

**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 June 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	(a) One mark for each hazard correctly identified. Two required Picture 1 = Security of premises / Lack of observation from the receptionist Picture 2 = infection / disease/ Reference to being contagious is acceptable / specifying a disease, e.g. chicken pox	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: <div data-bbox="1290 501 1709 603" style="border: 1px solid black; padding: 5px; display: inline-block;">^ TV REP SEEN</div> Do not accept <ul style="list-style-type: none">• Illness• Personal hygiene

Question	Answer/Indicative Content	Marks	Guidance
1	<p>(b) One mark for each hazard correctly identified. Two required Two marks for each explanation on how these hazards could be a risk to children. Two required</p> <p>Hazards that could occur during food preparation:</p> <ul style="list-style-type: none"> • Cutting fingers / use of knives • Cross contamination • Allergies • Poor personal hygiene, e.g. nail polish, hair not tied back - contaminating food • Lack of / inappropriate PPE • Failure to wash hands • Introducing food that could cause an allergic reaction – not following instructions • Undercooking food • Leaving food out on the side / not refrigerating • Dirty surfaces • Dirty equipment • Using out of date food • Undercooked food • Unhygienic food preparation area <p>How these hazards could be a risk to children</p> <ul style="list-style-type: none"> • Allergic reaction / anaphylactic shock • Food poisoning / Illness • Infections being spread • Spread of bacteria (germs) / contamination • Death 	<p>6 (2 x 1) (2 x 2)</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 style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>Explanations on how these hazards could be a risk to children</p> <p>One mark: A basic explanation</p> <p>Two marks: A full explanation that shows clear understanding / Two separate points</p> <p>If the hazard is given within the explanation then mark if correct. Credit hazards if written as a positive, e.g. hands must be washed to prevent bacteria spreading</p> <p>If the hazard is incorrect, explanation can still be credited If the hazard is correct explanation must link</p> <p>Do not accept</p> <ul style="list-style-type: none"> • Leaving equipment out, unless related to knives • Hurting themselves

Question	Answer/Indicative Content	Marks	Guidance
1	<p data-bbox="239 250 282 280">(c)</p> <p data-bbox="333 250 954 280">One mark for correctly defining the term hazard</p> <p data-bbox="333 317 1077 347">A danger or risk / The potential to cause harm or injury</p> <p data-bbox="333 419 880 450">Accept either danger / risk / harm / injury</p> <p data-bbox="333 486 1086 549">Do not accept examples of hazards where no definition of what the term means is given.</p>	<p data-bbox="1146 250 1245 312">1 (1 x 1)</p>	<p data-bbox="1283 250 1977 344">Annotation: The number of ticks must match the number of marks awarded.</p> <p data-bbox="1283 419 1960 481">For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1290 501 1709 603" style="border: 1px solid black; padding: 5px; text-align: center;"><p data-bbox="1305 528 1664 558"><input type="checkbox"/> A <input type="checkbox"/> TV <input type="checkbox"/> REP <input type="checkbox"/> SEEN</p></div>


Question	Answer/Indicative Content	Marks	Guidance
1	(d) One mark for identifying the correct statement The correct answer is: To follow instructions No other answer is acceptable	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: 

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
2	(a)* The consequences for not following a safeguarding policy: <u>Children</u> <ul style="list-style-type: none"> • Injury or harm • A child could 'go missing' / abduction • Continuation of abuse/ not adequately protected • Not addressing safety; risk • Continuation of neglect • Death • Emotional distress • In danger <u>Employees</u> <ul style="list-style-type: none"> • Disciplinary action • Loss of job • Financial loss due to being sacked • Low morale • Required to carry out more training • Feelings of guilt • Need more training Do not accept reference to health and safety	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:</p> <p>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. safeguarding • consequences for children • consequences for employees • QWC – mid-high <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • limited / basic explanation • may look at consequences for either children or employees • may lack relevance to the context, i.e. safeguarding • likely to identify point(s) • Sub max of 3 for children or employees done well • QWC – low 	<p>Level 2: 4 – 6 marks</p> <p>There will be a detailed explanation of the consequences for both children and employees of not following a safeguarding policy. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 1: 1 – 3 marks</p> <p>There will be an attempt at explaining the consequences of not following a safeguarding policy. 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 children or employees done well.</p> <p>0 marks – response not worthy of credit.</p> <p>Do not accept responses linked to the organisation / employers</p>

Question	Answer/Indicative Content	Marks	Guidance
2	<p>(b) Two marks for one way described. One required.</p> <ul style="list-style-type: none"> • Having the correct ratio of staff to children / level of supervision • Taking qualified and trained staff • Having a first aid box • Having one of the adults being first aid trained • Food provided matches needs, e.g. taking into account any allergies • Additional staff if a child has any behavioural issues • Risk assessment made of the travel arrangements / risk assessment • Wearing high visibility vests / jackets / uniform • Walking in pairs with staff at the front and rear of the children • Stay as a group / small groups • Register throughout the day • Safety briefing to all children on how to conduct themselves, e.g. not putting fingers through railings • Wrist bands / lanyards with school contact details 	<p>2 (1 x 2)</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 style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>One mark: A basic description that lacks clarity</p> <p>Two marks: A full description that clearly shows understanding / Two separate points</p>

Question	Answer/Indicative Content	Marks	Guidance
2 (c)	<p>One mark for each correctly identified word. Two required</p> <p>Policies ensure settings meet the requirements of LEGISLATION / LAW (S)</p> <p>Policies set out procedures to promote health and safety and minimise RISK (S)</p> <p>No other responses accepted.</p>	<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="1288 501 1709 603" style="border: 1px solid black; padding: 5px; text-align: center;"> ^ TV REP SEEN </div>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
3	(a)*	<p>Biological Hazards</p> <ul style="list-style-type: none"> • Soiled bed linen on the floor • Syringes on a table • Vomit on the floor • (Uncovered) medical waste bin • Dressings covered in blood • Proximity of medical waste bin and bed 3 <p>How they could cause harm to patients</p> <ul style="list-style-type: none"> • Slippage on vomit / soiled bed linen • Transfer of infections • Spread of disease / contagious • Contamination • Transference of bacteria <p>Chemical hazards</p> <ul style="list-style-type: none"> • Cleaning materials in the cupboard / cleaning cupboard • Medicine trolley, open and unattended <p>How they could cause harm to patients</p> <ul style="list-style-type: none"> • Drink cleaning product, e.g. bleach • Take medicine that is not meant for themselves – overdose, allergic reaction, death • Giving medicine to others – overdose, allergic reaction, death 	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:</p> <p>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 hazards • biological and chemical • explanation of how patients may be harmed • logically structured /factually accurate • correct use of terminology • QWC – high <p>Level 2 – checklist:</p> <ul style="list-style-type: none"> • sound explanation of hazards • biological and chemical • some explanation of how patients may be harmed • mostly relevant and accurate information • QWC – mid • sub max of 4 for only biological or chemical 	<p>Level 3: 7-8 marks</p> <p>Answer provides a full and detailed explanation of both chemical and biological hazards and how patients could be harmed. Answer will be coherent, factually accurate and use appropriate terminology. Examples relating to a hospital and patients. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2: 4 – 6 marks</p> <p>Answer provides a sound explanation of chemical and biological hazards and how patients could be harmed. Answer will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. Sub max of 4 for either biological or chemical hazards done well.</p> <p>Level 1: 1 – 3 marks</p> <p>Answer provides 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>

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
	<ul style="list-style-type: none"> Using old syringes – cross contamination Using syringes as a ‘weapon’ / self-harming / accidental injury Cleaning materials could burn patients Cause irritation to the skin / eyes <p>Do not accept answers linked to the following hazards:</p> <ul style="list-style-type: none"> Physical Psychological environmental 		<p>Level 1 – checklist:</p> <ul style="list-style-type: none"> basic identification of hazards may identify rather than explain harm may lack relevance to the context QWC – low <p><u>Annotation</u></p> <p>EG = HAZARD</p> <p> = HARM</p>	

Question	Answer/Indicative Content	Marks	Guidance
3	<p>(b) Two marks for the description. One required.</p> <p>‘Assess risks and take action in a children’s nursery’</p> <p>Consider the likelihood of harm</p> <ul style="list-style-type: none"> • All equipment purchased/loaned to be checked to ensure they are safe for the ages and stages of children attending activity • Members of staff discuss and share any concerns they have about risks and hazards in the nursery • To assess any dangers <p>Prioritise the risks as high, medium and low</p> <ul style="list-style-type: none"> • Observe children at play in order to note potential risks and rank them as high, medium or low <p>Determine actions needed to reduce the level of risk</p> <ul style="list-style-type: none"> • All equipment checked regularly for cleanliness, state of repair • All glues, paints are non-toxic • Supervision • Children taught how to use play equipment correctly • Regular checks for defects and reporting of these in place. Repairs undertaken where necessary <p>Accept any other reasonable examples.</p>	<p>2 (1 x 2)</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 style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> A TV REP SEEN </div> <p>One mark: A basic description that lacks clarity</p> <p>Two marks: A full description that clearly shows understanding/Two separate points</p> <p>Specific examples of assessing risks and showing how they are overcome are acceptable</p> <p>Do not accept everyday practices, e.g. picking up toys from the floor / cleaning up spillages</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
4	(a)*	<p>Responsibilities of employees</p> <ul style="list-style-type: none"> • Employees should know and follow the correct procedures • Make a search of the surrounding area • Request assistance • If in a public building alert staff of the situation • If possible seal off exits • Access CCTV and check footage • Provide all people involved in the search a description / photo of the child /children • Ring the Police • Advise / inform parents guardians • Record all details of the incident • Report the incident • Reassure other children in their care as they may be distressed • Check that the child has not been signed out by parents • Inform the manager • Clarify who saw them last and where <p>Do not accept</p> <ul style="list-style-type: none"> • Stay calm • Get help • Actions by the manager • Look for child 	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:</p> <p>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 • responsibilities of employees • applied to the emergency of lost children • logically structured • factually accurate • correct use of terminology • QWC - high • Sub max of 4 for one response done well <p>Level 2 – checklist:</p> <ul style="list-style-type: none"> • sound explanation • responsibilities of employees • some links to the emergency of lost children • mostly relevant and accurate information • QWC - mid 	<p>Level 3: 7- 8 marks</p> <p>Answer provides a full and detailed explanation of how employees respond to the emergency of lost children. Answers will be coherent, 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>Answer provides a sound explanation of how employees respond to the emergency of lost children. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. Sub max of 4 for one response done well.</p> <p>Level 1: 1 – 3 marks</p> <p>A limited explanation of how employees respond to the emergency of lost children. 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
				Level 1 – checklist: <ul style="list-style-type: none"> • limited explanation • may lack relevance to the emergency of lost children • likely to identify one responsibility • QWC – low 	

Question	Answer/Indicative Content	Marks	Guidance
4	<p>(b) Procedures to follow in the event of a bomb threat:</p> <ul style="list-style-type: none"> • Report to the Police / emergency services • Follow / ensure their staff follow evacuation procedures: <ul style="list-style-type: none"> ➤ Exit from the nearest exit ➤ Go to designated meeting point ➤ Ensure registers are taken • Keep a detailed log of the events • Raise the alarm • Evacuate all from the premises • Decide what to do when everyone has been evacuated, e.g. if in a school, are pupils sent home? <p>Do not accept reference to lock down procedures</p>	<p>2 (1 x 2)</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 style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>One mark: A basic explanation that lacks clarity</p> <p>Two marks: A full explanation that clearly shows understanding /Two separate points</p>

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