



# **Cambridge Technicals Health and Social Care**

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

Level 3 Cambridge Technical in Health and Social Care  
**05830 - 05833**

## **Mark Scheme for January 2019**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

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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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These are the annotations to be used when marking Unit 3.

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><b>One</b> mark for each incident or emergency identified. <b>Three</b> required  <b>One</b> mark for each setting identified. <b>Three</b> required</p> <p><b>Examples of incidents and emergencies:</b></p> <ul style="list-style-type: none"> <li>• critically serious accidents / injuries</li> <li>• exposure to infections e.g. bodily fluids, infectious diseases</li> <li>• exposure to chemicals / asbestos</li> <li>• spillages which could cause serious harm e.g. chemicals</li> <li>• intruders</li> <li>• aggressive and dangerous encounters (e.g. intoxicated individuals)</li> <li>• fire</li> <li>• floods</li> <li>• loss of water supply / contaminated water</li> <li>• other critical incidents (e.g. power cut, terrorist attack or threat; bomb threat)</li> <li>• severe weather e.g. heavy snow</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Child Care settings</b></p> <ul style="list-style-type: none"> <li>• breakfast club</li> <li>• child minder</li> <li>• children's centre</li> <li>• children's home</li> <li>• crèche</li> <li>• foster home</li> <li>• playgroup</li> <li>• preschool</li> <li>• primary school/</li> <li>• infant/junior</li> <li>• secondary school</li> <li>• youth centre</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Health Care settings</b></p> <ul style="list-style-type: none"> <li>• clinic</li> <li>• dental practice</li> <li>• drop-in centre</li> <li>• GP surgery</li> <li>• health centre</li> <li>• hospital</li> <li>• medical centre</li> <li>• nursing home</li> <li>• opticians</li> <li>• pharmacy</li> <li>• own home</li> </ul> </td> </tr> </table> <p>Accept any other appropriate health or child care setting.  Do not accept repeats within either category.</p>	<p><b>Child Care settings</b></p> <ul style="list-style-type: none"> <li>• breakfast club</li> <li>• child minder</li> <li>• children's centre</li> <li>• children's home</li> <li>• crèche</li> <li>• foster home</li> <li>• playgroup</li> <li>• preschool</li> <li>• primary school/</li> <li>• infant/junior</li> <li>• secondary school</li> <li>• youth centre</li> </ul>	<p><b>Health Care settings</b></p> <ul style="list-style-type: none"> <li>• clinic</li> <li>• dental practice</li> <li>• drop-in centre</li> <li>• GP surgery</li> <li>• health centre</li> <li>• hospital</li> <li>• medical centre</li> <li>• nursing home</li> <li>• opticians</li> <li>• pharmacy</li> <li>• own home</li> </ul>	6 (3 x 1) + (3 x 1)	<p><b>Annotation:</b>  The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p><b>Accept:</b></p> <p>Examples of incidents or emergencies e.g. outbreak of chicken pox</p> <p><b>Do not accept</b></p> <p>Hazards e.g. trip and slip hazards, broken locks, chemicals left unattended, loss of hot water</p> <p>Malpractice e.g. staff giving a patient the wrong blood, incorrect manual handling</p> <p>Repeated settings</p> <p>Social settings e.g. care home; residential home</p> <p>Vague responses e.g. Doctors, Dentists, Care homes, spills</p>
<p><b>Child Care settings</b></p> <ul style="list-style-type: none"> <li>• breakfast club</li> <li>• child minder</li> <li>• children's centre</li> <li>• children's home</li> <li>• crèche</li> <li>• foster home</li> <li>• playgroup</li> <li>• preschool</li> <li>• primary school/</li> <li>• infant/junior</li> <li>• secondary school</li> <li>• youth centre</li> </ul>	<p><b>Health Care settings</b></p> <ul style="list-style-type: none"> <li>• clinic</li> <li>• dental practice</li> <li>• drop-in centre</li> <li>• GP surgery</li> <li>• health centre</li> <li>• hospital</li> <li>• medical centre</li> <li>• nursing home</li> <li>• opticians</li> <li>• pharmacy</li> <li>• own home</li> </ul>				

Question	Answer	Marks	Guidance
1 (b)	<p><b>One</b> mark for each reason. <b>Three</b> required</p> <ul style="list-style-type: none"> <li>• to identify potential hazards/risks/ dangers</li> <li>• to reduce hazards/risks/dangers</li> <li>• to avoid harm/injuries/accidents</li> <li>• to plan for potential incidents e.g. so staff know what to do if there is an incident</li> <li>• it is a legal requirement</li> <li>• to comply with health and safety legislation</li> <li>• to comply with nursery policies/procedures</li> <li>• to avoid disciplinary action/legal consequences</li> </ul> <p>The wording given by the candidates does not have to match those given above.</p>	3 (3x1)	<p><b>One</b> mark for any of the listed reasons. Accept alternative wording.</p> <p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> <span style="border: 1px solid red; padding: 2px 5px;">^</span> <span style="border: 1px solid red; padding: 2px 5px;">TV</span> <span style="border: 1px solid red; padding: 2px 5px;">REP</span> <span style="border: 1px solid red; padding: 2px 5px;">SEEN</span> </div> <p><b>Do not accept</b></p> <p>Examples of hazards e.g. children may get lost. Must give a reason for a risk assessment</p> <p>‘eliminate’ risks</p> <p>prevent hazards</p> <p>ensure children are not put in (any) danger</p> <p>ensure safety</p>

Question		Answer/Indicative content	Marks	Guidance	
				Content	Levels of response
1	(c)*	<p><b>A description of how both direct and indirect costs:</b></p> <p><b>Direct costs:</b></p> <ul style="list-style-type: none"> <li>• Compensation claims / being sued</li> <li>• Fines due to prosecution</li> <li>• Increase in public liability insurance</li> <li>• Sick pay</li> <li>• Legal representation</li> </ul> <p><b>Indirect costs:</b></p> <ul style="list-style-type: none"> <li>• Recruitment costs</li> <li>• Overtime payments</li> <li>• Staff training</li> <li>• Low staff morale/high staff turnover</li> <li>• Loss of reputation/customers</li> <li>• Closure loss of profit/business</li> </ul> <p><b>Examiners note:</b> Consequences must be for the employer. Do not accept consequences linked to employees</p> <p><b>Do not accept</b> responses linked to disciplinary action unless linked to cost</p> <p>Being fired/loss of job</p>	7	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is <b>description</b>.</p> <p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist:</b></p> <ul style="list-style-type: none"> <li>• detailed description</li> <li>• balance of direct and indirect costs</li> <li>• explicit reference to direct/indirect</li> <li>• correct use of terminology</li> <li>• QWC – high</li> </ul> <p><b>Level 2 checklist:</b></p> <ul style="list-style-type: none"> <li>• sound description</li> <li>• some reference to both direct and indirect costs may be implicit</li> <li>• mostly relevant and accurate information</li> <li>• QWC – mid</li> </ul> <p><b>Level 1 checklist</b></p> <ul style="list-style-type: none"> <li>• limited / basic description</li> <li>• may only reference either direct or indirect costs</li> <li>• limited structure, may be list like or muddled</li> <li>• QWC – low</li> </ul>	<p><b>Level 3 (6–7 marks)</b> Answers provide a detailed description of direct and indirect costs for an employer if they fail to carry out a risk assessment. Answers will be explicitly linked to costs for an employer and explicitly refer to both types. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2 (4–5 marks)</b> The answer provides a sound description of direct and indirect costs for an employer if they fail to carry out a risk assessment. May not explicitly refer to direct/indirect costs. Answers will be factually accurate. There may be some errors of grammar, punctuation and spelling. <b>Sub max of 4</b> for either direct or indirect costs done well</p> <p><b>Level 1 (1–3 marks)</b> Answer provides a limited or basic description of the costs of failing to carry out a risk assessment. May not include examples of both direct and indirect costs. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p><b>0 marks</b> = response not worthy of credit</p>

Question		Answer/Indicative content	Marks	Guidance	
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Question	Answer			Marks	Guidance																															
1	(d)	<table border="1"> <thead> <tr> <th>Type of hazard</th> <th>Example</th> <th>Effect</th> </tr> </thead> <tbody> <tr> <td>Environmental</td> <td>Wet floors Uneven surfaces</td> <td>Injury, e.g. broken bones, cuts, bruises, slipping, tripping</td> </tr> <tr> <td>Biological</td> <td>Bodily waste e.g. vomit, faeces, blood, sputum, urine, contact with animals</td> <td>Infections/illness/time off work</td> </tr> <tr> <td>Chemical</td> <td>Cleaning materials</td> <td>Harm, e.g. poisoning, skin irritation, damage to eyes</td> </tr> <tr> <td>Psychological</td> <td>Mental health, stress, anxiety, fatigue</td> <td>Challenging behaviour, e.g. anger Distress, e.g. upset, unhappy, stressed,</td> </tr> <tr> <td>Physical</td> <td>Noise of traffic/people/heights/temperature / light / radiation/overcrowding</td> <td>Illness, e.g. headache Distress, e.g. anxiety, upset, unhappy, stressed, injury e.g. falling</td> </tr> <tr> <td>Musculoskeletal</td> <td>Manual handling/ DSE</td> <td>Injury, e.g. back, muscles, joints Time off work</td> </tr> <tr> <td>Working conditions</td> <td>Temperature / light</td> <td>Illness e.g. headache Distress, e.g. anxiety, upset, unhappy, stressed,</td> </tr> <tr> <td>Working practices</td> <td>Insufficient staff, inadequate equipment, lack of training</td> <td>Low morale, stress, accidents, injury, harm, children may get lost</td> </tr> <tr> <td>Lack of security</td> <td>Inadequate alarm systems/door locks</td> <td>Injury, harm, getting lost or being abducted, Disciplinary action (staff)</td> </tr> </tbody> </table>	Type of hazard	Example	Effect	Environmental	Wet floors Uneven surfaces	Injury, e.g. broken bones, cuts, bruises, slipping, tripping	Biological	Bodily waste e.g. vomit, faeces, blood, sputum, urine, contact with animals	Infections/illness/time off work	Chemical	Cleaning materials	Harm, e.g. poisoning, skin irritation, damage to eyes	Psychological	Mental health, stress, anxiety, fatigue	Challenging behaviour, e.g. anger Distress, e.g. upset, unhappy, stressed,	Physical	Noise of traffic/people/heights/temperature / light / radiation/overcrowding	Illness, e.g. headache Distress, e.g. anxiety, upset, unhappy, stressed, injury e.g. falling	Musculoskeletal	Manual handling/ DSE	Injury, e.g. back, muscles, joints Time off work	Working conditions	Temperature / light	Illness e.g. headache Distress, e.g. anxiety, upset, unhappy, stressed,	Working practices	Insufficient staff, inadequate equipment, lack of training	Low morale, stress, accidents, injury, harm, children may get lost	Lack of security	Inadequate alarm systems/door locks	Injury, harm, getting lost or being abducted, Disciplinary action (staff)			<p><b>6</b> (2 x 1) (2 x 2)</p>	<p><b>One</b> mark for naming a type of hazard. Only accept those listed.</p> <p><b>If hazard is incorrect do not mark the example and effect.</b></p> <p><b>One</b> mark for an example that is relevant to the type of hazard</p> <p><b>One</b> mark for an effect that is relevant to the type of hazard</p> <p>NB – The effects may be interchangeable and effects may be repeated</p> <p>Do not accept repeats of types or examples</p> <p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div data-bbox="1617 1177 1982 1257" style="border: 1px solid black; padding: 5px; text-align: center;"> <span style="border: 1px solid red; padding: 2px;">^</span> <span style="border: 1px solid red; padding: 2px;">TV</span> <span style="border: 1px solid red; padding: 2px;">REP</span> <span style="border: 1px solid red; padding: 2px;">SEEN</span> </div>
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Question		Answer/Indicative content	Marks	Guidance	
				Content	Levels of response
2	(a)*	<p><b>The manager must ensure that data protection principles are complied with, e.g.</b></p> <ul style="list-style-type: none"> <li>• all data must be fairly and lawfully processed</li> <li>• only used for the purpose intended</li> <li>• is adequate, relevant and not excessive</li> <li>• is accurate / and kept up-to-date</li> <li>• is not kept longer than necessary</li> <li>• is processed in accordance with rights e.g. permission sought for sharing data</li> <li>• is not transferred outside the EU</li> </ul> <p><b>Implementation actions:</b></p> <ul style="list-style-type: none"> <li>• training staff in data protection principles</li> <li>• training staff to keep accurate written records</li> <li>• holding staff meetings to share procedures</li> <li>• ensuring they have signed consent for data sharing</li> <li>• ensuring data protection information/consent forms are accessible to the audience (e.g. appropriate language used for children/vulnerable adults)</li> <li>• putting policies, procedures, systems in place e.g. to ensure data is kept securely (password protected / locked cabinets)</li> <li>• putting up posters</li> <li>• reviewing policies regularly</li> <li>• investigating and reporting breaches of data protection</li> <li>• shredding unnecessary documents</li> <li>• deleting unnecessary data</li> </ul>	6	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is <b>description</b>.</p> <p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist:</b></p> <ul style="list-style-type: none"> <li>• detailed description</li> <li>• clear knowledge &amp; understanding of data protection principles</li> <li>• provides explicit examples of how a manager can implement data protection principles</li> <li>• Correct use of terminology</li> <li>• QWC - high</li> </ul> <p><b>Level 2 checklist:</b></p> <ul style="list-style-type: none"> <li>• sound description</li> <li>• reference to DP principles may be implicit or generic</li> <li>• mostly relevant and accurate information</li> <li>• QWC – mid</li> </ul> <p><b>Level 1 checklist</b></p> <ul style="list-style-type: none"> <li>• limited / basic description</li> <li>• may briefly identify principles/actions</li> <li>• limited structure, may be list like or muddled</li> </ul>	<p><b>Level 3 (5-6 marks)</b> Answers provide a detailed description which includes the principles of data protection and how to implement them in practice. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2 (3-4 marks)</b> Answer provides a sound description of implementing data protection principles. Answers will be factually accurate. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p><b>Sub-max 3 marks</b> One action done well</p> <p><b>Level 1 (1–2 marks)</b> Answer provides a limited or basic description of implementing data protection principles. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p>

Question		Answer/Indicative content	Marks	Guidance	
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		<p><b>Accept</b> references to GDPR 2018</p> <p><b>Do not accept:</b> data must be confidential without clarification relating to the legislation</p> <p><b>Level 3 e.g.</b> The manager will need to put policies in place which outline procedures for staff to follow when processing patients' data. Staff will need to receive training to ensure they do not keep data for longer than necessary.</p> <p><b>Level 2 e.g.</b> The manager keeps policies updated.</p>		<ul style="list-style-type: none"> <li>QWC – low</li> </ul>	<p><b>0 marks</b> = response not worthy of credit</p> <p><b>SEEN</b> for a zero mark response</p>

Question	Answer/Indicative content	Marks	Guidance	
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2	(b)* <b>A safeguarding policy will promote children's safety by ensuring:</b> <ul style="list-style-type: none"> <li>• children are protected from harm or abuse</li> <li>• safeguarding includes (but is not limited to) child protection</li> <li>• children are valued, respected, listened to</li> <li>• staff have training in how to respond to safeguarding concerns</li> <li>• policies and procedures are put in place to ensure children's safety is promoted e.g. lone working, e-safety, anti-bullying</li> <li>• posters and information is available to ensure children and adults know who to contact for help or support</li> <li>• there is a designated safeguarding officer who ensures policies and procedures are in place, investigates concerns, supervises team around the child</li> <li>• there is a key person responsible for child protection so staff can report concerns</li> <li>• all adults working with children are DBS checked / not on a barred list</li> <li>• all adults working with children who are not DBS checked are accompanied</li> <li>• the physical environment is safe for children, e.g. risk assessments are carried out, security measures are put in place</li> <li>• staff collaborate to share safeguarding information</li> </ul>	9	<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><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist:</b></p> <ul style="list-style-type: none"> <li>• detailed explanation</li> <li>• clear knowledge &amp; understanding of safeguarding is demonstrated</li> <li>• provides examples of working practices which promote the safety of children</li> <li>• Correct use of terminology</li> <li>• QWC - high</li> </ul> <p><b>Level 2 checklist:</b></p> <ul style="list-style-type: none"> <li>• sound explanation</li> <li>• some knowledge of safeguarding procedures/practices</li> <li>• examples may lack context or depth</li> <li>• mostly relevant and accurate information</li> <li>• QWC – mid</li> </ul> <p><b>Level 1 checklist</b></p> <ul style="list-style-type: none"> <li>• limited / basic explanation</li> <li>• limited knowledge of safeguarding</li> <li>• limited structure, may be list like or muddled</li> <li>• QWC – low</li> </ul>	<p><b>Level 3 (7-9 marks)</b> Answers provide a detailed explanation that demonstrates understanding of how a safeguarding policy promotes children's safety. Detailed examples are provided which are clearly linked to the context. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2 (4-6 marks)</b> The answer provides a sound explanation of how a safeguarding policy promotes children's safety with some brief examples. Answers will be factually accurate. There may be some noticeable errors of grammar, punctuation and spelling. <b>Sub-max 4 marks</b> If only one way, explained in depth.</p> <p><b>Level 1 (1-3 marks)</b> Answer provides a limited or basic explanation of how a safeguarding policy promotes children's safety. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p><b>0 marks</b> = response not worthy of credit</p>

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2 (c)	<p><b>One mark for each identification, four required</b></p> <p><b>Consequences for staff:</b></p> <ul style="list-style-type: none"> <li>• lack of understanding e.g. how to stay healthy and safe at work, safe working practices, correct manual handling procedures</li> <li>• Disciplinary action, e.g. verbal/written warning, lose their job</li> <li>• Removal from professional register</li> <li>• Injury, harm or death</li> </ul> <p><b>Consequences for children:</b></p> <ul style="list-style-type: none"> <li>• injury, harm or death, e.g. food poisoning, accident, infection</li> <li>• they may be vulnerable to abuse / harm (unintentional abuse)</li> <li>• being exposed to hazards</li> <li>• change preschool (if closed down)</li> <li>• receive poor standards of care</li> <li>• being removed from the preschool</li> </ul>	<p><b>4</b> (4x1)</p>	<p><b>One mark for any of the listed reasons. Accept alternative wording.</b></p> <p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <span style="border: 1px solid red; padding: 2px;">A</span> <span style="border: 1px solid red; padding: 2px;">TV</span> <span style="border: 1px solid red; padding: 2px;">REP</span> <span style="border: 1px solid red; padding: 2px;">SEEN</span> </div> <p><b>Do not accept:</b></p> <p>Staff: Prosecution Imprisonment Being sued</p> <p>Children Being in danger</p> <p>Repeats, e.g. injury and death</p>

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3	(a)*	6	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is description.</p> <p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist:</b></p> <ul style="list-style-type: none"> <li>• detailed description</li> <li>• clear knowledge &amp; understanding of first aider and care home manager responsibilities</li> <li>• A balance of examples of actions by <b>both</b> the first aider and care home manager</li> <li>• examples of actions provided</li> <li>• Correct use of terminology</li> <li>• QWC - high</li> </ul> <p><b>Level 2 checklist:</b></p> <ul style="list-style-type: none"> <li>• sound description</li> <li>• some knowledge and understanding of first aider and/or care home manager responsibilities</li> <li>• examples of actions provided</li> <li>• QWC – mid</li> </ul> <p><b>Level 1 checklist</b></p> <ul style="list-style-type: none"> <li>• limited / basic description</li> <li>• lacks knowledge and understanding of first aider and/or care home manager responsibilities</li> <li>• limited examples of actions</li> <li>• limited structure, may be list like or muddled</li> </ul>	<p><b>Level 3 (5–6 marks)</b> Answers provide a detailed description of actions which may be taken when a resident falls and injures themselves. Answers will be balanced including both the first aider and care home manger. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2 (3–4 marks)</b> The answer provides a sound description of actions which may be taken by a first aider and/or care home manager when a resident falls and injures themselves. Answers will be factually accurate. There may be some errors of grammar, punctuation and spelling. <b>Sub max of 3</b> for actions by only the first aider or care home manager</p> <p><b>Level 1 (1–2 marks)</b> Answer provides a limited or basic description of actions which may be taken when a resident falls and injures themselves. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p><b>0 marks</b> = response not worthy of credit</p> <p><b>SEEN</b> for a zero mark response</p>

Question	Answer/Indicative content	Marks	Guidance	
			Content	Levels of response
	<p>individual and/or those present, inspecting the location of the fall</p> <ul style="list-style-type: none"> <li>review and update policies and procedures</li> <li>implement new policies if necessary</li> <li>carry out further training</li> </ul> <p>Do not accept first aid actions</p>		<ul style="list-style-type: none"> <li>QWC – low</li> </ul>	
3	(b)*	4	<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><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 2 checklist:</b></p> <ul style="list-style-type: none"> <li>detailed explanation</li> <li>knowledge &amp; understanding of both why abuse occurs and its effect</li> <li>relevant to a residential care setting</li> <li>Correct use of terminology</li> <li>QWC - high</li> </ul> <p><b>Level 1 checklist</b></p> <ul style="list-style-type: none"> <li>basic explanation</li> <li>limited knowledge of either why abuse occurs or its effect</li> <li>may not give examples</li> <li>may not be relevant to a residential care setting</li> <li>limited structure, may be list like or muddled</li> </ul>	<p><b>Level 2 (3-4 marks)</b> The answer provides a detailed explanation of why unintentional abuse may occur and its possible effects. Answers will include examples which are relevant to residential care settings. Answers will be factually accurate. There may be some errors of grammar, punctuation and spelling.</p> <p><b>Sub max of 2</b> for only why abuse occurs or its effects</p> <p><b>Level 1 (1–2 marks)</b> Answer provides a limited or basic explanation of either why unintentional abuse may occur or effects of unintentional abuse. Examples may not be provided. May not be linked to a residential care setting. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p>

Question	Answer/Indicative content	Marks	Guidance	
			Content	Levels of response
	<ul style="list-style-type: none"> <li>Neglect – e.g resident's physical or emotional needs are not met</li> </ul> <p>Accept other appropriate effects Do not accept malpractice unless clarified Do not accept definitions of unintentional abuse</p>		<ul style="list-style-type: none"> <li>QWC – low</li> </ul>	<p><b>0 marks</b> = response not worthy of credit</p> <p><b>SEEN</b> for a zero mark response</p>



Question		Answer	Marks	Guidance
3	(c)	<p><b>One</b> mark for each identification, <b>two</b> required</p> <ul style="list-style-type: none"> <li>• complaints</li> <li>• safeguarding</li> <li>• whistle-blowing</li> <li>• reporting of health and safety incidents/emergencies</li> <li>• child protection</li> <li>• bullying/harassment</li> <li>• behaviour/codes of staff practice</li> </ul>	<p><b>2</b> (2x1)</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <span style="border: 1px solid red; padding: 2px;">^</span> <span style="border: 1px solid red; padding: 2px;">TV</span> <span style="border: 1px solid red; padding: 2px;">REP</span> <span style="border: 1px solid red; padding: 2px;">SEEN</span> </div> <p><b>One</b> mark for any of the listed policies.</p> <p>Accept alternative wording</p> <p><b>Do not accept</b> legislation or procedures policies not related to the context e.g 'health and safety', 'food safety'</p>

Question	Answer/Indicative content	Marks	Guidance	
			Content	Levels of response
3	(d)* <b>Staff responsibilities for maintaining health and safety in a residential care setting:</b>  Working practices <ul style="list-style-type: none"> <li>• use equipment in accordance with training</li> <li>• manual handling in accordance with training</li> <li>• ensure equipment is not faulty/is fit for purpose</li> <li>• store hazardous substances, e.g. cleaning materials, medicines safely</li> <li>• ensure environment is kept clean</li> <li>• ensure good personal hygiene is maintained</li> <li>• clear up spillages to avoid slips</li> <li>• ensure fire exits are not blocked</li> <li>• monitoring/supervision/peer support</li> <li>• ensure security measures upheld</li> </ul> Knowledge and understanding <ul style="list-style-type: none"> <li>• attend required health and safety training</li> <li>• ensure training is up-to-date</li> <li>• knowing procedures, e.g. fire drills and reporting of accidents</li> <li>• read and follow policies, e.g. carry out risk assessments</li> <li>• comply with legislation</li> </ul>	7	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is description.</p> <p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist:</b></p> <ul style="list-style-type: none"> <li>• detailed description</li> <li>• clear understanding of staff responsibilities</li> <li>• examples clearly relevant to a residential care setting</li> <li>• Correct use of terminology</li> <li>• QWC - high</li> </ul> <p><b>Level 2 checklist:</b></p> <ul style="list-style-type: none"> <li>• sound description</li> <li>• some understanding of staff responsibilities</li> <li>• may not give examples relevant to a residential care setting</li> <li>• QWC – mid</li> </ul> <p><b>Level 1 checklist</b></p> <ul style="list-style-type: none"> <li>• basic description</li> <li>• limited knowledge of staff responsibilities</li> <li>• limited structure, may be list like or muddled</li> <li>• QWC – low</li> </ul>	<p><b>Level 3 (6-7 marks)</b> Answers provide a detailed description of staff responsibilities for maintaining health and safety. Answer will be relevant to a residential care setting. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2 (4-5 marks)</b> The answer provides a sound description of staff responsibilities for maintaining health and safety. Answer may not be relevant to a residential care setting. Answers will be factually accurate. There may be some errors of grammar, punctuation and spelling. <b>Sub max of 4</b> for one responsibility done well and clearly related to the context</p> <p><b>Level 1 (1–3 marks)</b> Answer provides a limited or basic description of staff responsibilities for maintaining health and safety. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p><b>0 marks</b> = response not worthy of credit <b>SEEN</b> for a zero mark response</p>

Question	Answer/Indicative content	Marks	Guidance	
			Content	Levels of response
	Reporting hazards/identifying risks <ul style="list-style-type: none"> <li>• report hazards which could cause serious or imminent danger</li> <li>• report shortcomings in employers' health and safety arrangements</li> </ul> Accept other relevant responsibilities			

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