

CAMBRIDGE TECHNICALS LEVEL 2 (2016)

Examiners' report

HEALTH AND SOCIAL CARE

05890, 05880, 05881

Unit 2 January 2023 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.

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 we saw fewer no responses and the majority of candidates answered all of the questions. It would seem that notice was taken by a vast number of candidates of the command words used within the question paper. The majority of candidates used Fig 3.1 (Nursing home kitchen plan) to good effect and were able to apply what they saw to the level response question that followed. The weakest performing level response question was 4(a); candidates, in the main, did not demonstrate their understanding of this aspect of the specification:

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> • structured their level response answers in paragraphs • addressed the command words. 	<ul style="list-style-type: none"> • had no logical structure in level response answers • did not address the command words.

Question 1(a)

(a) Complete the following table by matching the definitions to the terms:

Hazard	Health and safety	Health and safety management
---------------	--------------------------	-------------------------------------

Definition	Term
Procedures to prepare for emergencies and provide the necessary equipment.	
Something that could cause harm.	
The laws, principles and practices that keep people safe from injury and disease in the workplace and public places.	

[3]

The most common error seen within this question was in candidates failing to see that the terms had been provided; instead they inserted other terms, e.g. risk assessment and fire evacuation.

Another common error was in getting health and safety and health and safety management the wrong way round.

On a positive it was very encouraging to see many candidates correctly scoring the full 3 marks.

Question 1(b)

(b) State **two** hazards when travelling by coach.

Hazard 1	
----------	--

Hazard 2	
----------	--

[2]

This was a well answered question and many candidates were able to score full marks. The most common answers were breaking down, travel sickness, not wearing seatbelts and being involved in a crash. Candidates did not score marks when their answers lacked specifics, e.g. the weather and the driver getting lost.

Question 1(c)

(c) Excluding transport, identify **one** area where hazards might be identified.

[1]

Many candidates were able to correctly identify an area, with the most common responses being kitchen, a hospital ward and a classroom. The most common error was in candidates identifying a setting, e.g. Hospital or Nursing home.

Assessment for learning



A very simple activity for some candidates would be to complete a very simple card sort using the specification references and associated content:

1.4 The settings where hazards occur

1.6 Areas where hazards might be identified

This activity could be further developed by introducing **1.5** Types of hazards in a setting; Candidates could use the command word explain and explain the consequences for each of the hazards to people who use the settings.

Question 1(d)

(d) COSHH and HASAWA are examples of legislation.

Describe **two** reasons why legislation is important for safe working practices.

Reason 1

Reason 2

[4]

A variety of responses were seen for this question. Some were able to score the full 4 marks and were able to provide two clear and relevant descriptions. The most common responses centred around reducing accidents and injuries, providing guidelines and protecting individuals. Where some candidates lost out on marks was in just stating a reason without developing their response to give a description to support the given reason for example:

Answer 1: 'One reason is that the legislation will provide guidelines.' – This only scored 1 mark.

Answer 2: 'One reason is that legislation will provide guidelines, for example a person must have completed manual handling training before they are allowed to move patients.' – This response scored 2 marks; they had provided both a reason and had developed this response further by providing an example of such a guideline.

Question 2(a)

- (a) Describe **two** procedures that should be included in a food preparation and handling policy.

Procedure 1

Procedure 2

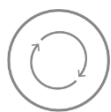
[4]

This was a well answered question; candidates, in the main, were very knowledgeable on procedures in a food preparation and handling policy.

The most common responses were good hygiene practices, e.g. washing hands, the prevention of cross-contamination, wearing PPE and good practice linked to food allergies.

Where candidates did not score marks it would appear that they had not read the question in its entirety; they only focused in on the word procedure and did not apply this to a food preparation and handling policy. We saw responses linked to fire evacuation, manual handling and a person's rights.

Assessment for learning



Candidates are able use the highlighter tool within Surpass. Candidates should be encouraged to use this so that they highlight key words/phrases within the questions; this should ensure that they read the question fully and in doing so address what is required.

Question 2(b)

- (b) Explain **one** consequence for an **employer** if they do not follow their food preparation and handling policy.

[2]

Generally this was answered well and the majority of candidates scored at least 1 mark. The most common responses were linked to disciplinary action and financial loss. Where candidates lost out on the second mark was in not providing a reason for the consequence.

Question 2(c)

- (c) Describe **one** role of health and safety policies.

[2]

This was a poorly answered question. Many candidates wrote about all risks being eliminated or even eradicating all hazards. Centres should reinforce to their candidates that hazards and risks can only be reduced/limited.

We did see a lot of responses that centred around 'ensures the work environment is **safe to work in/to keep people safe.**' Once again, candidates did not pick up the extra mark by extending their description to illustrate the role more effectively, e.g. 'Health and safety policies will ensure that the work environment keeps people safe (1) , this could be through the use of PPE (2).

Question 2(d)

- (d) State **two** ways that risk can be reduced when taking young adults on a day trip.

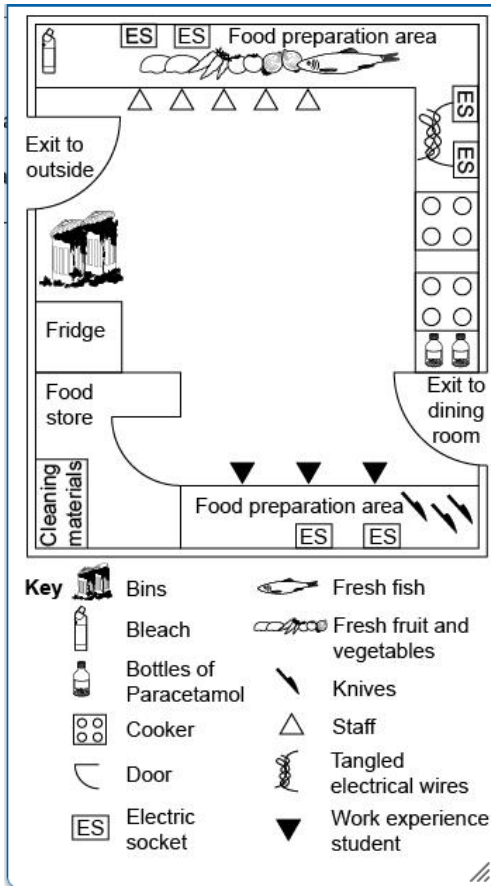
1

2

[2]

This was a well answered question. The most common responses were risk assessments , taking registers, correct staff – young adult ratio and the wearing of high vis jackets.

Question 3(a)*



(a)* Click on Fig 3.1. [Fig 3.1](#)

Describe **chemical** and **environmental** hazards you can see in the nursing home kitchen plan.

Explain who might be harmed by these hazards, and how.

We saw many comprehensive responses to this question. Candidates were able to describe both chemical and environmental hazards within Fig 3.1. It was obvious that centres had used previous past papers, however one key error we saw was in candidates citing hazards that were not within Fig 3.1 but they had been seen in past papers. Centres should reinforce to their candidates that they must use the Figure provided within the question paper. Candidates provided some very detailed explanations of how people could be harmed by the hazards and many were able to state who could be harmed.

Best practice for a question that asks for two different categories of hazards to be described would be to develop two distinct paragraphs.

Question 3(b)

(b) State different solutions for **two** of the hazards you have described in **3(a)**.

Hazard 1

Solution 1

Hazard 2

Solution 2

[2]

If the hazard was correct then generally candidates provided correct solutions.

The most common responses were:

- Bleach on the food preparation area – put the bleach into a locked cupboard.
- Overflowing bins – empty regularly.
- Cross-contamination – the use of different coloured chopping boards.

Question 4(a)*

(a)* A Day Care Centre looks after children with mobility difficulties.

Discuss how, as an employer, the Day Care Centre would respond to a flood.

[8]

As stated within the overview this was a poorly answered question; the majority of candidates only focused in on evacuation. The most common responses linked to evacuation were taking registers, to know the key procedures, e.g. taking residents to a designated assembly point and calling the emergency services.

Assessment for learning



This question drew on content from section 4.3 of the specification: responding to emergencies. The main focus of candidates for Question 4(a) was linked primarily to carrying out evacuations; a teaching point for future cohorts, if a comparable extended response question came up again with the command verb discuss, would be to direct them to address at least three of the aspects given within the specification.

Question 4(b)

(b) State **two** responsibilities of **employees** when responding to an emergency.

1

2

[2]

Generally this was answered well with the most common responses being call the emergency services, taking a register and prioritising people with mobility issues.

The question was about responsibilities when responding to an emergency; the most common error seen was in candidates answering about what they should do after the emergency, e.g. reviewing the risk assessment.

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