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Oxford Cambridge and RSA

CAMBRIDGE TECHNICALS LEVEL 2 (2016)

Examiners' report

HEALTH AND SOCIAL CARE

Cambridge TECHNICALS

05890, 05880, 05881

Unit 2 Summer 2019 series

Version 1

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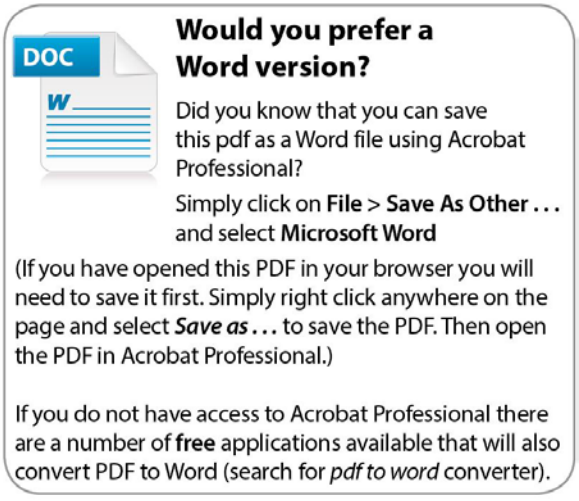

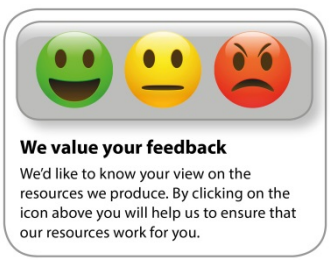

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Introduction

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. 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.

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Paper Unit 2 series overview

Candidates had been prepared well for this examination. The development of answers within level response questions showed greater clarity and more fluidity than in previous series. Candidates were using key vocabulary within their responses. Candidates appeared to have a good grasp of the command words and the requirements of each. The majority of candidates completed all of the questions with very few having a 'no response'. Spelling and grammar were still poor in places and this had an impact on the level awarded for the level response questions.

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Question 1a

(a) Identify **one** hazard in each of the pictures below.

Picture 1

Picture 2

Hazard in picture 1

Hazard in picture 2

[2]

Many candidates were able to correctly identify the hazards. However there were a few candidates that described the pictures as opposed to identifying the hazard. The most common alternative to 'infection' was chicken pox

	AfL	Knowing what each command word requires is essential in accessing this examination paper. Candidates could highlight the command word when taking the examination

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Question 1b

(b) Food is prepared every day at a children's nursery.

Identify **two** hazards that could occur during food preparation. Explain how these hazards could be a risk to children.

Hazard 1

Explanation of how this hazard could be a risk to children.

Hazard 2

Explanation of how this hazard could be a risk to children.

[6]

Candidates scored highly on this question. They were clear in their responses of hazards, with the most common answers being related to the use of knives, poor personal hygiene and undercooking food. Many candidates were able to provide comprehensive explanations with many addressing the issue of cross contamination, the spread of bacteria and the possible consequences of food poisoning as well as allergic reactions.

An error for some students was not applying their answer to food preparation; some went off on a tangent and wrote about serving food and the dangers of hot drinks.

Question 1c

(c) Define the term hazard.

[1]

Succinct answers were seen for this question; the majority of candidates were fully versed on how they could define the term hazard.

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Question 1d

(d) Select the statement below which describes the responsibility of individuals in care settings.

- ◯ To manage health and safety
- ◯ To follow instructions
- ◯ To follow policies and procedures

[1]

Many were able to correctly identify the correct statement of 'to follow instructions'.

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Question 2a

(a)* A children's nursery should have a safeguarding policy in place.

Explain the consequences for children and employees if a safeguarding policy is not followed.

[6]

Very few candidates were able to access Level 2; this was due to poor / limited explanations. Some only focused in on the consequences for children and totally omitted to provide any consequences for employees. Several candidates had not read the question and provided benefits of having a safeguarding policy rather than give any consequences of not following a safeguarding policy. We saw some responses that went off track completely and they explained consequences for a nursery rather than employees, e.g. loss of reputation / loss of income.

Those candidates that were awarded Level 2 were able to develop logical responses on the consequences for both children and employees. The most common responses were:

Children: emotional distress / injury and harm / continuation of abuse

Employees: loss of job and disciplinary action

?	**Misconception**	Some candidates are still unable to differentiate between employers and employees

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Question 2b

(b) Describe **one** way that risk could be reduced when taking children on a trip to the zoo.

[2]

Some well-considered answers were seen for this question. Many described the use of wristbands including contact details, having small groups of children and the appropriate ratio of staff to children, wearing high visibility jackets or a uniform, and registering regularly throughout the day.

A common error seen was candidates describing the consequences of trying to touch animals; they had seemingly misread the question.

Question 2c

(c) Complete this description about the importance of health and safety policies.

Policies ensure settings meet the requirements of

Policies set out procedures to promote health and safety and minimise

[2]

Most candidates were able to complete the second statement (risk). A small minority correctly gave legislation to complete the description of the first sentence

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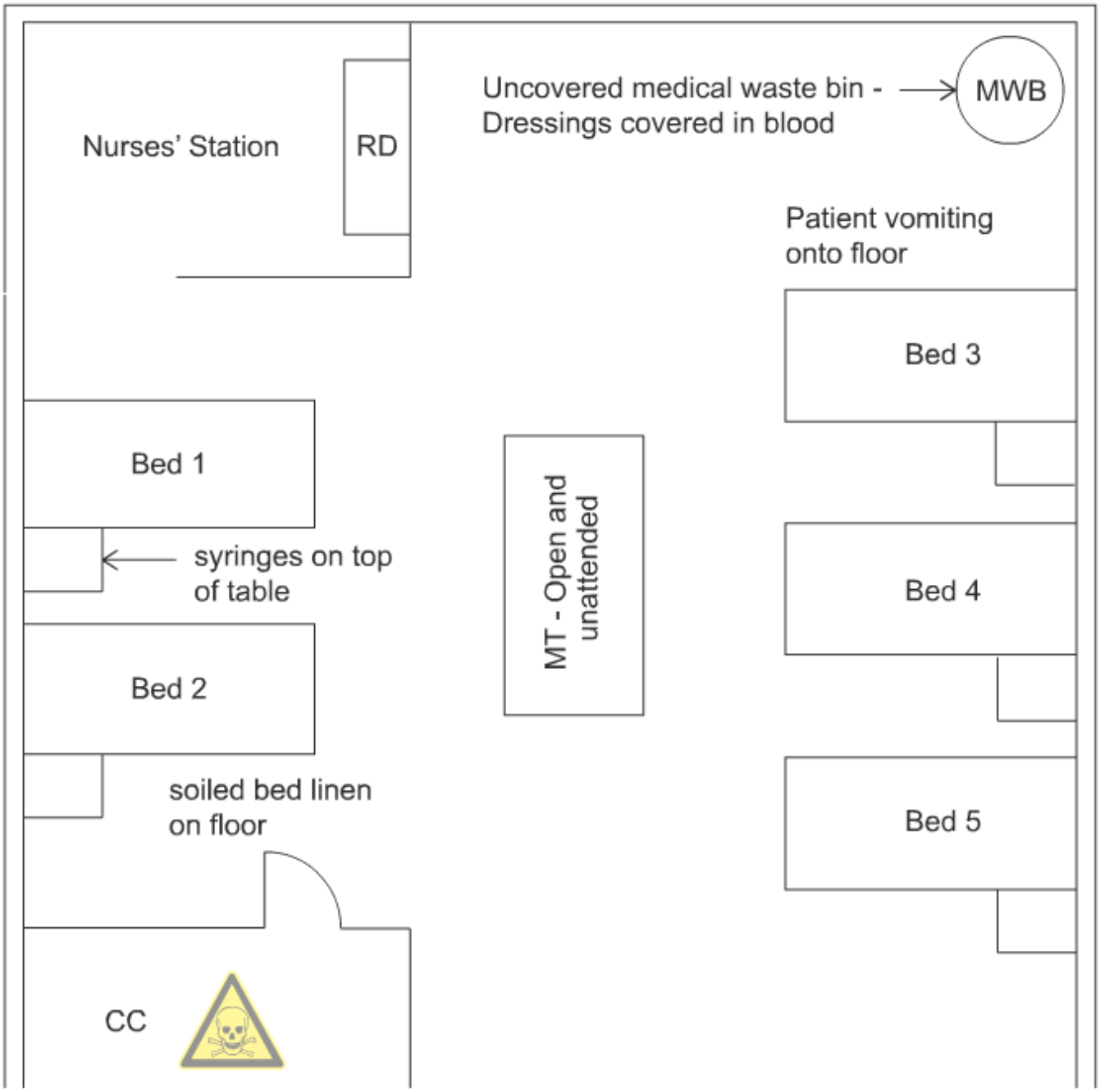
Question 3a

(a)* Click on the plan of the hospital ward. Fig 3.1

Identify biological and chemical hazards in the hospital ward and explain how they could cause harm to patients.

Fig 3.1



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[8]

This question was answered well, with the majority of candidates fully utilising the information given within Fig 3.1. They could clearly identify both biological and chemical hazards. The depth of explanations was the factor that differentiated the mark given; those candidates' that fully explained how patients could be harmed were placed in Level 3. Those candidates that gave brief explanations were placed in Level 2 and those that purely identified were placed in Level 1.

Some candidates went off on a tangent and discussed what the hospital could do to minimise these hazards; this was not asked for in the question.

A lot of repetition was seen in many of the answers; repeated explanations will not be credited.

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Question 3b

(b) One stage when carrying out a risk assessment is to **'assess the risks and take action'**.

Describe **one** example of assessing risks **or** taking action when carrying out a risk assessment in a children's nursery.

[2]

This was a poorly answered question and many candidates did not score any marks. We saw limited responses linked to the key aspects for 'assess the risks and take action': The key aspects that should be linked to are: Consider the likelihood of harm / Prioritise the risks as high, medium and low / Determine actions needed to reduce the level of risk. Some candidates did however, through providing examples which illustrated this process, gain some credit.

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Question 4a

(a)* Explain the responsibilities of employees when responding to the emergency of lost children.

[8]

Candidates were able to provide appropriate actions that employees should take when responding to the emergency of lost children. The most common responses seen were: accessing CCTV, phoning the police, contacting parents, reporting and recording the incident. Many candidates limited the mark that could be given by providing brief descriptions and in many cases only identifying actions

Question 4b

(b) Describe **one** procedure an employer would follow in the event of a bomb threat.

[2]

Mixed responses were seen here. The most common correct answers were to evacuate and to contact the police / emergency services.

?	**Misconception**	Many candidates confused procedures following a bomb threat with lockdown procedures.

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