

Cambridge Technicals Health and Social Care

Unit 2C: Health and safety in practice

Level 2 Cambridge Technical in Health and Social Care
05880 - 05881

Mark Scheme for June 2023

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS**MARKING INSTRUCTIONS – FOR MARKING ON-SCREEN AND FOR PAPER BASED MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the on screen 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the on screen messaging system, or by email.
5. Crossed Out, Rubric Error (Optional Questions) and Multiple Responses

Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.












6. Always check the additional pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen. The 'link page' check box should be used within on screen marking to link candidate responses in additional objects to the corresponding question number.
 - a. Where additional objects are present, all pages must contain an annotation, or the system will not allow you to submit the script. Where no response is given by a candidate on a whole page the 'BP' annotation **must** be applied.
 - b. Where generic answer booklets are used, all pages must contain an annotation, or the system will not allow you to submit the script. Where no response is given by a candidate on a whole page the 'BP' annotation **must** be applied.
 - c. Where structured answer booklets are used, the 'BP' annotation **must** be applied to all pages where no response is given by a candidate.
7. There is a NR (No Response) option. Award NR (No Response)
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the questionNote: Award 0 marks – for an attempt that earns no credit (including copying out the question)

8. The on screen comments **box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the system messaging system, or e-mail.
9. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

Descriptor	Award mark
<ul style="list-style-type: none"> On the borderline of this level and the one below 	<ul style="list-style-type: none"> At bottom of level
<ul style="list-style-type: none"> Just enough achievement on balance for this level 	<ul style="list-style-type: none"> Above bottom and either below middle or at middle of level (depending on number of marks available)
<ul style="list-style-type: none"> Meets the criteria but with some slight inconsistency 	<ul style="list-style-type: none"> Above middle and either below top of level or at middle of level (depending on number of marks available)
<ul style="list-style-type: none"> Consistently meets the criteria for this level 	<ul style="list-style-type: none"> At top of level

10. Annotations

These are the annotations to be used when marking Unit 2.

Annotation	Meaning
	Tick – correct answer
	Cross – incorrect answer
	Level 1
	Level 2
	Level 3
	Benefit of doubt (This does count as a mark – so do not ‘tick’ as well)
	Omission mark
	Too vague
	Repeat
 or 	Noted but no credit given

Question		Answer	Marks	Guidance
1	(a)	<p>One mark for correct answer. One required</p> <p>Responsibility of individuals</p> <ul style="list-style-type: none"> • To follow instructions • To follow guidance • To listen to the provided instructions • To raise the alarm • Evacuate / follow evacuation procedures / exit the building • Alert / report to the Manager / staff 	<p>1 (1 x 1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> ^ TV REP SEEN </div> <p>Do not accept:</p> <ul style="list-style-type: none"> • Call the emergency services

Question		Answer	Marks	Guidance
1	(b)	<p>One mark for correct answer. One required</p> <p>Responsible for health and management in a nursing home:</p> <ul style="list-style-type: none"> • Employer • Owner • Board of directors / director • Manager / Head of the Nursing home 	<p>1 (1 x 1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>Do not accept:</p> <ul style="list-style-type: none"> • Employee • Carers

Question	Answer	Marks	Guidance
1	<p>(c) Two marks for each correct answer. Two required How legislation protects individuals:</p> <ul style="list-style-type: none"> • Reduces accidents and injuries by ensuring that the correct training has been provided • Residents are treated with dignity when carrying out manual handling • Correct procedures / guidance are in place to protect for example all hazardous substances are securely locked away • Protects from abuse and neglect through DBS checks being carried out • Data protection / confidentiality secure storage of documents • Risk assessments are carried out to ensure that activities / the use of equipment have had possible risks identified and solutions put in place to manages these risks • The use of PPE is used to ensure protection, e.g. hard hats on building sites and the use of disposable gloves when carrying out personal care • Will ensure that staff are monitored and supervised so that poor practice is eliminated and staff become more efficient in their working practices • Ensures equipment is in good working order to ensure that when used they are used for the purpose intended • All equipment is maintained to prevent accidents from happening, e.g. hoists • All hazardous substances are locked away securely to prevent unwanted access and misuse • All medicines are locked away securely to prevent unwanted access and misuse 	4 (2 x 2)	<p>Accept alternative wording and other appropriate answers</p> <p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>Two marks For a clear and relevant explanation of how legislation protects individuals</p> <p>One mark For an identification or brief explanation of how legislation protects individuals. Answer may be short, with very limited or no explanation content or vague in places</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-around; align-items: center;"> A TV REP SEEN </div> <p>Do not accept:</p> <ul style="list-style-type: none"> • Training - this is what individual settings would arrange • Prevents harm – must link to reduces the risk of harm • Keeps people safe / out of danger – must link to minimise • Protects (this is in the question)

Question	Answer	Marks	Guidance
1	<p>(d) One mark for each correct answer. Two required</p> <p>Examples of possible hazards that could occur in the reception area of a day centre for children:</p> <ul style="list-style-type: none"> • Furnishing and fittings - Broken furniture • Frayed carpet / slippery floor / spillages • Toys / deliveries (boxes) on the floor • Hot drinks • Parents / visitors with low level emotional control - aggression • Lack of security, e.g. anybody could enter the day centre / children could exit / intruders • Lack of ventilation • Blocking of fire exits • Infection or disease • Fire • Flood • Electricity – electrocution • Gas leak • Hazardous substances – cleaning substances • Wires trailing on the floor <p>The above list is not definitive. Accept other appropriate examples.</p>	2 (2 x 1)	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>Do not accept:</p> <ul style="list-style-type: none"> • Kidnapping • Poor lighting • Trip hazards - must provide an example of what could cause a trip hazard

Question	Answer	Marks	Guidance
1	<p>(e) One mark for each correct answer. Two required</p> <p>The types of hazards are</p> <p>Picture 1 = Fire</p> <p>Picture 2 = hazardous substances / chemical substances / chemical hazards / chemicals / cleaning products</p>	2 (2 x 1)	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1290 504 1711 603" style="border: 1px solid black; padding: 5px; text-align: center;"> ^ TV REP SEEN </div> <p>Do not accept:</p> <ul style="list-style-type: none"> • Bleach • Disinfectant • Laundry detergent • Oven cleaner • Gas leak

Question	Answer	Marks	Guidance
2	<p>(a) Two marks for each correct answer. Two required</p> <p>Procedures that should be included in a training and staff induction policy</p> <ul style="list-style-type: none"> • Introduction to the setting – its values and aims • Introduction to the various personnel - who's who • Understanding of own work role/place in the setting • A checklist of the different policies, e.g. manual handling and personal hygiene • Specific procedures to follow, e.g. manual handling • Fire safety practices and their role in fires drills / evacuation procedures • Safeguarding procedures – actions to take should they suspect abuse / a breach of procedures • Identifying the monitoring and supervision that will be provided • Outline performance management procedures • A glossary of key terms used within the organisation • CPD opportunities e.g. mental health first aid • The importance and the process of risk assessments • Awareness of first aiders / first aid provision • Effective communication skills – listening skills <p>The above list is not definitive. Accept other appropriate examples.</p>	4 (2 x 2)	<p>Accept alternative wording and other appropriate answers</p> <p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>Two marks For a clear and relevant description of a procedure that should be included in a training and staff induction policy</p> <p>One mark For an identification or brief description of a procedure that should be included in a training and staff induction policy. Answer may be short, with very limited or no descriptive content or vague in places</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> A TV REP SEEN </div> <p>Do not accept:</p> <ul style="list-style-type: none"> • Legislation • DBS – this will have already been carried out


Question	Answer	Marks	Guidance
2	<p>(b) Two marks for each correct answer. One required</p> <p>Consequences for an employer if a safeguarding policy has not been followed:</p> <ul style="list-style-type: none"> • Financial loss – fines • Prosecution • Financial loss – staff absence and having to pay for cover staff / to provide additional training • Financial loss – reputation is lowered so people may not choose to use this service • Low staff morale – this could result in staff taking time off work or not working as effectively causing even more problems – may result in more absence with the net consequence paying for cover staff • Negative judgments by inspection agencies, e.g. CQC, Ofsted and the Health and Safety Executive • Disciplinary action – warnings / suspension / increased monitoring / loss of job 	2 (1 x 2)	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>Two marks For a clear and relevant description of a consequence for an employer if a safeguarding policy has not been followed</p> <p>One mark For an identification or brief description of a consequence for an employer if a safeguarding policy has not been followed. Answer may be short, with very limited or no descriptive content or vague in places</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-around; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>Do not accept:</p> <ul style="list-style-type: none"> • Injury or harm • Disease or infection

Question	Answer	Marks	Guidance
2 (c)	<p>Two marks for each correct answer. One required</p> <p>Roles of health and safety policies</p> <ul style="list-style-type: none"> • To ensure that the setting meets the requirements of legislation, e.g. to ensure that hazardous substances are clearly labelled and are in secure storage when not being used • To ensure that settings have policies in place to minimise risks from potential hazards, e.g. to have a clear process for carrying out risk assessments • Policies set out the procedures to promote health and safety and minimise risk, e.g. practising evacuation procedures and using PPE • Specific policies will be developed if particular hazards have been identified in the setting, e.g. nappy changing policies • Employers, employees and individuals following procedures and in doing so will reduce risk, e.g. the correct procedure for manual handling 	2 (1 x 2)	<p>Accept alternative wording and other appropriate answers</p> <p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>Two marks For a clear and relevant description of a role of health and safety policies</p> <p>One mark For an identification or brief description of a role of health and safety policies. Answer may be short, with very limited or no descriptive content or vague in places</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1290 911 1711 1011" style="border: 1px solid black; padding: 5px; text-align: center;"> ^ TV REP SEEN </div> <p>Do not accept:</p> <ul style="list-style-type: none"> • To keep everyone safe

Question	Answer	Marks	Guidance
2 (d)	<p>One mark for each correct answer. One required</p> <p>Ways that risk can be reduced when helping children with an art activity:</p> <ul style="list-style-type: none"> • Supervision at all times • Tie hair back • Wear disposable aprons / aprons • Water based / nontoxic paints used • To wash hands after the activity • Children to be seated at a table • Use of safety scissors / child friendly materials • Ventilation if needed • Provide clear instructions • Clean up any spillages straight away 	1 (1 x 1)	<p>Accept alternative wording and other appropriate answers</p> <p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> ^ TV REP SEEN </div>

Question	Answer	Marks	Guidance
2 (e)	<p>One mark for each correct answer. One required</p> <p>Ways that risk can be reduced when preparing food in a nursery</p> <ul style="list-style-type: none"> • PPE used – disposable aprons, hair nets, disposable gloves • Hand washing procedures • The use of different coloured chopping boards to prevent cross contamination • All work surfaces and equipment are cleaned thoroughly • Clean surfaces with anti-bacterial spray • Wash fruit and veg before use • Check use by and eat by dates • Cook food thoroughly • Keep food covered 	1 (1 x 1)	<p>Accept alternative wording and other appropriate answers</p> <p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> ^ TV REP SEEN </div> <p>Do not accept:</p> <ul style="list-style-type: none"> • Gloves (must state disposable / plastic etc)

Question	Answer	Marks	Guidance	
			Content	Levels of response
3	(a)* Describe the physical and environmental hazards in the outdoor area of the hospital which is being re developed. Explain who might be harmed and how. <u>Physical hazards</u> <ul style="list-style-type: none"> Noise from the pneumatic drill / pneumatic drill Chips from drill Workers up ladders / height Electricity cables near to the path Electricity cables dangling down near to the entrance Vehicle dumping sand Building equipment / materials left near to the path to the Hospital <u>Environmental hazards</u> Dangerous activities: <ul style="list-style-type: none"> Working up a ladder with no hard hat No hard hats being worn by some workers Pouring sand onto the path Dragging a person in a wheelchair up the steps No ramp / steps 'unsupervised' tools / building equipment 	8	<p>This is a level of response question – marks are awarded on the quality of the response given. The focus of the question is describe and explain</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 - checklist:</p> <ul style="list-style-type: none"> Detailed description of both physical and environmental hazards Detailed explanation of who might be harmed and why Logically structured Factually accurate Correct use of terminology QWC – high <p>Level 2 – checklist:</p> <ul style="list-style-type: none"> Sound description of both physical and environmental hazards Sound explanation of who might be harmed and why Mostly relevant and accurate information QWC – mid-high Sub max of 4 for chemical or environmental hazards done well <p>Level 1 – checklist</p> <ul style="list-style-type: none"> Basic description of hazards Basic explanation of who might be harmed and why 	<p>Level 3: 7- 8 marks Answers provide a detailed description of both physical and environmental hazards. Answers will provide a detailed explanation of who might be harmed and why. Answers will be factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2: 4-6 marks Answers provide a sound description of both physical and environmental hazards. Answers will provide a sound explanation of who might be harmed and why. Answers will be factually accurate and mostly relevant. There may be some noticeable errors of grammar, punctuation and spelling. Sub max of 4 for physical or environmental hazards done well.</p> <p>Level 1: 1-3 marks Answers provide a basic description of at least one hazard, identifying who might be harmed with a basic description of why. Answers may be list like or muddled, demonstrating little knowledge or understanding. Errors of grammar, and spelling may be noticeable and intrusive.</p>

Question	Answer	Marks	Guidance	
			Content	Levels of response
	<p><u>Who might be harmed</u></p> <ul style="list-style-type: none"> • Hospital Staff • Agency staff • Visitors including children • Workers on site • Patients • Wheelchair users <p><u>How may be harmed</u></p> <ul style="list-style-type: none"> • Hearing problems • Headaches • Falling off ladder – sprains / broken bones / injured back / head injuries • Soft tissue injury • Tripping over cables • Electrocutation • Vehicle reversing too close to the path – knocking people over • Cutting self on equipment • Slipping on the sand on the path • Falling out of the wheelchair – sprains / broken bones 		<ul style="list-style-type: none"> • May identify rather than describe • May lack relevance to context <p>QWC – low</p> <p><u>Annotation</u></p> <p> against answers linked to physical and environmental hazards</p> <p>EG against answers linked to who might be harmed and how</p>	<p>0 marks – response not worthy of credit.</p>

Question	Answer	Marks	Guidance
3 (b)	<p>One mark for each action. Two required</p> <p><u>Physical hazards</u></p> <ul style="list-style-type: none"> • Noise from the pneumatic drill / drill – to wear ear protectors • Workers up ladders / height – to have a safety harness • Electricity cables near to the path – make sure these are secure in a box, away from the path • Electricity cables dangling down near to the entrance – have warning signs up to warn people of work in progress • Vehicle dumping sand – for the vehicle to be facing the other way and to dump sand away from the path • Building equipment left near to the path to the Hospital – remove and place in a secure area to prevent access / cordon off <p><u>Environmental hazards</u></p> <ul style="list-style-type: none"> • Working up a ladder with no hard hat – compulsory to wear a hard hat and a safety harness • No hard hats being worn by some workers – to wear a hard hat • Pouring sand onto the path – place in a more secure area away from the path • Dragging a person in a wheelchair up the steps – allocate an alternative entrance to <u>all</u> people • Steps – to have a ramp in addition • Close path whilst building work is being completed 	2 (2 x 1)	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>Do not accept:</p> <ul style="list-style-type: none"> • Steps being removed

Question	Answer	Marks	Guidance	
			Content	Levels of response
4	(a)*	8	<p>This is a level of response question – marks are awarded on the quality of the response given. The focus of the question is describe.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 – checklist:</p> <ul style="list-style-type: none"> Detailed description of the responsibilities of both an employer and a first aider Factually accurate Correct use of terminology QWC – high <p>Level 2 checklist:</p> <ul style="list-style-type: none"> Sound description of the responsibilities of both an employer and a first aider Factually accurate QWC – mid Sub-max of 4 for either employer or first aider done well <p>Level 1 checklist:</p> <ul style="list-style-type: none"> Limited / basic discussion Likely to identify points QWC – low 	<p>Level 3: 7- 8 marks There will be a detailed description of the responsibilities of both an employer (preparation) and a first aider (responding) in the event of an emergency. Answers will be factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2: 4-6 marks There will be a sound description of the responsibilities of both an employer (preparation) and a first aider (responding) in the event of an emergency. Answers will be factually accurate. There may be some noticeable errors of grammar, punctuation and spelling. Sub max of 4 for either employer or first aider done well</p> <p>Level 1: 1-3 marks Answers provide a basic description. Answers may be list like or muddled, demonstrating little knowledge or understanding. Errors of grammar, and spelling may be noticeable and intrusive. 0 marks – response not worthy of credit</p>

Question	Answer	Marks	Guidance
4	<p>(b) Two marks for describing a procedure that should be part of the review. One required</p> <p>Determine if policies were followed:</p> <ul style="list-style-type: none"> • interviewing staff and residents – asking specific questions, e.g. how quickly was everyone evacuated? Did all staff follow the set procedures? • observations • looking at CCTV footage <p>Make changes to the policy:</p> <ul style="list-style-type: none"> • Reflect on actions made during the emergency – were they adequate? • Developing more secure actions for minimising risks • Interviewing staff and getting their thoughts on any specific improvements needed 	2 (1 x 2)	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>Two marks For a clear and relevant description of a procedure</p> <p>One mark For an identification or brief description of a procedure. Answer may be short, with very limited or no descriptive content or vague in places</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-around; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div>

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