



GCSE

Health and Social Care

General Certificate of Secondary Education

Unit **A914**: Safeguarding and Protecting Individuals

Mark Scheme for January 2013

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.















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Annotations

Annotation	Meaning
	Good response/positive
	Negative
	Benefit of doubt
	Cross
	Level 1
	Level 2
	Level 3
	Repeat
	Noted but no credit given
	Tick
	Too vague
	Omission mark
	Development of point
	Example

Subject-specific Marking Instructions

Where a candidate has attempted a response but the response is not worthy of credit, 0 marks should be given and a SEEN annotation should be used on the script. Where a candidate has included unrelated material eg doodle a No Response should be selected. Where candidates have used the additional space a SEEN annotation should be included to verify the response has been marked.

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Question			Answer	Marks	Guidance
1			<p>One mark for each correct answer, four required from:</p> <ul style="list-style-type: none"> • Individually wrapped sterile plasters/plasters • Sterile eye pads/eye patch • Triangular bandages/sling bandages/bandage • Safety pins • Wound dressings • Sterile/antiseptic/antibacterial/alcohol wipes • Disposable gloves/gloves • Mouth shield • Blue plasters for food handlers • Micropore Tape • Sterile eye wash • HSE leaflet. • Blunt scissors 	4	<p>Do not accept medication/tablets/cotton wool</p> <p>Do not accept 'leaflet' unless qualified.</p>
2			The Health and Safety (First Aid) Regulations	1	<p>All words in bold required.</p> <p>Brackets not needed.</p> <p>Do not penalise if candidate omits the word 'and'.</p> <p>& /+ are acceptable to replace the word 'and'.</p> <p>Do not accept act in place of regulation.</p>

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Question			Answer	Marks	Guidance	
					Content	Levels of response
3			<p>First aid procedure:</p> <ul style="list-style-type: none"> • Check for danger • First aider to wash hands • First aider to put on disposable gloves • Clean wound • Dry wound • Remove objects/debris • Cover with sterile dressing/plaster • Check for tetanus update. 	4	<p>This is a levelled question – marks must be awarded on the quality of the response given.</p> <p>This is a quality response so the number of ticks will not necessarily correlate to the mark.</p> <p>Check List</p> <p>Level 2</p> <ul style="list-style-type: none"> • Detailed procedures • At least 3 logical order steps • Mid QWC <p>Level 1</p> <ul style="list-style-type: none"> • Limited outline • Steps may be muddled in order • Low QWC 	<p>Level 2 (3–4 marks) Candidates will give a detailed outline of at least 3 steps in a logical order of the first aid treatment. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the work. There will be few errors of grammar, punctuation and spelling errors of grammar, punctuation and spelling.</p> <p>Level 1 (1–2 marks) Candidates will give a limited outline of 1 or 2 steps of the first aid treatment. Answers are likely to be list like. Understanding will be superficial. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling will be noticeable and intrusive.</p> <p>0 marks – no response or no response worthy of credit</p>

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						Levels of response
4			<p>Prioritising first aid procedures for an individual having an asthma attack:</p> <ul style="list-style-type: none"> • Reassure casualty – to reduce panic in the casualty • Sit casualty down – so they feel safe • Ask casualty to lean forward – to aid breathing • Loosen tight clothing around the neck – to make breathing less constricted • Keep casualty calm – so they don't become tired/exhausted • Help casualty to use inhaler – to open their airways and relieve symptoms • After three minutes, use inhaler again if no improvement • Call 999 if no improvement or casualty is getting worse – for medical attention. 	6	<p>This is a levelled question – marks must be awarded on the quality of the response given.</p> <p>This is a quality response so the number of ticks will not necessarily correlate to the mark.</p> <p>Check List</p> <p>Level 3</p> <ul style="list-style-type: none"> • Detailed explanation • 4 procedures • Correct priority • High QWC <p>Level 2</p> <ul style="list-style-type: none"> • Basic explanation • 3 procedures • Mid QWC <p>Level 1</p> <ul style="list-style-type: none"> • Limited explanation • List like • Low QWC 	<p>Level 3 (5–6 marks) Candidates will give a detailed explanation of at least 4 steps of prioritising first aid procedures. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the work. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2 (3–4 marks) Candidates will give a basic explanation of at least 3 steps of prioritising first aid procedures. Answers will be factually accurate. There will be evidence of coherence within the answers. There will be noticeable errors of grammar, punctuation and spelling Sub max of 3 marks if 2 steps done well.</p> <p>Level 1 (1–2 marks) Candidates will give a limited explanation of the priorities of first aid procedures. Answers are likely to be list like. Understanding will be superficial. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling will be noticeable and intrusive.</p> <p>0 marks – no response or no response worthy of credit</p>

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Question			Answer	Marks	Guidance
5			<p>Legislation which contributes to safeguarding, one required from:</p> <ul style="list-style-type: none"> • The Children Act • The Mental Health Act • The Chronically Sick and Disabled Persons Act • The Disability Discrimination Act • The NHS and Community Care Act • Equality Act. 	1	Do accept POVA/ECM

Question			Answer	Marks	Guidance
6			<p>Describe two situations from:</p> <ul style="list-style-type: none"> • Being emotionally ill-treated as they are being deprived of love or physical contact • Being physically neglected by carers such as lack of food or personal hygiene • Being physically abused such as being slapped/bitten/hit/kicked/pushed • Verbal abuse as they are shouted at/sworn at • Financial ill-treatment such as theft of money/property/ because in a home with other people there are more opportunities for money to be stolen • Psychological ill-treatment such as humiliation • If they are left alone and ignored it is emotional abuse/neglect 	4	<p>Must describe using full answers to gain both marks.</p> <p>Accept any appropriate answer, as long as it is applicable to older people.</p>

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7			<p>Example of effects to include:</p> <ul style="list-style-type: none"> • Low self esteem/low self concept • Uncooperative/irritable • Withdrawn/isolated/lonely • Blame themselves/feel guilty • Become aggressive towards others/bully others/become angry • Stop communicating/become sullen/moody • Low self confidence • Fear/scared/frightened • Unloved/devalued/unwanted/neglected • At risk from potential danger-stranger situation • At danger from causing harm or injury to himself • Affect progress at school due to worry and anxiety 	5	<p>This is a levelled question – marks must be awarded on the quality of the response given.</p> <p>This is a quality response so the number of ticks will not necessarily correlate to the mark.</p> <p>Check List</p> <p>Level 2</p> <ul style="list-style-type: none"> • Detailed description • 2 effects • Mid QWC <p>Level 1</p> <ul style="list-style-type: none"> • limited description • 1 effect • Low QWC <p>An example of a level 2 response <i>'Hardeep may feel unloved and not cared for. He could feel worried and frightened at being left on his own. He could also be at risk from dangers in the home, for example knives in the kitchen or burns from the oven. Lastly, Hardeep might be harmed by strangers calling at the house.'</i></p>	<p>Level 2 (4–5 marks) Candidates will give a detailed description of at least 2 effects on Hardeep. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the work. There will be few errors of grammar, punctuation and spelling errors of grammar, punctuation and spelling.</p> <p>Level 1 (1–3 marks) Candidates will give a limited description of at least 1 effect on Hardeep. Answers are likely to be list like. Understanding will be superficial. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling will be noticeable and intrusive.</p> <p>0 marks – no response or no response worthy of credit</p>

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Question			Answer	Marks	Guidance	
					Content	Levels of response
8			<p>Explaining possible reasons for the ill treatment of people from:</p> <ul style="list-style-type: none"> Because they have had lack of training/understanding staff/carers may shout at people staff/carers may be prejudice against people/inappropriate manual handling techniques. Because the home is under-staffed staff/carers may be stressed and overworked and may ignore residents Because of type of relationship staff/carers in a position of power <i>Because of lack of training staff/carers have lack of understanding of vulnerable people</i> Because of constant criticism staff/carers have low concept/low self esteem themselves By others who had power over them staff/carers may have been abused themselves 	5	<p>This is a levelled question – marks must be awarded on the quality of the response given.</p> <p>This is a quality response so the number of ticks will not necessarily correlate to the mark.</p> <p>Check List</p> <p>Level 2</p> <ul style="list-style-type: none"> Detailed explanation 3 reasons Mid QWC <p>Level 1</p> <ul style="list-style-type: none"> limited explanation 2 reasons Low QWC <p>Reasons maybe interchangeable.</p>	<p>Level 2 (4–5 marks) Candidates will give a detailed explanation of at least 3 reasons for ill-treatment. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the work. There will be few errors of grammar, punctuation and spelling. Sub-max of 4 marks for two explanations done well.</p> <p>Level 1 (1–3 marks) Candidates will give a limited explanation of at least 2 reasons for ill-treatment. Answers are likely to be list like. Understanding will be superficial. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling will be noticeable and intrusive.</p> <p>0 marks – no response or no response worthy of credit.</p>

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Question			Answer	Marks	Guidance
9			<p>Two marks for two points.</p> <ul style="list-style-type: none"> • Cordon off area • Wear PPE/disposable gloves/disposable aprons • Clean spillage immediately • Disinfect area • Dispose of waste correctly • Wash hands 	2	<p>Do not accept answers unless related to the spread of infection.</p> <p>Do not accept warning signs.</p>
10			<p>One mark for each. Two required</p> <p>A. Personal protective equipment/wear overalls</p> <p>B. Wash hands.</p>	2	<p>Accept PPE/safety clothes.</p> <p>Do not accept suit</p>
11			<p>Two explanations of general cleaning of a resident's day room from:</p> <ul style="list-style-type: none"> • Floors should be vacuumed/brushed/mopped daily – <i>to remove dust and hairs</i> • Curtains/cushions/blinds should be washed regularly walls should be cleaned – <i>to remove dirt</i> • Furniture should be polished regularly – <i>to remove dust particles and airborne microbes</i> • Detergents/disinfectant should be used – <i>to reduce bacteria to a safe level</i> • Empty waste-paper bins – <i>to reduce cross contamination</i> • Remove dirty crockery – <i>to reduce the spread of bacteria</i> • Safety sign – <i>to prevent slips, trips and falls during the cleaning process</i> 	4	<p>Marks awarded for type of cleaning and <i>for explanation of reasons why</i>.</p> <p>Must explain both parts for full marks.</p> <p>Only one mark awarded for one part answer.</p> <p>Answers may be interchangeable.</p>

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Question			Answer	Marks	Guidance
12			<p>Identify one piece of legislation relevant to infection control:</p> <ul style="list-style-type: none"> • Health and Safety at Work Act • The Reporting of Injuries, Diseases, and Dangerous Occurrences Regulations Act • Control of Substances Hazardous to Health • Food Safety Act • General Food Hygiene regulations 	1	<p>Accept RIDDOR</p> <p>Accept COSHH</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
13			<p>The importance of when to wash hands correctly:</p> <ul style="list-style-type: none"> • Washing with liquid soap and warm water – to prevent spread of infection/germs/bacteria • Disposable paper towels – cotton towels harbour bacteria/increase cross contamination • Disinfectant hand rub – to reduce bacteria levels • Before touching food – to prevent cross contamination • After visiting the toilet – to prevent the spread of infection • After touching animals – to prevent cross contamination • After touching your own skin/coughing/sneezing – to prevent the spread of bacteria • After touching your own hair – to prevent the spread of bacteria • After touching raw food – to prevent cross contamination • After emptying rubbish bins – to reduce the spread of infection • After exposure to cleaning materials – to reduce cross contamination • Before and after dealing with service users – to reduce cross contamination • After dealing with soiled bedding – to prevent cross contamination 	6	<p>This is a levelled question – marks must be awarded on the quality of the response given.</p> <p>This is a quality response so the number of ticks will not necessarily correlate to the mark.</p> <p>Check List:</p> <p>Level 3</p> <ul style="list-style-type: none"> • Detailed analysis • 3 reasons • Logical development of answer • High QWC <p>Level 2</p> <ul style="list-style-type: none"> • Basic analysis • 2 reasons • Mid QWC <p>Level 1</p> <ul style="list-style-type: none"> • Limited analysis • 1 reason • Low QWC <p>Do not accept nail brushes as they can be contaminated with bacteria.</p> <p>There is likely to be an element of repetition, for example to reduce bacteria to a safe level, marks will be awarded for why and when it is important to wash hands.</p>	<p>Level 3 (5–6 marks) Candidates will give a detailed analysis of at least 3 reasons (how, why, when) of washing hands correctly. Answers will be factually accurate, using appropriate terminology. Answers will be supported by examples There will be evidence of synthesis within the work. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2 (3–4 marks) Candidates will give a basic analysis of at least 2 reasons (how, why, when) of washing hands correctly. Answers will be factually accurate. There are some appropriate examples. There will be evidence of coherence within the answers. There will be noticeable errors of grammar, punctuation and spelling. sub max of 3 if discuss just how to wash hands correctly</p> <p>Level 1 (1–2 marks) Candidates will give a limited analysis of at least 1 reason (how, why, when) of washing hands correctly. No examples to support answers or inappropriate examples. Answers are likely to be list like. Understanding will be superficial.</p>

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Question			Answer	Marks	Guidance	
					Content	Levels of response
						<p>Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling will be noticeable and intrusive.</p> <p>0 marks – no response or no response worthy of credit</p>

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Question			Answer	Marks	Guidance
14			<p>One correct answer HSE:</p> <ul style="list-style-type: none"> Health and Safety Executive 	1	
15			<p>Outline of the work of the HSE:</p> <ul style="list-style-type: none"> Enter premises/conduct investigation/take samples/take photographs/ask questions Give advice/guidance/leaflets/information Issue instructions that must be carried out by law/ensure legislation is followed Prosecute those who break the law Issue improvement notices Close down premises Provide training 	2	
16			<p>Two marks for an explanation. Two required from:</p> <ul style="list-style-type: none"> Wear badges – to identify people Swipe cards/passwords – for official access Visitor badges – for temporary access Locked doors/door bell – to monitor who is entering building Visitors/signing in/out book – to know who is in the building at any one time CCTV – to monitor what is going on in the building Written permission/password for collection of children when not usual carers – to avoid stranger-danger Pin entry pads – to restrict entry to those authorised High level door locks – so children cannot open doors 	4	<p>Emphasis of question is security not safety.</p> <p>Must explain both parts for full marks.</p> <p>Only one mark awarded for one part answer.</p> <p>Answers may be interchangeable.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
17			<p>Precautions already in place:</p> <ul style="list-style-type: none"> • Sufficient First Aid boxes – to administer first aid • Resources cupboard close to activities table – to reduce trips and falls/close proximity of equipment • Sufficient space around servicing hatch – to reduce trips and falls • Round table – to prevent users and staff from injury • Ramp by fire exit – to enable wheelchairs users and visitors with pushchairs to exit safely <p>Hazards:</p> <ul style="list-style-type: none"> • Fire extinguishers – not easily accessible in resources cupboard – have more in different places • Rug – in the case of fire dangerous congestion for service users/staff/visitors leaving the nursing home – remove rug to safer area/remove rug altogether • Hot drinks machine – service users/visitors could trip/fall over rug causing scalds/burns – move hot drinks machine to safer area • Fire escape and ramp – placed in congested area/main fire escape – when evacuating service users/visitors/staff could trip/fall over rug/chairs – corner needs to be free of clutter • Radiator covers – could burn service users and visitors/staff, if not covered • Freestanding TV, may present trip hazard to other users <p>Who might be harmed:</p> <ul style="list-style-type: none"> • Staff at the nursing home • Professional/medical staff • Cleaners • Service users • Visitors 	8	<p>This is a levelled question – marks must be awarded on the quality of the response given.</p> <p>This is a quality response so the number of ticks will not necessarily correlate to the mark.</p> <p>Check List:</p> <p>Level 3 All three required</p> <ul style="list-style-type: none"> • Detailed & well-argued judgements • At least 2 examples • Consideration of precautions already in place • High QWC <p>Level 2</p> <ul style="list-style-type: none"> • Sound links • Some consideration of precautions • Mid QWC <p>Level 1</p> <ul style="list-style-type: none"> • Limited awareness of precautions • Low QWC <p>Annotation: Tick for hazard Eg for who is at harm Tick 'plus sign' for whether precautions are adequate</p>	<p>Level 3 (7–8 marks) Candidates will make detailed and well argued judgements showing clear links between the hazards and the care workers and the individuals. Candidates will indicate consideration of precautions that are already in place.</p> <p>Level 2 (4–6 marks) Candidates will identify hazards and make some links between the care workers and the individuals and the risks. Candidates will show some consideration of precautions already in place.</p> <p>Level 1 (1–3 marks) Candidates will identify hazards but make few links between the care workers and the individuals and the risks. The work may consist of a simple list of hazards with limited awareness shown of the precautions already in place.</p> <p>0 marks – no response or no response worthy of credit.</p>

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