p>2 (2 x 1)</p> | <p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>One mark for any of the listed answers. The date is not required.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>Do not accept:</p> <ul style="list-style-type: none"> • Health and Safety Act • Policies, e.g. nappy changing policy |


| Question | Answer/Indicative Content | Marks | Guidance |
|----------|---|---|--|
| 2 | <p>(a) One mark for each personal hygiene practice identified. Two required One mark for each description on how this reduces risk. Two required</p> <p>Examples of personal hygiene practices:</p> <ul style="list-style-type: none"> • Washing hands • Wearing protective clothing / PPE • Using disposable gloves • Tie hair back • Using a beard guard • Not using nail varnish / false nails • Removing all jewellery • Wearing hair protection • Showering / bathing • Keeping nails short <p>How this reduces risk:</p> <ul style="list-style-type: none"> • Prevents transference of bacteria / infection (accept germs) • Prevents jewellery from dropping into food • Prevents cross contamination • Reduces level or destroys bacteria (accept germs) • Nail varnish cannot contaminate food • Prevents hair from falling into food | <p>4 (2 x 1) (2 x 1)</p> | <p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>Personal Hygiene One mark for any of the listed answers. Accept alternative language and alternative answers</p> <p>Reduces risk One mark for any of the listed answers. Accept alternative language and alternative answers</p> <p>Allow for repeats in reducing risk (The Q does not ask for different answers)</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> A TV REP SEEN </div> <p>Do not accept:</p> <ul style="list-style-type: none"> • Turning away whilst coughing / sneezing • The use of disposable tissues <p>If the personal hygiene example is incorrect then mark the rest of the answer as incorrect.</p> |

| Question | | Answer/Indicative Content | Marks | Guidance | |
|----------|------|--|-------|---|--|
| | | | | Content | Levels of response |
| 2 | (b)* | <p>Procedures for manual handling:</p> <ul style="list-style-type: none"> To report any problems with equipment To have received training To avoid any hazardous manual handling operations / heavy objects To ensure all manual handling operations have been risk assessed To follow the appropriate systems in place, e.g. having two people for some manual handling operations Employers must provide equipment Applying the correct procedures for using a hoist <p>How these procedures promote health and safety:</p> <ul style="list-style-type: none"> Reduces the risk of injury Understanding and knowledge of procedures / confidence in capability Not using broken / faulty equipment Risk assessments reduces hazards and risks | 6 | <p>This is a level of response question – marks are awarded on the quality of the response given. The focus of the question is explanation.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 2 – checklist:</p> <ul style="list-style-type: none"> detailed explanation relevant to the context, i.e. a hospital manual handling procedures How the procedures promote health and safety QWC – mid-high <p>Level 1 – checklist</p> <ul style="list-style-type: none"> limited / basic explanation may lack relevance to the context may lack links to procedures and promoting health and safety likely to identify point(s) QWC – low | <p>Level 2: 4 – 6 marks There will be a detailed explanation of manual handling procedures and how they promote health and safety. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling. Examples will be explicitly linked to a hospital.</p> <p>Level 1: 1 – 3 marks There will be an attempt at explaining manual handling procedures and how they promote health and safety List like answers should be placed in this band. Answers may be muddled and lack technical detail. Errors of grammar, punctuation and spelling will be noticeable and intrusive. Sub max of 3 for either procedures or promoting health and safety done well</p> <p>0 marks – response not worthy of credit.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Annotation</p> <p> For procedures</p> <p>EG For how they promote health and safety</p> </div> |

| Question | | Answer/Indicative Content | Marks | Guidance | |
|----------|------|--|-------|--|--|
| | | | | Content | Levels of response |
| 3 | (a)* | <p>Psychological hazards</p> <ul style="list-style-type: none"> Resident A can be aggressive Resident B shouts out and tries to hit people Residents A and B could become violent <p>How psychological hazards may harm:</p> <ul style="list-style-type: none"> Residents A and B could cause stress to other residents / staff Residents A and B could become physically or verbally aggressive towards other residents / staff causing distress, anger, frustration, anxiety (accept any other emotional effect), injury Other residents and staff could be fearful of residents A and B Other residents could challenge residents A and B, causing social unrest <p>Environmental hazards:</p> <ul style="list-style-type: none"> Knives left out Movement of hot food Limited space between dining area and creative activities Electric sockets Lack of first aid boxes Lack of fire exit | 8 | <p>This is a level of response question – marks are awarded on the quality of the response given. The focus of the question is identification and explanation.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 - checklist:</p> <ul style="list-style-type: none"> Detailed explanation of who hazards may harm and how Both psychological and environmental hazards are identified Logically structured Factually accurate Correct use of terminology QWC – high <p>Level 2 – checklist:</p> <p>Sound explanation of who hazards may harm and how Both psychological and environmental hazards are identified Mostly relevant and accurate information QWC – mid-high Sub max for one hazard done well</p> <p>Level 1 – checklist</p> <ul style="list-style-type: none"> Basic assessment of hazards May identify rather than explain May lack relevance to context QWC – low | <p>Level 3: 7- 8 marks</p> <p>Answers provide an identification of both psychological and environmental hazards and a detailed explanation of who may be harmed and how. Answers will be factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2: 4-6 marks</p> <p>Answers provide an identification of both psychological and environmental hazards and a sound explanation of who may be harmed and how. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. Sub max of 4 for one psychological or environmental done well.</p> <p>Level 1: 1-3 marks</p> <p>Answers provide an identification of psychological and / or environmental hazards and a basic explanation of who may be harmed and how. Answers may be list like or muddled, demonstrating little knowledge or understanding. Errors of grammar, and spelling may be noticeable and intrusive.</p> <p>0 marks – response not worthy of credit.</p> |

| Question | Answer/Indicative Content | Marks | Guidance | |
|----------|---|-------|----------|--|
| | | | Content | Levels of response |
| | <p>How environmental hazards may harm:</p> <ul style="list-style-type: none"> knives out – residents could misuse / get stabbed carrying hot food across the room from the kitchen to the dining area – causing spillage / burns Limited space – falls, tripping up, bruising Electric sockets- misuse of causing electrocution Insufficient first aid equipment – delay in administering first aid <p>Who might be harmed:</p> <ul style="list-style-type: none"> Staff in the day room Other residents Members of the public who may be visiting | | | <p>Do not accept:</p> <ul style="list-style-type: none"> Doors as an environmental hazard Lack of fire blankets Being hurt or harmed <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Annotation</p> <p> For hazards</p> <p>EG For explanation of how people could be harmed</p> </div> |

| Question | Answer/Indicative Content | Marks | Guidance | | | | | | |
|----------------|--|----------------|----------|------------|---|----------|---|------------------------------------|--|
| 3 | <p>(b) One mark for each example given Two required</p> <table border="1" data-bbox="338 323 1093 895"> <thead> <tr> <th data-bbox="338 323 595 360">Type of hazard</th> <th data-bbox="595 323 1093 360">Example</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 360 595 576">Biological</td> <td data-bbox="595 360 1093 576"> <ul style="list-style-type: none"> • Faeces • Vomit • Blood • Used bandages • Used syringes • Bacteria (accept germs) </td> </tr> <tr> <td data-bbox="338 576 595 895">Physical</td> <td data-bbox="595 576 1093 895"> <ul style="list-style-type: none"> • Noise • Heights • Electricity • Vehicles • Equipment – they could name a specific piece of equipment, e.g. chair, hoist • Knives • Toys </td> </tr> </tbody> </table> <p>Do not accept chemical examples for biological, e.g. bleach, any cleaning products</p> | Type of hazard | Example | Biological | <ul style="list-style-type: none"> • Faeces • Vomit • Blood • Used bandages • Used syringes • Bacteria (accept germs) | Physical | <ul style="list-style-type: none"> • Noise • Heights • Electricity • Vehicles • Equipment – they could name a specific piece of equipment, e.g. chair, hoist • Knives • Toys | <p>2 (2 x 1)</p> | <p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1290 544 1709 643" style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-around;"> ^ TV REP SEEN </div> <p>Do not accept:</p> <ul style="list-style-type: none"> • Medicines • Hazardous waste |
| Type of hazard | Example | | | | | | | | |
| Biological | <ul style="list-style-type: none"> • Faeces • Vomit • Blood • Used bandages • Used syringes • Bacteria (accept germs) | | | | | | | | |
| Physical | <ul style="list-style-type: none"> • Noise • Heights • Electricity • Vehicles • Equipment – they could name a specific piece of equipment, e.g. chair, hoist • Knives • Toys | | | | | | | | |

| Question | Answer/Indicative Content | Marks | Guidance |
|----------|---|------------------------------------|---|
| 4 | <p>(a) One mark for each action. Two Required</p> <ul style="list-style-type: none"> • Turn off gas at the meter • Turn off gas appliances • Do not turn on light switches • Do not use electrical equipment • Refrain from smoking • Open all doors and windows / ventilate area • Call the utility company and follow directions • Evacuate all residents / remove everyone from the premises • Do not operate any electrical or mechanical devices (Including phones and computers) • Call gas service emergency line • Do not re-enter the building until you are told by the Utility company or the gas emergency service | <p>2 (2 x 1)</p> | <p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>One mark for each correctly identified action</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;">  </div> <p>Do not accept:</p> <ul style="list-style-type: none"> • Phone 999 / call emergency service • Raise the alarm / call for help • Call someone to fix gas leak • Inspectors need to check whether it is safe |

| Question | | Answer/Indicative Content | Marks | Guidance | |
|----------|------|--|-------|--|---|
| | | | | Content | Levels of response |
| 4 | (b)* | <p>First aider responsibilities:</p> <p>Assess the situation / Assess for danger</p> <ul style="list-style-type: none"> Breathing checks / PPP (Preserve Prevent Promote) Call for emergency services / ambulance Circulation checks May need to shout for help / seek additional support <p>Protect from further harm</p> <ul style="list-style-type: none"> Place into the recovery position Do not move the casualty unnecessarily <p>Prevent infection</p> <ul style="list-style-type: none"> Wash hands Use mouth guards Use plastic gloves Use clean dressings <p>Comfort and reassure</p> <ul style="list-style-type: none"> Talk to the casualty Hold their hand Stroke their head if appropriate Keep them calm <p>Maintain dignity</p> <ul style="list-style-type: none"> Keep covered Clear away by standers <p>Ensure surrounding area is safe</p> <ul style="list-style-type: none"> Remove hazards | 8 | <p>This is a level of response question – marks are awarded on the quality of the response given. The focus of the question is explanation.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 – checklist:</p> <ul style="list-style-type: none"> Detailed explanation Relevant to first aid responsibilities Examples provided to illustrate points QWC – high <p>Level 2 checklist:</p> <ul style="list-style-type: none"> Sound explanation Some relevance to first aid responsibilities Some examples provided to illustrate points QWC – mid <p>Level 1 checklist:</p> <ul style="list-style-type: none"> Limited / basic explanation May lack relevance to first aid responsibilities Likely to identify point(s) QWC – low | <p>Level 3: 7- 8 marks There will be a detailed explanation of first aider responsibilities. Answers will be factually accurate and use appropriate terminology. Examples will be provided. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2: 4-6 marks There will be a sound explanation of first aider responsibilities. Answers will be factually correct. Some examples will be provided. There may be some noticeable errors of grammar, punctuation and spelling. Sub max of 4 for one first aider responsibility done well.</p> <p>Level 1: 1-3 marks Answers provide a basic explanation. Answers may be list like or muddled, demonstrating little knowledge or understanding. Errors of grammar, and spelling may be noticeable and intrusive.</p> <p>0 marks – response not worthy of credit.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> Contact family Write a report Responses linked to treatment |

| Question | | Answer/Indicative Content | Marks | Guidance | |
|----------|--|---|-------|----------|--------------------|
| | | | | Content | Levels of response |
| | | Inform paramedics of the situation The language used by the candidates may not match that given above | | | |

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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