

SAMPLE ASSESSMENT MATERIAL

Level 3 Cambridge Technical in Health and Social Care

05830/ 05831/ 05832/ 05833

Unit 3: Health, safety and security in health and social care

Date – Morning/Afternoon

Time Allowed: 1 hour 30 minutes



You must have:

- None

You may use:

- None

Do not use:

- None



First Name						Last Name					
Centre Number						Candidate Number					
Date of Birth											

INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer **all** the questions.
- Write your answer to each question in the space provided.
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is **60**.
- The marks for each question are shown in brackets [].
- Quality of extended responses will be assessed in questions marked with an asterisk (*).
- This document consists of **13** pages.

Answer **all** questions.

1 (a) Describe **two** examples of chemical hazards that may be found in a care home.

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..... [4]

(b) Irene has a learning disability and lives independently. She has three carers. She notices that money is going missing from her purse.

Identify the type of abuse taking place and describe what effect this might have on Irene.

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.....
.....
..... [3]

(c) Describe why a charity that works with older people would use the Disclosure and Barring Service when recruiting volunteers.

.....

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..... [2]

3 The fire alarm is suddenly activated in a care home where some of the residents are wheelchair users.

(a) Identify **three** stages of an evacuation procedure that should be followed.

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..... [3]

- (c) Amanjot, a first aider, arrives at the scene of an accident where an elderly person has had a fall in a care home.

Describe **two** of Amanjot's responsibilities.

1

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..... [2]

2

.....

.....

..... [2]

END OF QUESTION PAPER

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Sample Mark Scheme

LEVEL 3 CAMBRIDGE TECHNICAL IN HEALTH AND SOCIAL CARE

05830/ 05831/ 05832/ 05833 Unit 3: Health, safety and security in health and social care

MARK SCHEME

Duration: 1 hour 30 minutes

MAXIMUM MARK 60

Question		Answer	Marks	Guidance
1	(a)	<p>Any of the following:</p> <ul style="list-style-type: none"> • cleaning products – bleach, sprays, fluids • medicines – not prescribed, out of date • solvents – glue, hairspray, paint • paint • ink • pesticides – in gardening sprays • detergents – washing powders/liquids • asbestos – in old buildings <p>Accept other appropriate chemical hazards that are relevant to a care home.</p>	4	<p>Give 2 marks for each hazard identified and description. Briefly mentioning types of chemical hazards is not sufficient to achieve more than 2 marks. Detail is required.</p>
1	(b)	<p>Identification:</p> <ul style="list-style-type: none"> • financial abuse (also accept intentional abuse) <p>Effects:</p> <ul style="list-style-type: none"> • loss of trust in her carers • sad • upset • angry • vulnerable. <p>Accept other appropriate answers that are relevant to Irene's situation.</p>	3	

Question		Answer	Marks	Guidance
1	(c)	<p>Hazards:</p> <ul style="list-style-type: none"> • passing motor vehicles e.g. cars, lorries • trip hazards e.g. barriers, other children, untied shoe laces • temperature e.g. could be a hot or cold day • weather e.g. rain, wind <p>This list is not exhaustive, accept other valid hazards.</p>	5	<p>The focus of the question is explanation.</p> <p>Sub-max of 3 for two hazards described well or only one explanation of hazards.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
1	(d)*	<p>Importance of risk assessments:</p> <ul style="list-style-type: none"> • awareness and identification of potential hazards • awareness and identification of actual hazards • identification of those at risk e.g. employees, residents/patients (general), residents/patients (specific) • eliminating and/or controlling the hazard • preventing injuries • preventing illnesses • evaluating the likelihood of a hazardous incident occurring e.g. using likelihood scales <p>Accept other appropriate reasons for carrying out a risk assessment.</p>	10	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is analysis.</p> <p>Level 3 checklist <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 checklist <i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p> <p>Level 1 – checklist <i>The information is basic and</i></p>	<p>Level 3 (8–10 marks) Answer provides a detailed analysis/discussion of at least two important reasons for carrying out a risk assessment. Answers will be coherent and factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (4–7 marks) Answer provides a sound analysis/discussion of one or two important reasons for carrying out a risk assessment. Answers will be factually accurate, using appropriate terminology.</p>

Question	Answer	Marks	Guidance	
			Content	Levels of response
			<p><i>communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear</i></p> <p>Quality of analysis is required to achieve Level 2 and 3. Brief statements of what should happen are not sufficient to achieve more than 3 marks.</p>	<p>There may be some noticeable errors of grammar, punctuation and spelling.</p> <p>Sub-max 5 – for one important reason that is well discussed.</p> <p>Level 1 (1–3 marks) Answer provides a limited attempt at analysis/discussion of reasons to carry out a risk assessment. Answers are likely to be descriptive or at the bottom end list like. Answers may be muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling will be noticeable and intrusive.</p> <p>0 marks = response not worthy of credit</p>

Question		Answer	Marks	Guidance
2	(a)	<p>One mark for correct answer, one required.</p> <ul style="list-style-type: none"> Food Safety (General Food Hygiene) Regulations 1995 	1	No other answers are acceptable.

Question		Answer	Marks	Guidance	
				Content	Levels of response
2	(b)*	<p>One of the following pieces of legislation should be evaluated:</p> <ul style="list-style-type: none"> Health and Safety at Work Act 1974 Management of Health and Safety at Work Regulations 1999 Food Safety Act 1990 Food Safety (General Food Hygiene) Regulations 1995 Manual Handling Operations Regulations 1992 Reporting of Injuries, Diseases and Dangerous Regulations (RIDDOR) 2013 Data Protection Act 1998 Control of Substances Hazardous to Health (COSHH) 2002 Civil Contingences Act 2004 	10	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is evaluation.</p> <p>Level 3 checklist <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 checklist <i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p> <p>Level 1 – checklist <i>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the</i></p>	<p>Level 3 (8–10 marks) Answer provides a detailed evaluation of one piece of health and safety legislation. It must be evaluated e.g. strengths and/or weaknesses discussed and explained. It must explain reasons for the legislation along with examples related to a health and social care setting. Answers will be coherent and factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (4–7 marks) Answer provides a sound evaluation of one piece of health and safety legislation. Some strengths and/or weaknesses discussed and explained. Attempts at explaining reasons for the</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
					<p><i>relationship to the evidence may not be clear</i></p> <p>Quality of evaluation is required to achieve Level 2 and 3.</p> <p>Brief statements about the legislation are not sufficient to achieve more than 3 marks.</p>	<p>legislation along with examples related to a health and social care setting have been made. Answers will be factually accurate, using appropriate terminology. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p>Sub-max 5 – mainly explanation with limited attempts at evaluation.</p> <p>Level 1 (1–3 marks) Answer provides a limited attempt at the question. Answers are likely to be descriptive or at the bottom end list like. Answers may be muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling will be noticeable and intrusive.</p> <p>0 marks = response not worthy of credit</p>

Question		Answer	Marks	Guidance
2	(c)	<p>Accept the following:</p> <ul style="list-style-type: none"> to ensure the volunteers are safe to work with older people to ensure that they are hiring/selecting suitable volunteers to work with older people to follow legislation as all organisations working with clients have to carry out a DBS check. <p>Accept any other appropriate answers.</p>	2 (2x1)	<p>2 marks = one reason identified and described. 1 mark = one reason identified 0 marks = response not worthy of credit</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
2	(d)*	<p>Accept the following answers;</p> <ul style="list-style-type: none"> staff training posters and signs visible in the workplace assemblies for pupils about health and safety in schools staff meetings about health and safety set up a health and safety committee in school deliver PSHE days about health and safety have displays boards in school about health and safety in the workplace school staff to be given relevant up to date training on health and safety or specific areas of health and safety e.g. fire regulations. carry out risk assessments and act on the controls and recommendations. discipline staff or pupils who break health and safety policies and procedures appropriately. 	10	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is analysis.</p> <p>Level 3 checklist <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 checklist <i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	<p>Level 3 (8–10 marks) Answer provides a detailed analysis/discussion of at least three ways in which a headteacher should approach health and safety with their employees and students in the workplace. Answers will be coherent and factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (4–7 marks) Answer provides a sound analysis/discussion of at least three ways in which a headteacher should</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		Accept other appropriate reasons for ways in which headteachers can promote, maintain and enforce health and safety policies and procedures.		<p>Level 1 – checklist <i>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear</i></p> <p>Quality of analysis is required to achieve Level 2 and 3. Brief statements of what should happen are not sufficient to achieve more than 3 marks.</p>	<p>approach health and safety with their employees and students in the workplace. Answers will be factually accurate, using appropriate terminology. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p>Sub-max 5 – at least two ways in which a headteacher should approach health and safety with their employees and students in the workplace should have been done well.</p> <p>Level 1 (1–3 marks) Answer provides a limited attempt at analysis/discussion at least one ways in which a headteacher should approach health and safety with their employees and students in the workplace. Answers are likely to be descriptive or at the bottom end list like. Answers may be muddled, demonstrating little knowledge or understanding.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
						<p>Errors of grammar and spelling will be noticeable and intrusive.</p> <p>0 marks = response not worthy of credit</p>

Question			Answer	Marks	Guidance
3	(a)		<p>One mark for each correct answer, three required.</p> <ul style="list-style-type: none"> • identification of the fire • notifying the Fire Service • implementing Fire Evacuation policies and procedures • evacuating residents to the assembly points • carrying out a head count/record check so that everyone is accounted for. 	<p>3 (3x1)</p>	

Question			Answer	Marks	Guidance	
					Content	Levels of response
3	(b)*		<p>Possible consequences:</p> <ul style="list-style-type: none"> • harm, injury to, death of residents • harm, injury to, death of staff • disciplinary action • prosecution under the Health and Safety at Work Act • being sued by residents and/or their families • criminal charges <p>This list is not exhaustive, accept other appropriate consequences of not following the correct evacuation</p>	<p>8</p>	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is explanation.</p> <p>Level 3 checklist <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is</i></p>	<p>Level 3 (7 - 8 marks) Answer provides a detailed explanation of at least two consequences of not following the correct evacuation procedure in a care home. Answers will be coherent using correct terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p>

Question	Answer	Marks	Guidance	
			Content	Levels of response
	procedure.		<p><i>relevant and substantiated.</i></p> <p>Level 2 checklist <i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p> <p>Level 1 – checklist <i>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear</i></p>	<p>Level 2 (4 – 6 marks) Answer provides a sound explanation of two consequences of not following the correct evacuation procedure. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p>Sub-max of 5 one possible consequence of not following the correct evacuation procedure is explained well.</p> <p>Level 1 (1–3 marks) Answer provides a limited explanation of the possible consequences of not following the correct evacuation procedure Answers may be list like or muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p>0 marks = response not worthy of credit</p>

Question		Answer	Marks	Guidance
3	(c)	<p>One mark for each identification (max 2) and one mark for description (max 2 marks) for both 1 and 2.</p> <p>Accept the following answers;</p> <ul style="list-style-type: none"> • assess for danger • prioritise her workload • maintaining respect and dignity of those injured/hurt • administering First Aid <p>Accept other appropriate answers.</p>	<p>4</p> <p>(2)</p> <p>(2)</p>	