OCR
Oxford Cambridge and RSA

CAMBRIDGE TECHNICALS LEVEL 2 (2016)

Examiners' report

HEALTH AND SOCIAL CARE

05890, 05880, 05881

Unit 2 Summer 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

There were many well-developed responses in this series and candidates had taken note of the command words and had addressed these within their responses. However, it was apparent that some candidates had mis read some of the questions, resulting in responses that had no relevance to the question; key vocabulary as well as the command words were misunderstood. Fewer 'no responses' were seen in this series.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
• had an understanding of key vocabulary linked to the unit content. • gave structure to their level response answers, developing paragraphs and addressing all the components asked within the question. • understood the requirements of the command words.	• did not have an understanding of the key vocabulary within the unit content. • did not give structure to their level response answers. • seemingly did not understand the requirements of command words.

Section A overview

The questions within Section A were based around:

LO1: Understand hazards that may lead to risk in health, social care, and childcare environments.

LO2: Understand how to reduce risks in health, social care, and childcare environments

The total number of marks given in Section A is 20. Within this series all the questions were points based. The command words used within these questions were identify, outline, describe and explain.

Question 1 (a)

1   (a)   Complete the following statements on the importance of legislation.

Legislation reduces …………………………………… and injuries.

Legislation sets …………………………………………for a safe environment.

[2]

The most common response to how 'legislation reduces' were accidents, risks, hazards, disease / infection, and danger. The most common error seen was in candidates stating that legislation reduces harm.

The most common response to how 'legislation sets' were standards, policies and guidelines. The most common error seen was in candidates stating that legislation sets *the law* for a safe environment.

The majority of candidates scored at least 1 mark for this question.

Question 1 (b)

(b)   Explain **one** process required by legislation that prevents the spread of disease and infection in a health centre.

……

……

……

…… **[2]**

Those candidates who understood the requirements of the command word explain were able to showcase their knowledge of both stating a process but also in explaining how that process prevented the spread of disease and infection. The most common responses were in providing PPE, carrying out risk assessments and providing training. The explanations provided on how these prevented the spread of disease and infection centred around preventing the transference of bacteria, ensuring control measures are in place and training on how to prevent cross contamination.

The main errors seen were in candidates only stating the process or providing a process that was not linked to preventing the spread of disease and infection, e.g., DBS checks and putting in place greater security measures.

Misconception

? Some candidates were not able to differentiate between processes required for safeguarding, security or preventing the spread of disease and infection. A teaching activity that could assist could be providing a set of processes and for candidates to place them into the correct 'category':

Process for **safeguarding**	Processes for the **prevention of disease and infection**	Processes for **maintaining security**

Question 1 (c)

(c) Hazards occur in settings.

Identify **two** types of hazards that could occur in a hospital.

Hazard 1: ....

....

Hazard 2: ....

....

[2]

The most common responses seen were fire, flood (wet floor, spillages), biological and chemical. Errors occurred when the candidate did not understand the word hazard; a small minority of candidates provided a consequence for the hazard, e.g., slipping over.

Question 1 (d)

(d) Identify **one** area in a hospital where hazards may occur when a visitor is moving around a hospital.

....

.... **[1]**

The most common responses were ward(s), reception area, corridor and stairs. A well answered question.

Question 1 (e)

(e) Educational activities take place in a children's nursery.

Outline a different hazard in each of the educational activities shown below.

Fig 1   **Fig 2**   **Fig 3**

Fig 1 ....

Fig 2 ....

Fig 3 ....

[3]

The meaning of outline is 'a description setting out main characteristics/points' The main error seen was in candidates providing responses that only identified, e.g., water, paint, and scissors. No marks were given to such responses.

The most common responses for Fig 1 were spillage of water and slipping on a wet floor.

The most common responses for Fig 2 were the toxicity of paint, paint getting into eyes and having an allergic reaction.

The most common responses for Fig 3 were cutting themselves through the misuse of scissors.

OCR support

(i)   The document on command words used within Cambridge Technicals can be found by using this link.

Question 2 (a)

2 (a)   A retirement home has a Health and Safety Policy.

Describe **two** procedures that should be included in a Health and Safety Policy in this setting.

Procedure 1

....

....

....

Procedure 2

....

....

....

[4]

The main responses seen linked to PPE, risk assessments and training. There were some detailed descriptions of the procedures that candidates had chosen. Frequently candidates only identified the procedure. It is important that candidates look at the number of marks available for a question and offer an appropriate response.

Another error seen was in candidates describing procedures that were linked to safeguarding and food preparation.

Question 2 (b)

(b) A carer in the retirement home has **failed** to follow the Health and Safety Policy.

Describe **one** possible consequence for the **carer**.

....

....

.... **[2]**

Generally, this was answered well, and many were able to provide a detailed description of the consequences for the carer. Most responses centred around disciplinary procedures, loss of employment, injury, and harm. Some candidates were only able to gain 1 mark due to providing a limited description.

A small minority of candidates applied their response to a service user, gaining no marks.

Question 2 (c)

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

Preparing food in a nursery

....

....

....

Cleaning a bathroom in a care home

....

....

....

[4]

The most common responses seen linked to preparing food in a nursery were personal hygiene, PPE and the use of different coloured chopping boards.

The most common responses seen linked to cleaning a bathroom in a care home were the use of a wet floor sign, the use of PPE and ensuring all chemicals are placed into a locked cupboard after cleaning is completed.

The main error seen was in only identifying how risk could be reduced, e.g., washing hands, without adding to this description.

Centres should note that when describing PPE candidates should be using the term 'disposable gloves' rather than just gloves.

Section B overview

The questions in Section B are based on:

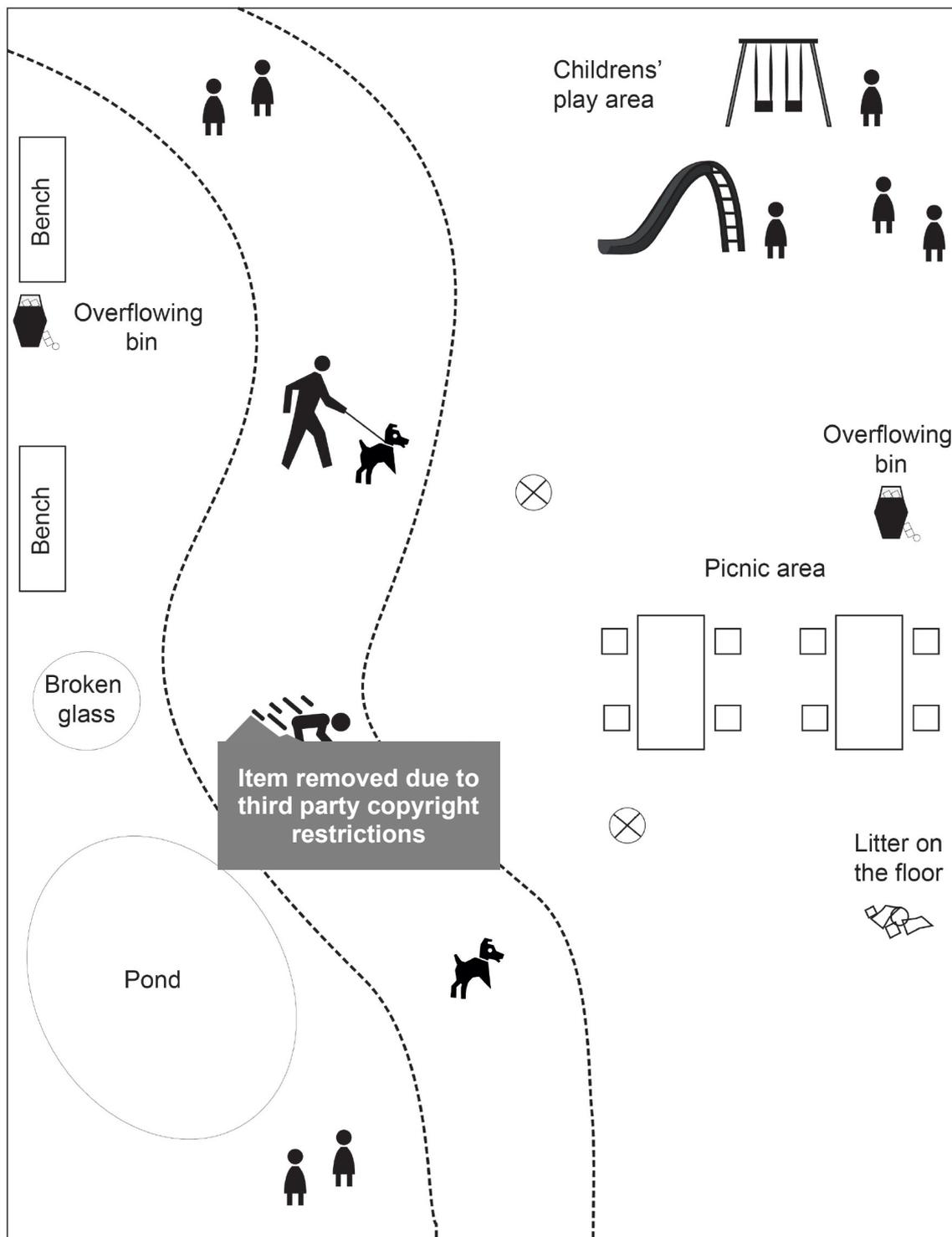LO3: Be able to carry out a risk assessment – Question 3

LO4: Know how to respond appropriately to emergencies – Question 4

Within this section there will always be two level response questions and there will always be a figure which will be linked to LO3: be able to carry out a risk assessment.

The total number of marks given in Section B is 20. The command words used are describe, explain and assess.

Section B overview

3 **Fig 3.1**

Fig 3.1 Area within a public park

Question 3 (a)*

3 **(a)*** Click on the **Fig 3.1** button to show the plan of the area within a public park. **Fig 3.1**.

Assess the hazards in the park and identify who could be harmed.

……

……

……

……

…… **[8]**

The majority of candidates were able to assess multiple hazards within the park; they were able to identify the hazards but also provide an assessment of why they were hazards. The main error seen was in candidates only identifying the hazard and failing to provide any detail as to why they were hazards.

The majority of candidates were able to identify that children could be harmed. Many were able to use Fig 3.1 and linked the picnic tables to families or groups of people as other people who could be harmed. Some candidates correctly identified that the cyclist was an individual who could be harmed.

This question is also assessed through how candidates develop their responses. Very few responses could be placed in Level 3; 'responses will be factually accurate, logically structured and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling'

Question 3 (b)

(b) Developing solutions is one requirement of a risk assessment.

Describe **one** solution for a hazard within a public park.

……

……

…… **[2]**

Generally, this was answered well with the most common responses being placing a barrier around the pond, to make sure that the bins are emptied regularly and having a designated bin for dog faeces.

Once again, the most common error was in providing an identification rather than a description.

Question 4 (a)*

4 (a)* Explain the **responsibilities** of an employer **and** a first aider in the event of an emergency.

....

....

....

....

....

.... **[8]**

The majority of marks given were given mainly for the responsibilities of a first aider; many candidates were very knowledgeable on the responsibility of a first aider and were able to provide many key points. The main responsibilities given were assessing the situation, comfort and reassure and giving first aid treatment.

Knowledge of the roles of an employer were limited. Those candidates that did know these roles provided succinct responses around the need to carry out risk assessments, ensuring that there are clear procedures and providing the necessary training on how to respond to an emergency.

Where there are two foci within a question candidates should aim to develop two paragraphs. One of the main errors evident was in candidates explaining responsibilities but failing to differentiate between the two specified personnel.

Question 4 (b)

(b) Describe **one** response an employee should take when responding to a **fire** emergency.

....

....

.... **[2]**

The vast majority of candidates were able to pick up at least 1 mark. Answers predominantly were linked to evacuation procedures.

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