CAMBRIDGE TECHNICALS

OCR
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CAMBRIDGE TECHNICALS LEVEL 2 (2016)

Examiners' report

# HEALTH AND SOCIAL CARE

05890, 05880, 05881

**Unit 2 January 2021 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. 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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# Unit 2 series overview

There was a much reduced entry for this series. However, it was evident that centres had prepared their candidates well. The majority of candidates were able to attempt most of the questions and many showed that they understood the command words. Candidates used key vocabulary within their responses to good effect. 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 given for the level response questions.

| ***Candidates who did well on this paper generally did the following:*** | ***Candidates who did less well on this paper generally did the following:*** |
|---|---|
| • Broke down the level response questions into the required different components<br>• Understood the requirements of the command words. | • Developed their answers to level response questions in a very disjointed way<br>• Failed to provide the key number of responses to points based questions. |


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## Question 1 (a)

**(a)** Define the term health and safety.

**[2]**

Candidates showed a reasonable understanding of this term and many were able to score 1 mark. They were able to identify that health and safety linked to the laws, principles and practices within the work place, and that these were designed to keep people safe from injury, disease and accidents. The most common responses referred to safety.

## Question 1 (b)

**(b)** Explain **two** ways that the Health and Safety at Work Act (HASAWA) reduces accidents and injuries.

Explanation 1

Explanation 2

**[4]**

A key error seen within this question was in candidates repeating the question as part of their response, e.g., holding regular fire drills will **reduce accidents and injuries**. Centres need to instil in their candidates that this repetition is avoided.

| | | |
|---|---|---|
| | **AfL** | The command word explain is 'To give account of the purposes or reasons' (command verbs definitions)<br>Centres should encourage their candidates to de-construct the question so that they will be addressing the command word:<br>Explain → Give reasons for<br>HASAWA → Two ways<br>reduces accidents and injuries → Specifics needed<br>The most common responses were carrying out risk assessments, providing training, providing PPE and holding regular fire drills. |


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## Question 1 (c)

**(c)** A GP surgery is one setting where hazards can occur. Identify **one** other setting where hazards can occur.

**[1]**

The majority of candidates correctly identified a care setting; we saw responses linked to health, social care and early years settings. The main error was in candidates citing a specific room within a care setting.

## Question 1 (d)

**(d)** State **two** hazards that could occur in a bathroom.

1

2

**[2]**

This was a well answered question. The most common responses were: water being too hot, flooding, slipping and access to cleaning products, e.g. bleach. The most common error seen was candidates just writing 'water'; this did not address the question.

## Question 1 (e)

**(e)** Identify **one** activity where hazards might arise in a childcare setting.

**[1]**

The vast majority of responses centred around specific play activities, e.g. painting, arts and craft. There were a few who identified food preparation. The main error seen was in candidates not being specific about the activity, e.g. playing outside.


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## Question 2 (a)

**(a)** A retirement home has a security of premises policy.

Describe **two** procedures that should be included in the policy.

Procedure 1

Procedure 2

**[4]**

Many candidates were able to describe at least one procedure, with the main responses centring around identification badges and signing in and out procedures. Some very considered responses were seen with several candidates describing the actions that needed to be taken if security was breached.

A few candidates clearly had not understood what a security of premises policy was and wrote about confidentiality.

## Question 2 (b)

**(b)** Explain **one** consequence for an employee if they do not follow the security of premises policy.

**[2]**

The majority of candidates were able to score at least one mark, with the most common responses being loss of job and disciplinary action. Where candidates lost marks was not in providing an explanation; many just identified the consequence.


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## Question 2 (c)

**(c)** Explain **one** way that risk can be reduced in each of the following situations.

Serving hot drinks in a care home

Disposing of used bandages in a hospital ward

**[4]**

Generally, this was well answered and many candidates were able to gain 3 or 4 marks. Again, where they lost marks was by not providing an explanation for how the risk could be reduced.

The most common responses for serving hot drinks were using cups with lids and not overfilling cups. The explanations provided were, in the main, linked to preventing scalding.

The most common responses for the disposing of used bandages were the use of PPE and using bags specifically for infectious waste. The explanations were linked to reducing the spread of infection.

The main errors seen were when the candidates' were not specific enough, e.g. disposing waste in bins.


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## Question 3 (a)

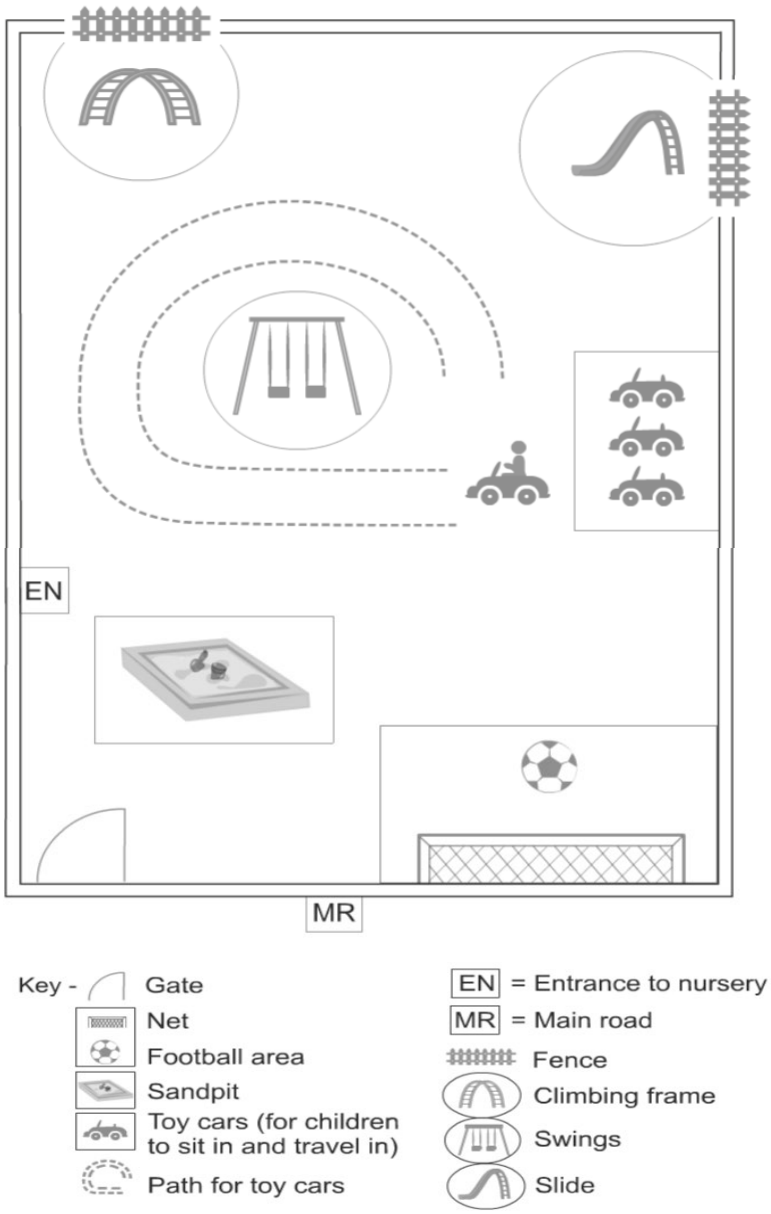
**(a)*** Click on the plan of the children's outside play area. Fig 3.1

Assess the risks in the children's outside play area.

- Describe the risks in the play area and prioritise each risk as high, medium or low.
- Determine actions needed to reduce the level of each risk.

**8]**

**Fig 3.1**





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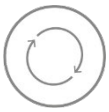
Some very considered responses were seen. Candidates were able to extract out key risks seen within the play area and many gave a great description of how they would prioritise the risks. They were able to demonstrate their knowledge effectively.

Where candidates lost marks was not in addressing the second part of the question, namely determining actions needed to reduce the level of risk. Many could only gain 4 marks through this error.

Those that were placed in Level 3 had developed their responses logically and with clarity, with many stating the risk, prioritising the risk and then providing actions to reduce the level of risk.

| | | |
|---|---|---|
|  | **AfL** | For less able candidates centres should direct their candidates to develop a paragraph for each of the component parts of the question. This would allow access to Level 2 and an overall higher mark. |

## Question 3 (b)

**(b)** Complete the following chart by providing an example of each type of hazard.

| Type of hazard | Example |
|---|---|
| Psychological | |
| Chemical | |

**[2]**

Many candidates did not appear to understand the term psychological hazard and we saw many no responses. For those that did understand the most common responses were stress, fear and bullying.

The vast majority of candidates could easily provide an example of a chemical hazard with the most common responses being cleaning products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## Question 4 (a)

**(a)*** Describe the responsibilities of individuals and employees in the event of fire.

**[8]**

Candidates lost marks on this question by not differentiating between individuals and employees. Those that took these personnel as separate entities and gave detailed descriptions were able to be given Level 3. The most common responses were:

**Individuals:** raising the alarm, going to the designated area, to listen to instructions and to exit calmly

**Employees:** calling the emergency service, directing people out of the building and to provide assistance to those in need

Where there are two components for a level response question centres should direct their candidates to develop two separate paragraphs.

## Question 4 (b)

**(b)** Describe **one** way that a manager of a children's nursery should respond to an emergency caused by a flood.

**[2]**

The main error seen in this question was in candidates identifying two ways, they did not address the command word describe. The most common response seen was carrying out evacuation plans.

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