



**GCSE**

**Health and Social Care**

Unit **A914: Safeguarding and Protecting Individuals**

General Certificate of Secondary Education

**Mark Scheme for June 2015**

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking:

Annotation	Meaning of annotation
<b>BP</b>	Blank Page – this annotation <b>must</b> be used on all <b>blank</b> pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Tick
	Cross – for incorrect answers
	Development of point
<b>L1</b>	Level 1
<b>L2</b>	Level 2
<b>L3</b>	Level 3
<b>BOD</b>	Benefit of doubt (This <b>does</b> count as a mark – so do not ‘tick’ as well)
	Omission mark
	Too vague
	Repeat
	Noted but no credit given
	Example

**ADDITIONAL OBJECTS:** You **must** annotate the additional objects for each script you mark. If no credit is to be awarded for the answer on the additional object, please use the annotation ‘seen’. If the page is blank use ‘BP’.

Question	Answer/Indicative content		Mark	Guidance												
1		<p>One mark for each correct answer, three required:</p> <table border="1"><thead><tr><th>Situation</th><th>Tick 3 situations (✓)</th></tr></thead><tbody><tr><td>Being regularly shouted at.</td><td>✓</td></tr><tr><td>Being expected to do the washing up.</td><td></td></tr><tr><td>Not being allowed to watch your choice of television programme.</td><td></td></tr><tr><td>Being slapped.</td><td>✓</td></tr><tr><td>Theft of personal property.</td><td>✓</td></tr></tbody></table>	Situation	Tick 3 situations (✓)	Being regularly shouted at.	✓	Being expected to do the washing up.		Not being allowed to watch your choice of television programme.		Being slapped.	✓	Theft of personal property.	✓	3 (3x1)	<p>The number of ticks must match the number of marks awarded.</p> <p>These are the only acceptable answers.</p> <p>If all boxes are ticked or more than 3 boxes ticked, award zero.</p> <p>No requirement to put a cross by incorrect answers for this response.</p>
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Q	Answer/Indicative Content	Mark	Guidance													
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2	<p>Possible reasons why staff may ill-treat people with <b>learning difficulties</b>:</p> <table border="1"> <thead> <tr> <th>Reasons</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td>Lack of staff training. Inexperienced and/or unqualified staff.</td> <td>Staff lack understanding of the needs of people with learning disabilities. Lack of empathy – staff lack understanding of people with learning disabilities. Results in inadequate levels of care – staff may be patronising, impatient and unsupportive.</td> </tr> <tr> <td>Lack of policies / procedures. No mentoring system to give staff help and advice.</td> <td>Staff not aware of good practice for the care of those with learning disabilities.</td> </tr> <tr> <td>Staff see themselves as in a position of power / in control.</td> <td>Because of the type of relationship – staff in a position of power over people with learning disabilities/ could take advantage Staff may have been ill-treated themselves and now repeat this behaviour.</td> </tr> <tr> <td>Inadequate staffing levels. Overworked staff. Staff working too many hours.</td> <td>Staff may become stressed, overworked, tired; causing lack of patience, rushing and so the needs of those with learning difficulties will not be met.</td> </tr> <tr> <td>Management ignoring staff requests for extra help. No support from senior staff at busy times.</td> <td>Because of constant criticism staff have low self-esteem themselves. Staff feel inadequate and unable to give a high standard of care.</td> </tr> </tbody> </table> <p>The list is not exhaustive accept other valid reasons. Reasons/explanations may be interchangeable.</p>	Reasons	Explanation	Lack of staff training. Inexperienced and/or unqualified staff.	Staff lack understanding of the needs of people with learning disabilities. Lack of empathy – staff lack understanding of people with learning disabilities. Results in inadequate levels of care – staff may be patronising, impatient and unsupportive.	Lack of policies / procedures. No mentoring system to give staff help and advice.	Staff not aware of good practice for the care of those with learning disabilities.	Staff see themselves as in a position of power / in control.	Because of the type of relationship – staff in a position of power over people with learning disabilities/ could take advantage Staff may have been ill-treated themselves and now repeat this behaviour.	Inadequate staffing levels. 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The focus of the question is explanation.</p> <p><b>Level 3 – Check list</b></p> <ul style="list-style-type: none"> <li>• Detailed explanation</li> <li>• At least 2 reasons</li> <li>• Linked to learning disabilities.</li> <li>• QWC high</li> </ul> <p><b>Level 2 – Check list</b></p> <ul style="list-style-type: none"> <li>• Descriptive (low end) explanatory (upper end)</li> <li>• Two reasons or one done well</li> <li>• May have some reference to people with learning disabilities – may lack clarity</li> <li>• QWC-mid – may have some errors</li> </ul> <p><b>Level 1 – Check list</b></p> <ul style="list-style-type: none"> <li>• Limited explanation</li> <li>• List like answers</li> <li>• May not refer to people with learning disabilities</li> <li>• QWC - likely to be poor</li> </ul> <p><b>Annotation:</b></p>	<p><b>Level 3 (5- 6 marks)</b> Candidates will give a detailed explanation of at least 2 reasons for ill-treatment of people with learning disabilities. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the work. There will be few errors, if any, of grammar, punctuation and spelling.</p> <p><b>Level 2 (3-4 marks)</b> Candidates will <b>describe</b> (low end) or <b>explain</b> (upper end) at least 2 reasons for ill-treatment of people with learning disabilities. There will be evidence of coherence within the answers. There may be some errors of grammar, punctuation and spelling.</p> <p><b>Submax 3</b> - for one reason explained well</p> <p><b>Level 1 (1–2 marks)</b> Candidates will give a <b>limited</b> explanation of at least 1 reason for ill-treatment of people with learning disabilities. 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><b>0 marks</b> = no response worthy of credit</p>
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Q	Answer/Indicative Content	Mark	Guidance	
			Content	Levels of response
			 reason + explanations	NR = no response

Question	Answer/Indicative content	Mark	Guidance
3	<p><b>One</b> mark for name of legislation. <b>One</b> required.</p> <p><b>Three</b> marks for identification of three key features.</p> <p><b>Three</b> marks for descriptions / additional detail of each feature.</p> <p><b>Legislation:</b></p> <ul style="list-style-type: none"> <li>• The Children Act</li> <li>• Mental Health Act</li> <li>• Disability Discrimination Act</li> <li>• Equality Act</li> <li>• Human Rights Act</li> <li>• NHS and Community Care Act</li> <li>• POVA (Protection of Vulnerable Adults)</li> </ul> <p><b>Accept relevant general features of legislation:</b></p> <ul style="list-style-type: none"> <li>• protects from discrimination (not 'stops' discrimination)</li> <li>• gives them rights</li> <li>• gives them a voice</li> <li>• provides access to education, services, transport</li> <li>• provides system of redress</li> </ul> <p><b>OR details from specific legislation</b>, see below and page 9.</p> <p><b>Disability Discrimination Act</b></p> <ul style="list-style-type: none"> <li>• given people with disabilities rights / protects people</li> <li>• made disability discrimination illegal in employment, housing, transport, access to education, obtaining goods and services</li> <li>• requires the provision of accessible facilities – reasonable adjustments must be made</li> <li>• set up the EHRC (Equality &amp; Human Rights Commission) which monitors implementation, provides support and advice</li> <li>• raised awareness – defined disability</li> <li>• provides a system of redress – court / tribunal</li> </ul>	7 (1+) (3x1) (3x1)	<p>The number of ticks must match the number of marks awarded.</p> <p><b>1 mark for the name of the legislation:</b></p> <ul style="list-style-type: none"> <li>• date is not required.</li> <li>• must state 'Act'</li> <li>• must be the correct title of the act</li> </ul> <p>e.g. 'Disability Act' is incorrect</p> <p><b>If legislation incorrect -</b> can have marks for correct features of legislation.</p> <p><b>Example 2 mark answer:</b> Ensures access ✓ to public buildings by ramps and automatic doors✓</p>

Question	Answer/Indicative content	Mark	Guidance
3 ctd	<p><b>PoVA / Disclosures and Barring Service</b></p> <ul style="list-style-type: none"> <li>• set out as part of Care Standards Act 2000</li> <li>• applies to care workers – both paid and unpaid.</li> <li>• Places a duty on employers to refer a care worker to PoVA if by their misconduct they harmed or placed at risk of harm a vulnerable adult.</li> <li>• DBS formed from the merger of the CRB and ISA.</li> <li>• Defines what is meant by a 'vulnerable adult'</li> <li>• Checks suitability of applicants before employment therefore minimises risk</li> <li>• Provides a list of unsuitable staff.</li> </ul> <p><b>Mental Health Act:</b></p> <ul style="list-style-type: none"> <li>• protection for people who might harm themselves or others</li> <li>• sets out the circumstances in which a person who has a mental disorder can be treated without their consent</li> <li>• It sets out the safeguards to which the person with the disorder is entitled</li> <li>• System of redress - established Managers' hearings, Mental Health Review Tribunals and the Mental Health Act Commission</li> <li>• gives a definition of different types of mental disorder</li> <li>• provision for the aftercare and treatment of people discharged into the community</li> <li>• gives relatives and approved social workers and doctors the right to have a person detained for their own safety or to ensure the safety of others</li> <li>• circumstances in which people can be compulsorily admitted to psychiatric hospitals are set out in different sections of the Act, so process called 'sectioning'</li> <li>• detention is for assessment and can be for a period of up to 28 days</li> <li>• This legislation applies only to those whose condition is likely to pose a threat to themselves or others.</li> </ul> <p><b>Children Act:</b></p> <ul style="list-style-type: none"> <li>• paramountcy principle - child's welfare /needs are the most important</li> <li>• where possible a child should be cared for and brought up by their own family</li> <li>• care orders / emergency protection orders in crisis cases – protects from abuse</li> </ul>		<p><b>Human Rights Act</b></p> <ul style="list-style-type: none"> <li>• gives people constitutional rights, including vulnerable adults</li> <li>• positive duty upon 'public bodies' to act compatibly with the European Convention on Human Rights; to intervene proportionately to protect the rights of citizens</li> <li>• gives a system of redress</li> </ul> <p><b>NHS &amp; Community Care Act</b></p> <ul style="list-style-type: none"> <li>• makes it possible for people to choose to remain in their own homes and to receive support</li> <li>• requires an individual's needs to be assessed</li> <li>• requires provision of care to meet the assessed needs – care plans</li> <li>• mixed economy of care – public, private, voluntary sector provision</li> <li>• requires procedures to place for receiving complaints</li> </ul> <p><b>Equality Act</b></p> <ul style="list-style-type: none"> <li>• prohibits discrimination in education, employment, access to goods and services and housing, on the basis of a protected characteristic</li> <li>• identifies protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation</li> <li>• covers direct and indirect discrimination; covers victimisation/harassment</li> <li>• provides protection for people who are discriminated against because they are associated with someone who has a protected characteristic i.e. this means there is now protection for carers</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"><li>• gives children legal rights eg. right to an advocate</li><li>• gives children a voice – if old enough/mature enough they are to be consulted</li><li>• ECM outcomes created: stay healthy, stay safe, enjoy and achieve, make a positive contribution, achieve economic well-being</li><li>• duty on local Authority to promotes co-operation between agencies - to improve children's well-being relating to the 5 outcomes</li><li>• established Children's Commissioner - raises awareness of children's issues, promotes children's best interests</li></ul>		<ul style="list-style-type: none"><li>• women have the right to breastfeed in public</li><li>• pay secrecy clauses have been made illegal</li><li>• changed the definition of gender reassignment</li></ul>

Question		Answer/Indicative content	Mark	Guidance
4		<p><b>One</b> mark for each correct identification, <b>two</b> required.</p> <ul style="list-style-type: none"> <li>• before/after touching raw food/meat</li> <li>• after visiting the toilet</li> <li>• after touching animals</li> <li>• after touching/scratching your own hair</li> <li>• after biting your own nails</li> <li>• after picking nose/teeth</li> <li>• after emptying rubbish bins</li> <li>• after exposure to cleaning materials</li> <li>• after dealing with soiled bedding / nappies</li> <li>• after/before undertaking clinical procedures</li> <li>• after coughing/sneezing</li> </ul> <p>This list is not exhaustive, accept alternative valid responses.</p>	2	<p>The number of ticks must match the number of marks awarded.</p> <p>If multiple answers given, mark the first one on each line.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> <li>• repeats.</li> <li>• “working with a client” too vague</li> </ul> <p>Needs to be in context if candidate does not state ‘before’ or ‘after’.</p> <p>e.g. just “food” <input checked="" type="checkbox"/> “preparing food” <input checked="" type="checkbox"/></p>

Question	Answer/Indicative content	Mark	Guidance
5	<p><b>One mark</b> for naming type of hazardous waste  <b>One mark</b> for description of how to dispose of it</p> <p>Disposal of hazardous waste in a nursing home:</p> <p><b>Soiled linen</b></p> <ul style="list-style-type: none"> <li>red bags put direct into laundry / washing machine</li> </ul> <p><b>Body fluids</b> / urine / faeces / sputum / spit / vomit / sick / blood</p> <ul style="list-style-type: none"> <li>flushed down toilet</li> </ul> <p><b>Clinical waste</b> / dressings / disposable PPE</p> <ul style="list-style-type: none"> <li>yellow bags</li> <li>incinerated / burnt</li> </ul> <p><b>Needles</b> / syringes / sharps</p> <ul style="list-style-type: none"> <li>yellow sharps box / hard box</li> <li>ring local council for collection</li> </ul> <p><b>Medication</b></p> <ul style="list-style-type: none"> <li>returned to pharmacy / hospital / doctors / GP / surgery</li> </ul> <p><b>General ways:</b>  <b>PPE</b> - staff wearing gloves / aprons / masks</p> <p>This list is not exhaustive, accept alternative valid responses.</p>	<b>6</b> (3x1) (3x1)	<p>The number of ticks must match the number of marks awarded.</p> <p>Do not credit repeats.</p> <p>May award marks for methods of disposal if the type of waste is not identified.</p> <p><b>Accept:</b></p> <ul style="list-style-type: none"> <li>'do not throw down the toilet/sink/in dustbin'</li> <li>bag if colour not specified.</li> </ul> <p><b>Do not accept:</b></p> <ul style="list-style-type: none"> <li>medicines flushed down the toilet / sluice / sink</li> <li>body fluids down a sink / drain</li> </ul> <p>The method of disposal must be correct for the type of hazardous waste named.</p>

Question		Answer/Indicative content	Mark	Guidance
6		<p><b>Two</b> marks for a correct description:</p> <p><b>To enforce by law that food premises:</b></p> <ul style="list-style-type: none"> <li>store food safely</li> <li>prepare food safely</li> <li>minimise risk of cross contamination</li> <li>prevent food poisoning</li> <li>have food that is fit for selling</li> </ul> <p>Example: To ensure that food is made and handled✓ correctly so that it is safe to consume.✓</p>	2	<p>The number of ticks must match the number of marks awarded.</p> <p>Focus of question is on <b><u>purpose</u></b> of the legislation</p> <p>Wording of answers does not have to exactly match that on the mark scheme.</p> <p>Do not accept repeats: 'reduce spread of infection' and 'stop spread of germs'</p>

Question		Answer/Indicative content	Mark	Guidance
7		<p><b>Two</b> marks for a correct description:</p> <ul style="list-style-type: none"> <li><b>protects</b> people from getting a disease or illness</li> <li><b>protects</b> body with antibodies / antibodies fight off the disease</li> <li><b>helps</b> the body create antibodies</li> <li>Gives a person a <b>harmless form</b> of a disease / is injected</li> <li>to stimulate their <b>white blood cells</b> to produce <b>antibodies</b></li> <li>so that they will not develop the disease (when they <b>come into contact</b> with the <b>bacterium</b> or <b>virus</b> that causes it)</li> </ul>	2	<p>The number of ticks must match the number of marks awarded.</p> <p>Focus of question is on <b><u>purpose</u></b> of immunisation (not 'how')</p> <p>Example 2 mark answer: <i>Vaccines help the body to produce antibodies that protect against diseases that a person may come into contact with.</i></p> <p>Unless qualified, do not credit:</p> <ul style="list-style-type: none"> <li>immune / immunity (in question)</li> <li>'vaccinate' on its own</li> <li>'prevents illness / disease'</li> <li>stops infection ('reduce' is acceptable)</li> </ul>

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				<b>Content</b> <b>Levels of response</b>																					
8		<p>Mark first aid <b>procedure</b> for a scald, not for dealing with the incident.</p> <table border="1"> <thead> <tr> <th>Procedure</th> <th>Reason</th> </tr> </thead> <tbody> <tr> <td>Always use disposable gloves / wash hands</td> <td>to prevent cross infection</td> </tr> <tr> <td>Hold scald immediately under running water for 10 minutes (must specify 10 minutes or more)</td> <td>to cool it down to ease the pain and stop the burn from getting any worse. to prevent blistering</td> </tr> <tr> <td>Talk to the casualty</td> <td>to reassure them and comfort them</td> </tr> <tr> <td>Clothing / jewellery should be removed before swelling appears (unless stuck to scald)</td> <td>to prevent restriction to blood flow could cause discomfort</td> </tr> <tr> <td>Dress the wound with a sterile dressing/cling film / clean plastic bag</td> <td>to protect from infection</td> </tr> <tr> <td>If burn is severe, ring for an ambulance</td> <td>for medical advice/help</td> </tr> <tr> <td>Monitor the casualty's vital signs level of response, pulse breathing regularly</td> <td>to check for signs of deterioration</td> </tr> <tr> <td>If necessary, treat for shock</td> <td>to prevent casualty from falling due to feeling faint/dizzy</td> </tr> <tr> <td colspan="2">No credit for assessing the scene for danger.</td><td></td><td></td><td> <p><b>6</b></p> <p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p>This is a levels of response question – marks must be awarded on the quality of the response given. The focus of the question is explanation.</p> <p><b>Level 3 - Check list</b></p> <ul style="list-style-type: none"> <li>• Detailed description</li> <li>• Developed answer dependency of procedure/reason</li> <li>• 2 or more reasons</li> <li>• QWC high</li> </ul> <p><b>Level 2 - Check list</b></p> <ul style="list-style-type: none"> <li>• More description (low end) explanatory (upper end)</li> <li>• At least one reason</li> <li>• QWC-mid-likely to be some errors</li> </ul> <p><b>Level 1 - Check list</b></p> <ul style="list-style-type: none"> <li>• limited explanation</li> <li>• list like answers</li> <li>• QWC- likely to be poor</li> </ul> <p><b>Annotation:</b></p>  procedure   reason           </td></tr></tbody></table>	Procedure	Reason	Always use disposable gloves / wash hands	to prevent cross infection	Hold scald immediately under running water for 10 minutes (must specify 10 minutes or more)	to cool it down to ease the pain and stop the burn from getting any worse. to prevent blistering	Talk to the casualty	to reassure them and comfort them	Clothing / jewellery should be removed before swelling appears (unless stuck to scald)	to prevent restriction to blood flow could cause discomfort	Dress the wound with a sterile dressing/cling film / clean plastic bag	to protect from infection	If burn is severe, ring for an ambulance	for medical advice/help	Monitor the casualty's vital signs level of response, pulse breathing regularly	to check for signs of deterioration	If necessary, treat for shock	to prevent casualty from falling due to feeling faint/dizzy	No credit for assessing the scene for danger.				<p><b>6</b></p> <p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p>This is a levels of response question – marks must be awarded on the quality of the response given. The focus of the question is explanation.</p> <p><b>Level 3 - Check list</b></p> <ul style="list-style-type: none"> <li>• Detailed description</li> <li>• Developed answer dependency of procedure/reason</li> <li>• 2 or more reasons</li> <li>• QWC high</li> </ul> <p><b>Level 2 - Check list</b></p> <ul style="list-style-type: none"> <li>• More description (low end) explanatory (upper end)</li> <li>• At least one reason</li> <li>• QWC-mid-likely to be some errors</li> </ul> <p><b>Level 1 - Check list</b></p> <ul style="list-style-type: none"> <li>• limited explanation</li> <li>• list like answers</li> <li>• QWC- likely to be poor</li> </ul> <p><b>Annotation:</b></p>  procedure  reason
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9		<p><b>One</b> mark for each correct answer, <b>two</b> required.</p> <ul style="list-style-type: none"><li>• asthma</li><li>• anaphylactic shock / allergic reaction / anaphylaxis</li><li>• choking</li><li>• angina</li><li>• heart failure / heart attack</li><li>• punctured lung / lung failure</li><li>• panic attack</li></ul>	2	<p>The number of ticks must match the number of marks awarded.</p> <p>Do not accept repeats</p> <p><b>Do not accept:</b></p> <ul style="list-style-type: none"><li>• gasping/struggling for breath</li><li>• out of breath</li><li>• apperplectic shock or similar spelling</li></ul>

Question	Answer/Indicative Content	Mark	Guidance																			
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10	<p>Information that should be given when calling the emergency services</p> <table border="1"> <thead> <tr> <th>Information</th> <th>Why it is important</th> </tr> </thead> <tbody> <tr> <td>State which service required</td> <td>so appropriate help is called</td> </tr> <tr> <td>Nature of emergency</td> <td>so appropriate advice given over the telephone</td> </tr> <tr> <td>Your name/callers name</td> <td>contact person / to check it's not a hoax call / so you can be identified at the scene</td> </tr> <tr> <td>Your telephone number</td> <td>in case they need to ring you back</td> </tr> <tr> <td>Exact location/address</td> <td>so they can find you quickly</td> </tr> <tr> <td>Age/condition of injured person</td> <td>to prepare / inform paramedics</td> </tr> <tr> <td>Fire/leaking gas hazards</td> <td>to alert other emergency services</td> </tr> <tr> <td>Name of casualty</td> <td>so that they can look up notes.</td> </tr> </tbody> </table> <p>Accept other appropriate information / reasons. Do not accept weather conditions.</p>	Information	Why it is important	State which service required	so appropriate help is called	Nature of emergency	so appropriate advice given over the telephone	Your name/callers name	contact person / to check it's not a hoax call / so you can be identified at the scene	Your telephone number	in case they need to ring you back	Exact location/address	so they can find you quickly	Age/condition of injured person	to prepare / inform paramedics	Fire/leaking gas hazards	to alert other emergency services	Name of casualty	so that they can look up notes.	7	<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p>This is a levels of response question – marks must be awarded on the quality of the response given. The focus of the question is explanation.</p> <p><b>Level 3 – Check List</b></p> <ul style="list-style-type: none"> <li>• Detailed explanation</li> <li>• 3 pieces of information</li> <li>• Developed answer dependency of effects/consequences.</li> <li>• QWC high</li> </ul> <p><b>Level 2 – Check list</b></p> <ul style="list-style-type: none"> <li>• More description (low end) explanatory (upper end)</li> <li>• 2 pieces of information</li> <li>• QWC-mid-likely to be some errors</li> </ul> <p><b>Level 1 – Check list</b></p> <ul style="list-style-type: none"> <li>• limited explanation</li> <li>• 1 piece of information</li> <li>• list like answers</li> <li>• QWC- likely to be poor</li> </ul> <p><b>Annotation:</b></p> <p> Information</p> <p> Why it is important</p>	<p><b>Level 3 (6 – 7 marks)</b> Candidates will give a detailed explanation of at least 3 pieces of information that should be given. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the work. There will be few errors, if any, of grammar, punctuation and spelling.</p> <p><b>Level 2 (3 – 5 marks)</b> Candidates will <b>describe</b> (low end) or <b>explain</b> (upper end) at least 2 pieces of information that should be given. There will be evidence of coherence within the answers. There may be some errors of grammar, punctuation and spelling.</p> <p><b>Submax 3</b> – for one piece of information explained well <b>OR</b> just information and no reasons</p> <p><b>Level 1 (1 – 2 marks)</b> Candidates will give a <b>limited</b> explanation of at least 1 pieces of information that should be given. 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><b>0 marks</b> – response not worthy of credit.</p>
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Question		Answer/Indicative content	Mark	Guidance
11		<p>One mark for each correct purpose. Three required.</p> <p><b>A – purpose:</b></p> <ul style="list-style-type: none"><li>• crime prevention</li><li>• public safety</li><li>• monitoring activity</li><li>• to show there is CCTV / in operation</li><li>• CCTV is being monitored</li></ul> <p><b>B – purpose:</b></p> <ul style="list-style-type: none"><li>• to prevent falls</li><li>• spillage warning</li><li>• slippery surface</li><li>• wet floor</li><li>• caution wet floor</li></ul> <p><b>C – purpose:</b></p> <ul style="list-style-type: none"><li>• wash hands</li><li>• now wash your hands</li><li>• instruction to wash hands</li></ul>	3 (3x1)	<p>The number of ticks must match the number of marks awarded.</p> <p>Wording of answers does not have to exactly match that on the mark scheme.</p> <p>MUST be <b><u>purpose</u></b> of the sign.</p> <p>Not CCTV / camera on its own – must be qualified with purpose.</p>

Question		Answer/Indicative Content	Mark	Guidance	
				Content	Levels of response
12		<p>Reasons why it is important to keep written records of a risk assessment:</p> <ul style="list-style-type: none"> <li>• <b>Provides a source of reference for staff</b> <ul style="list-style-type: none"> <li>- for answering uncertainties</li> <li>- for training new staff</li> <li>- identifies who is responsible for the control of specific hazards</li> </ul> </li> <li>• <b>Provides evidence of what has already been done</b> <ul style="list-style-type: none"> <li>- to show inspectors</li> <li>- for insurance purposes</li> <li>- meets legal requirements</li> <li>- useful for evidence after an accident</li> <li>- starting point for review process</li> <li>- shows that checks have been made</li> <li>- details the measures that have been taken to reduce the risks</li> <li>- shows how hazards will be dealt with</li> <li>- proof inspection has taken place</li> </ul> </li> <li>• <b>Gives staff and service users confidence that risk has been minimised</b> <ul style="list-style-type: none"> <li>- likely to feel more safe and secure</li> <li>- increased job satisfaction / feel valued</li> <li>- shows that who is likely to be affected by the hazard has been considered</li> </ul> </li> <li>• <b>Can be used for comparison</b> <ul style="list-style-type: none"> <li>- ensures measures can be compared to best practice / current guidelines</li> <li>- demonstrates compliance with health and safety legislation</li> </ul> </li> </ul> <p>This list is not exhaustive, accept alternative valid responses.</p>	6	<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p>This is a levels of response question – marks must be awarded on the quality of the response given. The focus of the question is explanation.</p> <p><b>Level 3 – Check List</b></p> <ul style="list-style-type: none"> <li>• Detailed explanation</li> <li>• 2 or more reasons for importance</li> <li>• QWC- high</li> </ul> <p><b>Level 2 – Check list</b></p> <ul style="list-style-type: none"> <li>• More description (low end) explanatory (upper end)</li> <li>• At least 1 reason for importance</li> <li>• QWC-mid-likely to be some errors</li> </ul> <p><b>Level 1 – Check list</b></p> <ul style="list-style-type: none"> <li>• limited explanation</li> <li>• list like answers</li> <li>• QWC- likely to be poor</li> </ul> <p><b>Question focus is on the importance of written records</b>, not the importance of risk assessments being carried out.</p> <p>Wording of answers does not have to exactly match that on the mark scheme.</p>	<p><b>Level 3 (5 – 6 marks)</b> Candidates will give a detailed explanation of two or more reasons for the importance of keeping written records of a risk assessment. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the work. There will be few errors, if any, of grammar, punctuation and spelling.</p> <p><b>Level 2 (3 – 4 marks)</b> Candidates will <b>describe</b> (low end) or <b>explain</b> (upper end) at least one reason for the importance of keeping written records of a risk assessment. There will be evidence of coherence within the answers. There may be some errors of grammar, punctuation and spelling.</p> <p><b>Sub max 3 - for one reason explained well</b></p> <p><b>Level 1 (1 – 2 marks)</b> Candidates will give a <b>limited</b> explanation of reasons for the importance of keeping written records of a risk assessment. 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><b>0 marks</b> – response not worthy of credit.</p>

Q	Answer/Indicative Content	Mark	Guidance																											
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13	<p><b>Hazards:</b></p> <table border="1" data-bbox="220 250 938 854"> <tr> <th data-bbox="220 250 534 298">Hazard:</th><th data-bbox="534 250 938 298">Why:</th></tr> <tr> <td data-bbox="220 298 534 346">Extension lead</td><td data-bbox="534 298 938 346"><i>trip hazard</i></td></tr> <tr> <td data-bbox="220 346 534 457">First aid box in resource cupboard</td><td data-bbox="534 346 938 457"><i>no easy access and inadequate for potential accidents</i></td></tr> <tr> <td data-bbox="220 457 534 568">Water play / too close to electric sockets</td><td data-bbox="534 457 938 568"><i>water spillage on floor potential danger of electric shock</i></td></tr> <tr> <td data-bbox="220 568 534 679">Electric sockets near where children are playing</td><td data-bbox="534 568 938 679"><i>socket protectors not explicit</i></td></tr> <tr> <td data-bbox="220 679 534 790">Fire escape with steps</td><td data-bbox="534 679 938 790"><i>dangerous for parents and carers with pushchairs / wheelchairs</i></td></tr> <tr> <td data-bbox="220 790 534 854">Fire exit door opens inwards</td><td data-bbox="534 790 938 854"><i>restricts exit</i></td></tr> </table> <p><b>Who might be harmed:</b></p> <table border="1" data-bbox="220 941 938 1386"> <tr> <th data-bbox="220 941 534 989">Who:</th><th data-bbox="534 941 938 989">How: (may be interchangeable)</th></tr> <tr> <td data-bbox="220 989 534 1068">Playgroup staff</td><td data-bbox="534 989 938 1068"><i>tripping on extension lead</i></td></tr> <tr> <td data-bbox="220 1068 534 1148">Children</td><td data-bbox="534 1068 938 1148"><i>electric shock poking finger in socket</i></td></tr> <tr> <td data-bbox="220 1148 534 1227">Cleaners</td><td data-bbox="534 1148 938 1227"><i>unable to access first aid box</i></td></tr> <tr> <td data-bbox="220 1227 534 1306">Parents/carers</td><td data-bbox="534 1227 938 1306"><i>wet hands/electric shock</i></td></tr> <tr> <td data-bbox="220 1306 534 1386">People with disabilities</td><td data-bbox="534 1306 938 1386"><i>unable to access steps</i></td></tr> </table>	Hazard:	Why:	Extension lead	<i>trip hazard</i>	First aid box in resource cupboard	<i>no easy access and inadequate for potential accidents</i>	Water play / too close to electric sockets	<i>water spillage on floor potential danger of electric shock</i>	Electric sockets near where children are playing	<i>socket protectors not explicit</i>	Fire escape with steps	<i>dangerous for parents and carers with pushchairs / wheelchairs</i>	Fire exit door opens inwards	<i>restricts exit</i>	Who:	How: (may be interchangeable)	Playgroup staff	<i>tripping on extension lead</i>	Children	<i>electric shock poking finger in socket</i>	Cleaners	<i>unable to access first aid box</i>	Parents/carers	<i>wet hands/electric shock</i>	People with disabilities	<i>unable to access steps</i>	8	<p>The number of ticks will not necessarily correspond to the marks awarded. This is a levels of response question – marks must be awarded on the quality of the response given.</p> <p><b>Level 3 Check List:</b></p> <ul style="list-style-type: none"> <li>• At least 3 hazards</li> <li>• At least 2 different groups of who might be harmed.</li> <li>• At least two precautions already in place / or needed</li> <li>• Developed answer – dependency of effect/consequences</li> <li>• QWC High</li> </ul> <p><b>Level 2 Check List</b></p> <ul style="list-style-type: none"> <li>• Sound links – hazard who is at risk</li> <li>• Some consideration of precautions</li> <li>• QWC – mid-likely to be some errors.</li> </ul> <p><b>Level 1 Check List</b></p> <ul style="list-style-type: none"> <li>• Identification / list like</li> <li>• Limited awareness of precautions</li> <li>• QWC- likely to be poor</li> </ul> <p><b>Annotation:</b></p> <p> = hazard identified and explained</p> <p><b>EG</b> = who/how they will be harmed</p> <p> = adequate precaution already in place / precaution needed</p>	<p><b>Level 3 (7 – 8 marks)</b> Candidates will make detailed and well-argued judgements showing clear links between at least 3 hazards, why people might be at risk. They will consider precautions that are already in place.</p> <p><b>Level 2 (4 – 6 marks)</b> Candidates will identify hazards showing clear links between the hazards, why people might be at risk and precautions.</p> <p><b>Level 1 (1 – 3 marks)</b> Candidates will identify hazards but make few links between why people might be at risk and precautions.</p> <p><b>0 marks – response not worthy of credit</b></p> <p>Do not credit: hazards or precautions that are not shown on the plan. e.g. no rugs / no drinks machine</p>
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