



GCSE

Health and Social Care

Unit **A914:** Safeguarding and Protecting Individuals

General Certificate of Secondary Education

Mark Scheme for June 2017

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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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Annotation	Meaning of annotation
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Tick – correct answer
	Cross – incorrect answer
	Development of point (use only on questions where stated in the mark scheme)
	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
	Noted but no credit given
	Example
	Positive
	Negative


ADDITIONAL OBJECTS: You **must** annotate responses on any additional objects, using the above annotations.
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	Marks	Guidance
1	<p>Four required. One mark each.</p> <p>Signs and symptoms of a fracture:</p> <ul style="list-style-type: none"> • pain (in the area/limb) • difficulty in moving the area/limb • deformity of the area • shortening of a limb • bending or twisting or distortion of a limb • grating of the bones at the break • swelling (of area/limb) • bruising (of area/limb) • open fracture may have a wound with bones protruding / exposed bone • signs of shock – rapid pulse, pale skin, sweating 	<p>4 (4x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> ⌵ TV REP SEEN </div> <p>Only accept bleeding if qualified by protruding bone/ open fracture.</p> <p>If more than one sign/symptom is given on a line: Only the set number of responses should be marked. Mark the first response on each line only</p> <p>Crossed Out Responses: Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.</p>

Question	Answer	Marks	Guidance																
2	<p>Four required. One mark each.</p> <table><tr><th>Items</th><th>Tick four only (✓)</th></tr><tr><td>A leaflet giving guidance on first aid</td><td>✓</td></tr><tr><td>A packet of pain killers</td><td></td></tr><tr><td>2 sterile eye pads</td><td>✓</td></tr><tr><td>A pair of disposable gloves</td><td>✓</td></tr><tr><td>An inhaler</td><td></td></tr><tr><td>4 individually wrapped triangular bandages</td><td>✓</td></tr><tr><td>Indigestion tablets</td><td></td></tr></table>	Items	Tick four only (✓)	A leaflet giving guidance on first aid	✓	A packet of pain killers		2 sterile eye pads	✓	A pair of disposable gloves	✓	An inhaler		4 individually wrapped triangular bandages	✓	Indigestion tablets		4 (4x1)	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross.</p> <p>This is the only acceptable answer.</p> <p>If more than one tick is given in the box: No mark should be awarded.</p> <p>Crossed Out Responses Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.</p>
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Q	Answer/Indicative Content	Mark	Guidance													
			Content													
3	<p>First aid procedure – unconscious on floor</p> <table><tr><th>Action (what)</th><th>Explanation (why)</th></tr><tr><td>Ensure casualty is safe on the floor – nothing is posing a further risk</td><td>to avoid further injury</td></tr><tr><td>Airway: Check casualty’s airway is open and clear – if not tilt the head and lift the chin</td><td>opens the airway</td></tr><tr><td>Breathing: <ul style="list-style-type: none">• look for chest movements• listen for breathing• feel for breath on your cheek for no longer than 10 seconds• check pulse if there is a response• if breathing – recovery position</td><td>establishes whether the casualty is breathing</td></tr><tr><td>Obtain medical help – dial 999</td><td>for professional assistance</td></tr><tr><td><ul style="list-style-type: none">• Start chest compressions / CPR• Give rescue breaths<p>i.e. 30 compressions (100 per minute) followed by two rescue breaths and repeat until ambulance arrives or casualty starts</p></td><td>to re-start breathing to re-gain consciousness</td></tr></table>	Action (what)	Explanation (why)	Ensure casualty is safe on the floor – nothing is posing a further risk	to avoid further injury	Airway: Check casualty’s airway is open and clear – if not tilt the head and lift the chin	opens the airway	Breathing: <ul style="list-style-type: none">• look for chest movements• listen for breathing• feel for breath on your cheek for no longer than 10 seconds• check pulse if there is a response• if breathing – recovery position	establishes whether the casualty is breathing	Obtain medical help – dial 999	for professional assistance	<ul style="list-style-type: none">• Start chest compressions / CPR• Give rescue breaths <p>i.e. 30 compressions (100 per minute) followed by two rescue breaths and repeat until ambulance arrives or casualty starts</p>	to re-start breathing to re-gain consciousness	6	<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. The focus of the question is explanation.</p> <p>Level 3 – Check List</p> <ul style="list-style-type: none">• detailed explanation• correct priority• at least two reasons• QWC high <p>Level 2 – Check List</p> <ul style="list-style-type: none">• sound explanation• correct priority• at least one reason• QWC mid <p>Level 1 – Check list</p> <ul style="list-style-type: none">• descriptive (upper end), list like (low end)• minimal or no reasons• errors in priority• QWC low <p>Annotation:</p> <p> procedure</p> <p> reason</p>	<p>Level 3 (5- 6 marks) Candidates will give a detailed explanation of the first aid procedure for an unconscious casualty, with 2 or more reasons. 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>Level 2 (3-4 marks) Candidates will give a sound explanation of the first aid procedure for an unconscious casualty. There will be evidence of coherence within the answers. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1 (1-2 marks) Candidates will give a limited explanation of the first aid procedure for an unconscious casualty. Answers are likely to be descriptive or at the bottom end list like. Answers may be muddled, demonstrating little knowledge or understanding. There may be errors in the priority of treatment. Errors of grammar and spelling will be noticeable and intrusive.</p>
Action (what)	Explanation (why)															
Ensure casualty is safe on the floor – nothing is posing a further risk	to avoid further injury															
Airway: Check casualty’s airway is open and clear – if not tilt the head and lift the chin	opens the airway															
Breathing: <ul style="list-style-type: none">• look for chest movements• listen for breathing• feel for breath on your cheek for no longer than 10 seconds• check pulse if there is a response• if breathing – recovery position	establishes whether the casualty is breathing															
Obtain medical help – dial 999	for professional assistance															
<ul style="list-style-type: none">• Start chest compressions / CPR• Give rescue breaths <p>i.e. 30 compressions (100 per minute) followed by two rescue breaths and repeat until ambulance arrives or casualty starts</p>	to re-start breathing to re-gain consciousness															

	breathing			Appropriate order of priority is required for level 2 .	0 marks – response not worthy of credit.
	It is not expected that every action listed will be given by the candidate. However the order of priority for the actions provided must be appropriate.				


Question	Answer	Marks	Guidance
4	<p>Three required. One mark each.</p> <p>Legislation that contributes to safeguarding:</p> <ul style="list-style-type: none"> • The Children Act (2004) • Mental Health Act (2007) • Disability Discrimination Act (2005) • NHS and Community Care Act (1990) • Equality Act (2010) <p>Date not required</p>	<p>3 (3x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1456 399 1713 478">  </div> <p>Must state 'Act'.</p> <p>Do not credit Children's Act</p> <p>If more than one piece of legislation is given on a line: Only the set number of responses should be marked. Mark the first response on each line only.</p> <p>Crossed Out Responses: Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.</p>

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
5	<p>Examples of effects:</p> <ul style="list-style-type: none"> • low self-esteem • low self-confidence • become aggressive towards others • frightened / scared / worried • feel devalued / unimportant / unwanted • disempowered / feel useless • withdrawn / isolated / stop communicating • will not trust people • feel depressed / sad / upset • mental health may deteriorate • physical health may deteriorate • become vulnerable to abuse – physical, sexual, financial • physical injuries due to falls, burns etc <p>Examples of causes:</p> <ul style="list-style-type: none"> • unable to care for themselves without help and support • social isolation • not eat properly / may neglect themselves • mental illness such as dementia / Alzheimer's • physical illness – affecting mobility / unable to socialise with others • no friends • no relatives nearby • abuse from family / carers 	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 analyse.</p> <p>Level 3 -check List</p> <ul style="list-style-type: none"> • detailed analysis – dependency of effect/cause • two or more effects • QWC – high <p>Level 2 –check list</p> <ul style="list-style-type: none"> • sound analysis • one or two effects • may identify several effects but analysis not fully developed • QWC – mid <p>Level 1 - check list</p> <ul style="list-style-type: none"> • basic analysis / description • may be list like • QWC – low <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p>	<p>Level 3: (5-6 marks) Candidates will give a detailed analysis of at least two effects. 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 provide a sound analysis of two effects. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the work. There may be some errors of grammar, punctuation and spelling. Sub max of 3 - if one effect explained well or several identified but not fully developed</p> <p>Level 1: (1-2 marks) Candidates will give a basic analysis of the effects. Answers may be list like. Understanding will be superficial. Answers may be 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> <p>SEEN for a zero mark response</p>

Question	Answer	Marks	Guidance
6	<p>Three required. One mark each.</p> <p>Situations where children need safeguarding:</p> <ul style="list-style-type: none"> • being emotionally ill-treated eg deprived of love or physical contact • verbal abuse e.g. being regularly shouted at • physical abuse e.g. hit, slapped • sexual abuse • bullying • self-harming • having to witness violent scenes e.g. at home • parents unable to put child's needs before their own • being left to look after themselves without adult protection 	<p>3 (3x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> ^ TV REP SEEN </div> <p>‘Being threatened’ or ‘abused’– need to be qualified, i.e how</p> <p>Crossed Out Responses: Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none">• physical neglect e.g. lack of food, personal hygiene• forcible isolation – access to the outside world is denied by the carer• psychological ill-treatment by a carer swearing, humiliating or harassing them• financial ill-treatment – child exploitation• social media – bullying, grooming		


Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
7	<p>Best before:</p> <ul style="list-style-type: none"> found on food with a long shelf life eg. Dried/tinned/frozen and used as a guide to quality of food as opposed to effect on health dates on eggs are important as eggs may be contaminated with salmonella, which could multiply after the best before date <p>Use by:</p> <ul style="list-style-type: none"> displayed on food that will go off quickly – raw or cooked – and should not be eaten after this date <p>Sell by: (or Display until)</p> <ul style="list-style-type: none"> for shop staff not consumers identifies when products should be removed from the shop shelves and disposed of. 	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>Level 2 checklist</p> <ul style="list-style-type: none"> detailed explanation explicit reference to ‘best before’, ‘use by’ or ‘sell by’ for full marks use of correct terminology QWC – High <p>Level 1 checklist</p> <ul style="list-style-type: none"> basic explanation / description that lacks clarity may lack explicit reference to ‘best before’, ‘use by’ or ‘sell by’ limited terminology QWC – Mid - low 	<p>Level 2 (3–4 marks) Answer provides a detailed explanation of the purpose of date stamping on food products. Answers will be coherent, using correct terminology.</p> <p>Level 1 (1–2 marks) Answer provides a basic explanation or description of date stamping on food products. List like or muddled answers should be placed in this band. Limited use of terminology.</p> <p>0 marks = response not worthy of credit</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>SEEN for a zero mark response</p>

Question	Answer	Marks	Guidance
8	<p>Three required. One mark each.</p> <p>Good hygiene practices when cooking food:</p> <ul style="list-style-type: none"> • wash hands and dry thoroughly: <ul style="list-style-type: none"> - before preparing food - after handling raw meat - after going to the toilet - after touching the bin • personal hygiene – tie hair back, no nail polish, no jewellery, apron, disposable gloves, hair nets etc • meat such as chicken, pork, sausages and burgers must always be well cooked – there should be no pink meat in the middle or pink juices • use a meat thermometer to ensure the correct cooking temperature is reached • thorough cooking kills most bacteria in food • food should not be reheated more than once, if reheating food it must be done thoroughly all the way through • frozen raw meat must be thoroughly defrosted before it is cooked • do not mix previously cooked food with newly cooked food e.g. topping up soup the temperature is lowered and increases the risk of bacteria growing • if cooked food needs to be kept hot before being eaten, it must be kept hot using a heated tray, trolley or service counter at 63° C or above 	3 (3x1)	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Answers must relate to cooking food not food preparation.</p> <p>Do not credit:</p> <ul style="list-style-type: none"> • ‘washing hands’ on its own, must state when • repeats – must be three different good hygiene practices • food preparation e.g. use of coloured chopping boards etc <p>Crossed Out Responses: Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.</p>


Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
9	<p>Ways of cleaning the nursery:</p> <ul style="list-style-type: none"> • cleaning of surfaces / floors / bins / toys / equipment • steam cleaning surfaces • use of appropriate cleaning materials eg sanitizer, antibacterial liquids, disinfectant • laundering of materials / curtains / blinds • closure of nursery for deep cleaning <p>How the risk of infection is reduced:</p> <ul style="list-style-type: none"> • prevents transfer of bacteria • destroys bacteria / kills bacteria • toys/furnishings carry less bacteria/germs • reduces bacteria/germs to a safe level • ensures high level of cleanliness • reduces opportunities for spreading bacteria/germs • stops others coming into contact with bacteria/germs • removes places for bacteria/germs to be trapped 	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 explanation.</p> <p>Level 3 -check List</p> <ul style="list-style-type: none"> • detailed explanation • two or more ways • clear understanding of reducing the spread of infection • relevant to a nursery • QWC – high <p>Level 2 –check list</p> <ul style="list-style-type: none"> • sound explanation • one or two ways • some knowledge of reducing the spread of infection • may identify several ways but explanation not fully developed • some reference to a nursery • QWC – mid <p>Level 1 - check list</p> <ul style="list-style-type: none"> • basic explanation / description • one way or several identified • lacks clarity or relevance • may be list like • QWC – low <p>Do not accept:</p> <ul style="list-style-type: none"> • ‘to get rid of’ or ‘stop’ germs 	<p>Level 3: (5-6 marks) Candidates will give a detailed explanation of at least two ways the nursery environment should be cleaned to reduce the risk of infection. 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 explain two ways the nursery environment should be cleaned to reduce the risk of infection. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the work. There may be some errors of grammar, punctuation and spelling. Sub max of 3 - if one way explained well or several identified but not fully developed.</p> <p>Level 1: (1-2 marks) Candidates will give a basic explanation of ways the nursery environment should be cleaned, to reduce the risk of infection. Answers may be list like. Understanding will be superficial. Answers are likely to be 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> <p>SEEN for a zero mark response</p>

Question	Answer	Marks	Guidance
10 (i)	<p>Two marks for a definition.</p> <p>Standard precautions:</p> <ul style="list-style-type: none"> actions taken by staff in a health care setting to limit the risk of the spread of infectious diseases control procedures to minimise the risks of infection based on the assumption that all human secretions (e.g. blood, saliva) could potentially cause infection are safeguards aimed at reducing the risk of transferring infections from one person to another are the basic level of infection control measures which are to be used, as a minimum, in the care of all patients. <p>Look for:</p> <ul style="list-style-type: none"> actions / ways procedures safeguards measures requirements steps that should be taken guidelines protocol 	2 (2x1)	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1352 395 1718 475" style="border: 1px solid black; padding: 5px; text-align: center;"> ^ TV REP SEEN </div> <p>Wording of answers does not have to exactly match that on the mark scheme.</p> <p>Two marks:</p> <ul style="list-style-type: none"> reference to regular procedures /actions <p>plus</p> <ul style="list-style-type: none"> reference to preventing infection <p>One mark: A basic definition that lacks clarity or only references one aspect</p> <p>Do not accept:</p> <ul style="list-style-type: none"> specific examples of standard precautions <p>Marks are for a definition, not examples, of standard precautions.</p>

Question		Answer	Marks	Guidance
10	(ii)	<p>One required. One mark.</p> <p>Examples of standard precautions:</p> <ul style="list-style-type: none"> • wash hands before and after contact with each patient • change gloves between dealing with different patients • following good hand washing procedures • covering cuts on the arms or hands with waterproof dressings • safe disposal of protective clothing, other potentially contaminated waste and 'sharps' (needles) • cleaning and sterilising the environment – e.g. dealing with spillages immediately, sterilising equipment • staying away from work when unwell • making sure ventilation is adequate <p>Answers must relate to a nurse on a hospital ward.</p>	<p>1 (1x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1464 427 1830 509" style="border: 1px solid black; padding: 5px; text-align: center;"> ^ TV REP SEEN </div> <p>Wording of answers does not have to exactly match that on the mark scheme.</p> <p>Crossed Out Responses: Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.</p>

Question	Answer	Marks	Guidance
11	<p>Two ways required. Two marks each.</p> <p>How to ensure fire exits can be used safely:</p> <ul style="list-style-type: none"> • clear 'EXIT' signs to show where the fire exit is • the exit must lead directly outside • must not be obstructed by boxes, equipment, rubbish bags or furniture etc • enough exits for the number of people in the building • should have a ramp if not exiting to a flat surface • must be unlocked from the inside • should not be fitted with restraints or alarms that could restrict use • the door must be able to be used without a key or specialist knowledge such as a pin code etc • the distance people need to go to escape should be kept as short as possible • the door should open outwards • regularly check that they are working properly 	<p>4 (2x2)</p>	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;">  </div> <p>Do not accept:</p> <ul style="list-style-type: none"> • points relating to fire procedures – answers must relate specifically to fire exits. • one word answers – the question is 'describe'.

Question	Answer	Marks	Guidance
12	<p>One description required. Two marks.</p> <p>Hazards in a residential care home bedroom:</p> <ul style="list-style-type: none"> • loose rugs / worn carpets – trip hazard • overloaded electrical sockets – risk of electric shock / fire • poorly placed or too much furniture – trip hazard; blocks escape route in an emergency • unstable furniture – hazard if leaned on, could topple over • floor length of curtains – trip hazard • clothes, bed-linen trailing on floor – trip hazard • trailing flexes from TV, portable heater, radio – trip hazard, electric shock, fire • poor lighting – poor visibility in an emergency, trip hazard • smoking / lack of smoke alarms – fire hazard • lack of fire instructions – resident will not know what to do resulting in delayed evacuation in an emergency <p>This list is not exhaustive accept other relevant hazards.</p>	<p>2 (2x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <input type="checkbox"/> ^ <input type="checkbox"/> TV <input type="checkbox"/> REP <input type="checkbox"/> SEEN </div> <p>The hazard must be identified and described for 2 marks</p> <ul style="list-style-type: none"> • if just identification – 1 mark • do not credit two identifications.

Question		Answer	Marks	Guidance
13	(i)	<p>One mark for identification. Two required. One mark for purpose. Two required.</p> <p>Sign: No entry (do not enter)</p> <p>Purpose:</p> <ul style="list-style-type: none"> • to prevent visitors or patients accessing the lab • to stop unauthorised persons entering the lab / stop people entering • warning individuals of restricted access • informing of prohibited access 	<p>2 (2x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>MUST be <u>purpose</u> of the sign.</p>
13	(ii)	<p>One mark for identification. Two required. One mark for purpose. Two required.</p> <p>Sign: Biohazard</p> <p>Purpose:</p> <ul style="list-style-type: none"> • warning of biological threat • alert that there is a risk of contamination • safety warning of a risk of infection • to show there is a contamination risk 	<p>2 (2x1)</p>	<p>If more than one identification of the sign is given: Mark the first response on each line only.</p>

14

Hazards:

Hazard:	Why:
Hot drinks machine in the waiting area	<i>People with hot drinks may collide with others waiting, staff or those arriving through main entrance</i>
Table in waiting area	<i>Risk of tripping over it Difficult for those with mobility issues Nowhere for a wheelchair</i>
First aid box in staff room	<i>no easy access and inadequate for potential accidents</i>
Access to lab from treatment room 1	<i>Risk of unauthorised access and interruption of treatments when staff need to access the lab</i>
No toilet for patients - the only toilet is accessed through staff room	<i>Confidentiality issues as patients walk through staff room to the toilet</i>
Fire escape with steps / in staff room	<i>dangerous for elderly patients, parents and carers with pushchairs / wheelchairs lack of access for patients</i>
Fire exit door opens inwards	<i>restricts exit</i>
Fire extinguisher in hygienist's room	<i>Not accessible in an emergency</i>

8

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.

Level 3 Check List:

- At least 3 hazards
- At least 2 different groups of who might be harmed.
- At least 2 precautions already in place / or needed
- Developed answer – dependency of effect/consequences
- QWC High


Level 2 Check List

- Sound links – hazard + risk
- implicit reference to who may be harmed – ‘people’ ‘person’ etc
- Some consideration of precautions
- QWC –mid-likely to be some errors.


Level 1 Check List

- Identification / list like
- Limited awareness of precautions
- QWC- likely to be poor

Annotation:

 = hazard identified and explained

EG = who / how they will be harmed

 = adequate precaution already in place / precaution needed

Level 3 (7-8 marks)
Candidates will make detailed and well-argued judgements showing clear links between at least 3 hazards, why people might be at risk and precautions needed or that are already in place.

Level 2 (4-6 marks)
Candidates will identify hazards showing clear links between the hazards, why people might be at risk and precautions needed or in place.
sub-max 4 – if no precautions

Level 1 (1-3 marks)
Candidates will identify hazards but make few links between why people might be at risk and precautions.

0 marks – response not worthy of credit

Do not credit:
hazards or precautions that are not shown on the plan.
e.g. no rugs

Who might be harmed:

Who:	How: <i>(may be interchangeable)</i>
Staff	Burn/scald from hot drink
Parents waiting with their children	Unable to access first aid box for treatment
Patients – adults and children	unable to access steps to escape in the event of a fire
People with mobility problems or disabilities	slows down exiting building as door opens inwards
Parents/carers	

Consider risks – are precautions adequate?:

Precaution:	Adequate?
Fire blanket in lab	good practice / poor location
Fire escape through staff room	to safely evacuate people but no ramp so a problem for those with disabilities / parents with pushchairs / young children
Fire extinguishers	adequate number for the dentist's surgery – good practice for one to be by external door in staffroom move the one from hygienist's room to reception or main entrance – better access
First aid box available	legal requirement – but not accessible – would be better in reception
Precaution needed: restrict access to lab from treatment room 1	key pad access to prevent unauthorised access to lab / interruption of treatment
Fire exit signs	so patients know the fire exit is through the staff room

OCR (Oxford Cambridge and RSA Examinations)
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