OCR
Oxford Cambridge and RSA

CAMBRIDGE TECHNICALS LEVEL 2 (2016)

Examiners' report

HEALTH AND SOCIAL CARE

05890, 05880, 05881

Unit 2 January 2022 series

Contents

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.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

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Unit 2 series overview

This series saw a range of responses to many of the questions; many candidates were able to apply some knowledge to the level of response questions showcasing their application in differing ways. Centres had prepared their candidates well and we saw fewer 'no responses'. Spelling and grammar were still poor in places and this had an impact on the level awarded for the level of response questions. It was evident that some candidates did not understand the requirements of some of the questions and this had a significant impact on their overall score.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
• Addressed the command word. • Developed their answers for level of response questions in a logical way.	• Did not address the command words and therefore developed responses that did not address the requirements of the question. • Did not provide any structure to their responses and wrote in a disjointed way. • Did not understand key terms.

Question 1.1

(a)   Complete the table below to show whether each responsibility is held by the employer **or** the employee.

Responsibility	Held by employer or employee?
Health and safety management	
To follow policies and procedures	

[2]

Most candidates were able to differentiate between these two responsibilities. A very small minority of candidates provided both employer and employee in both boxes, with some giving the correct answer initially. The general rule is to assess left to right, as there were only two options to choose from, the mark scheme stipulated that if both answers were provided then this would need to be marked as incorrect.

	AfL	If only two options are provided to choose from and only two answers are required then candidates should be directed to only provide <u>one</u> <u>answer</u>.

Question 1.2

(b)   Explain **two** ways that guidelines in legislation are important for safe working.

Way 1

Way 2

[4]

We saw some very well considered responses to this question with many candidates explaining that these guidelines could reduce the risk of injury and reduce the transference of infections. Where candidates scored high was in stating how this would be the case, e.g., being trained in manual handling or using PPE. A key error that was seen was in candidates repeating words from the question, e.g., training would make sure **safe working /** injury and harm would be reduced through following **guidelines.**

Some candidates were not familiar with the command word 'explain'.

ⓘ	**OCR support**	[Command words](#) that can be used in Cambridge Technicals.

Question 1.3

(c)   Identify **two** care settings where it is important to prevent the spread of disease.

Setting 1

Setting 2

[2]

A high scoring question. A small minority of candidates answered by stating rooms within a setting and some, rather than provide a specific care setting stated, 'health care setting' or 'childcare setting'. The most common answers were hospital, nursing home, care home and nursery. Another common error was in just stating school rather than infant / primary school.

Question 1.4

(d)   Describe **one** hazard that could occur when carrying out cleaning.

[2]

This was answered well with the most common response being spillages resulting in slipping and consequent possible injuries. We saw some responses that showed considerable knowledge of the toxicity of some cleaning products and how this could cause burning / skin irritation. A main error was in describing how residents / children could get hold of cleaning materials; candidates missed the focus which was 'carrying out cleaning'.

Question 2.1

(a) Identify a different policy for each of the following procedures.

Procedure	Policy
All employees must have a DBS check	
Risk assessments must take into account load	
All staff will have training linked to their emergency response role	

[3]

Many candidates did not understand the word 'policy'. Very few candidates were able to link DBS checks to a safeguarding policy. A small minority made the connection between risk assessments considering load and a manual handling policy. The most common answer provided was a Health and Safety policy linked to risk assessments considering load. Another common error was in stating a piece of legislation rather than a policy. The most common error in the final procedure was in stating that a training policy would be needed.

Another common error was in providing reasons for the procedure rather than identifying a policy.

	AfL	To consolidate candidates' understanding of policies this question could be further extended and a mix and match activity could be developed by providing a procedure for each of the 16 specified policies within the specification (LO2.1)

Question 2.2

(b) Identify **two** procedures that should be included in a safe working practices policy.

Procedure 1

Procedure 2

[2]

Generally a well answered question with the most common answers being centred around training, risk assessments, PPE and fire safety procedures. Working practices refers to the execution of specific duties and tasks related to job descriptions. The most common error was in stating DBS checks, safeguarding and security; these alone do not provide a safe working practice, i.e., they did not provide an answer specifying a specific duty; if a candidate had stated to report any concerns of maltreatment or checking that doors were locked then these would have gained credit as a safe working practice.

Question 2.3

(c)   Complete the statement below about the role and importance of health and safety policies.

Policies ensure the setting meets the requirements of

[blank box]

[1]

The only acceptable answer was legislation / law. This statement was taken from LO2 of the specification:

2.2 The role and importance of health and safety policies, i.e.

- policies ensure the setting meets the requirements of legislation

Question 2.4

(d)   Explain **one** consequence for an **employer** if they do not follow policies.

[blank box]

[2]

Most candidates attempted this question and fully explained the consequences; the main responses provided were linked to financial loss, prosecution, being shut down and loss of reputation. Disciplinary action was also quite a common response. The most common error was in just stating that they would lose their job; this was not credited as this would be the ultimate consequence following disciplinary action, monitoring, more training and supervision. Had candidates given any of these points before stating they would lose their job then credit would have been given.

Question 2.5

(e)   Explain **one** consequence for a **resident** in a care home if an employee at the care home does not follow policies.

[blank box]

[2]

Many candidates were able to gain 1 mark from this question by providing responses linked to harm, injury, worsening health condition or death. The mark scheme allows for two different consequences to be credited and this is how many candidates were able to gain full marks. Misreading the question was the main error as many candidates provided consequences for employees rather than residents.

⟳	**AfL**	Surpass allows candidates to highlight. Centres should encourage their candidates to use this facility and to highlight key words within the question. The term resident was already emboldened in the question paper; highlighting this would make it more prominent.

Question 3.1

(a)* Click on the plan of the Health Centre.   [**Fig 3.1**]

Identify biological and chemical hazards within the Health Centre. Explain who may be harmed and why.

[8]

Most candidates were able to identify biological hazards within Fig 3.1. Many attempted to explain who might be harmed and why, with the most common responses here being patients aged 70 and over and patients who had asthma. We saw some very detailed responses applied to patients aged 70 and over having a weakened immune system linking this to a person who was sneezing; they grasped the transference of infections. Equally many candidates were able to apply the susceptibility of patients with asthma picking up infections through people sneezing. Many candidates were able to identify the other biological hazards, namely blood and vomit.

The depth of knowledge seen regarding chemical hazards was more haphazard with many stating environmental hazards, e.g., electric sockets. Candidates did, however recognise that hand sanitiser was a chemical hazard. Structure impacted on candidates' responses and very few candidates were able to access Level 3 which requires candidates to develop responses that are factually correct and logically structured.

Question 3.2

(b)   Explain **one** solution that the Health Centre has put in place to protect both patients and the health workers.

[blank answer box]

[2]

Many candidates were able to provide a full explanation stating a solution and saying how it would protect. The most common responses were PPE and providing a barrier to bacteria / viruses, and the use of hand sanitisers explaining that they would destroy viruses. The main error was in candidates not reading the question and rather than providing a solution already in place they went onto provide their own solutions.

Question 4.1

(a)*   There has been an outbreak of measles at a children's nursery.

Explain how the nursery manager should respond to this emergency.

[blank answer box]

[8]

Many candidates were able to score on this question and they were able to provide several steps that the manager could take. The most common responses were alerting parents, isolating children while still within the nursery and carrying out a deep clean. Many incorrect responses were seen and these included taking the children to hospital, ringing the emergency services, sending all the children home and closing the nursery.

Once again those that scored more highly had a structure to their responses and they addressed the command word, 'explain'.

The main aspects candidates covered in their responses were linked to deciding priorities and following procedures. Very few responses referenced reporting incidents, recording incidents and reviewing risk assessment and policies after incidents.

Question 4.2

(b)   A child has fallen over and cut their knee.

Describe **one** responsibility of a first aider in this situation.

[2]

Candidates were able to demonstrate their knowledge of first aider responsibilities and were able to pick up at least 1 mark; many scored full marks as they addressed the command word of describe. The most common responses were centred around assessing the situation, preventing infection and giving first aid treatment.

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