

**Advanced Subsidiary GCE
Health and Social Care**

F913

Unit F913: Health and Safety in care settings

Specimen Paper

Time: 1 hour 30 minutes

Candidates answer on the question paper.

Additional materials:

Candidate
Forename

Candidate
Surname

Centre
Number

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Candidate
Number

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INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer **all** the questions.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- Your Quality of Written Communication is assessed in questions marked with an asterisk (*).
- The total number of marks for this paper is 100.

FOR EXAMINER'S USE	
1	
2	
3	
4	
5	
6	
TOTAL	

This document consists of **9** printed pages and **1** blank page.

Answer **all** questions.

1 Read **Text 1** below.

Text 1

Anika works in a large residential home as a care assistant. While she has been on duty, Anika has been required to use her workplace skills to treat **three** residents who required basic first aid.

Use the information given in **Text 1** to answer Questions **1(a)** and **1(b)**.

- (a) (i)** Name the legislation that relates to the provision of work equipment which places a general duty on employers. [1]
- [1]
- (ii)** Give **four** requirements placed on employers as a result of this legislation.
- Requirement 1: [1]
- [1]
- Requirement 2: [1]
- [1]
- Requirement 3: [1]
- [1]
- Requirement 4: [1]
- [1]
- (b)** Identify the **five** key stages used when making a risk assessment.
- Describe **one** purpose of each.
- Stage 1: [1]
- Purpose: [1]
- [1]
- Stage 2: [1]
- Purpose: [1]
- [1]
- Stage 3: [1]
- Purpose: [1]
- [1]
- Stage 4: [1]
- Purpose: [1]
- [1]
- Stage 5: [1]
- Purpose: [1]
- [1]

2 (a) Describe **three** roles of the Health and Safety Executive when making sure regulations are applied in the workplace.

Role 1:
..... [1]

Role 2:
..... [1]

Role 3:
..... [1]

(b) (i) Give **three** reasons why accident reports are necessary in health, social care and early years settings.

Reason 1:
..... [1]

Reason 2:
..... [1]

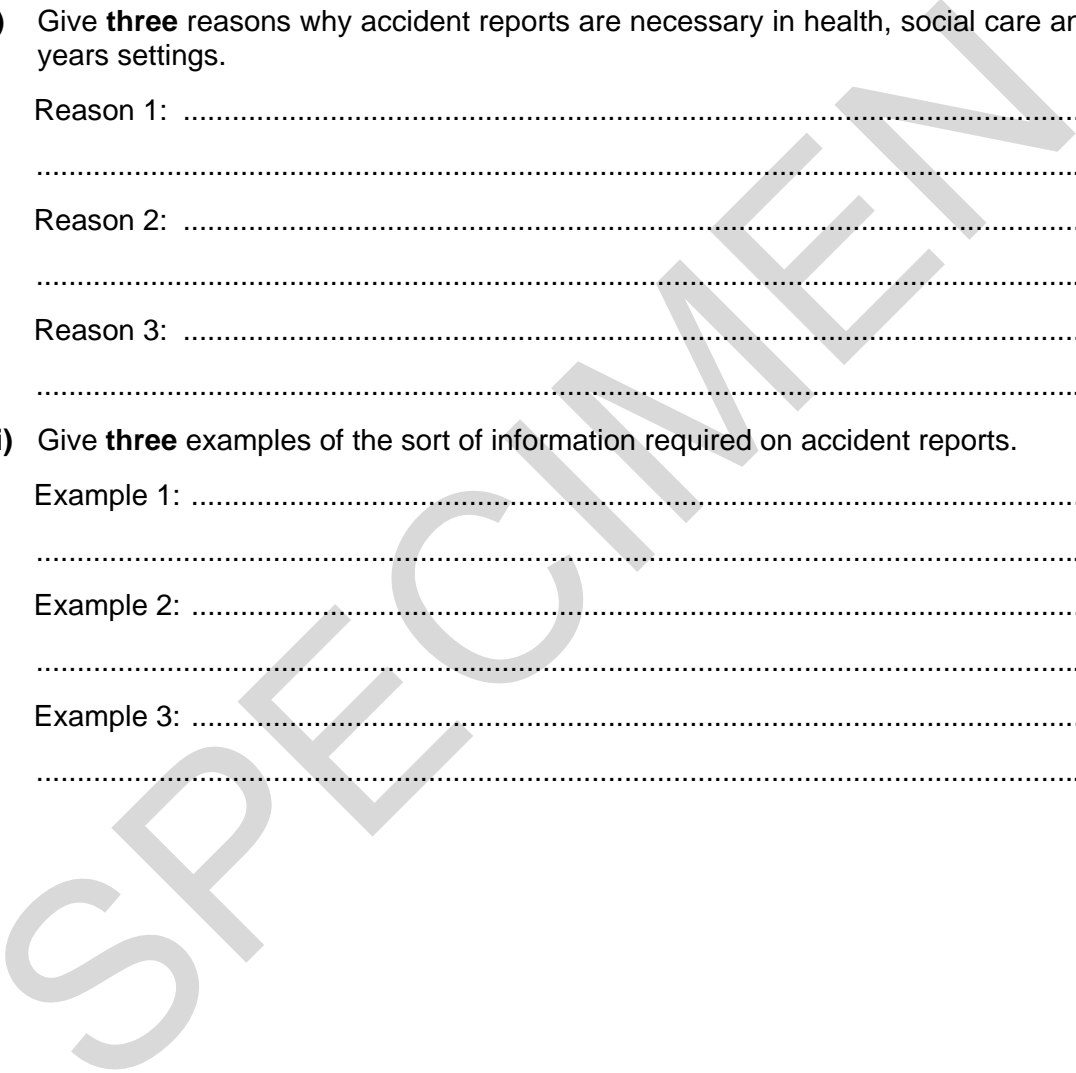
Reason 3:
..... [1]

(ii) Give **three** examples of the sort of information required on accident reports.

Example 1:
..... [1]

Example 2:
..... [1]

Example 3:
..... [1]



(c) Give **three** reasons why it is important for a care setting to have a health and safety policy.

Explain why each is important

Reason 1: [1]

Explanation: [1]

Reason 2: [1]

Explanation: [1]

Reason 3: [1]

Explanation: [1]

3 Read **Text 3** below.

Text 3

At a residential home, two residents have an infection. The staff do not want the other residents to become infected.

Use the information given in **Text 3** to answer Questions **3(a)** and **3(b)**.

(a) (i) What is meant by the term 'cross-infection'?

..... [1]

(ii) Describe **three** circumstances when cross infection could occur.

Circumstance 1: [1]

Circumstance 2: [1]

Circumstance 3: [1]

(b) Identify **four** 'standard precautions' that help prevent the spread of infection in care settings.

Describe how each could help.

Precaution 1: [1]

Description:
..... [1]

Precaution 2: [1]

Description:
..... [1]

Precaution 3: [1]

Description:
..... [1]

Precaution 4: [1]

Description:
..... [1]

(c) You have been asked to give advice to the manager of a residential home about the Health and Safety Law poster.

Give **four** pieces of information which should be included in the poster and the purpose of each piece.

Information 1: [1]

Purpose:
..... [1]

Information 2: [1]

Purpose:
..... [1]

Information 3: [1]

Purpose:
..... [1]

Information 4: [1]

Purpose:
..... [1]

4 Read **Text 4** below.

Text 4

Care workers at a nursing home use transfer boards and hoists to move service users, therefore keeping hazardous lifting to a minimum. Regulations give strict guidelines about how moving and handling should be carried out.

Use the information given in **Text 4** to answer Questions **4(a)** and **4(b)**.

(a) Name a regulation that provides instructions for moving and handling people.
..... [1]

(b) Explain **three** ways employers and care workers at a nursing home should prepare before moving and handling service users.

Way 1: [1]

Explanation: [1]

Way 2: [1]

Explanation: [1]

Way 3: [1]

Explanation: [1]

(c) Describe how transfer boards would be used when moving and handling service users, analysing the benefits to service users.

..... [8]

5 Read **Text 5** below.

Text 5

The law requires that employers ensure the safety and security of their employees. Bowleaze Pre-School has to make sure that laws and regulations relating to the care and safety of children are implemented.

Use the information given in **Text 5** to answer Questions **5(a)** and **5(b)**.

(a) Identify **two** safety features that Bowleaze Pre-School could have in place to protect service users and staff. Explain, using different examples, how each would help.

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..... [5]

(b)* Explain the security measures that could be implemented at Bowleaze Pre-School. Evaluate their effectiveness.

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..... [10]

SPECIMEN

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Question Number	Answer	Max Mark
1(a)(i)	Provision and Use of Work Equipment 1998	[1]
1(a)(ii)	<p>Four from:</p> <ul style="list-style-type: none"> • to consider the risks in the workplace before buying new equipment; • to provide adequate training, information and instruction on the equipment; • to ensure the equipment is properly maintained; • to protect the user from dangerous parts of the machinery; • to reduce danger from specific hazards; • to ensure stability of equipment; • to ensure adequate lighting; • to make sure warnings and markings are clearly visible. 	[4]
1(b)	<p>Stage 1: Look for hazards Purpose, one from:</p> <ul style="list-style-type: none"> • think about what could go wrong; • document the hazards; • categorise the types of hazards; • discuss with workforce any concerns they may have; • concentrate on hazards that are significant although do not ignore any; • check accident record book to see if there are any types of hazards documented that you have not already noted. <p>Stage 2: Assess who may be harmed and how Purpose –One from:</p> <ul style="list-style-type: none"> • employees/visitors/customers/trainees; • the assessment needs to include how a person could be injured. <p>Stage 3: Consider the risk and decide whether the precautions that are in place are adequate and whether more could be done in taking action. Purpose, one from:</p> <ul style="list-style-type: none"> • whether the hazard can be got rid of altogether, if not, how the risk can be controlled; • what the worst result is if the hazard is not dealt with; • how the accident is likely to happen; • how many people would be affected if things did go wrong. <p>Stage 4: Document your findings Purpose, one from:</p> <ul style="list-style-type: none"> • the areas you have investigated; • any hazards found; • the conclusions reached; • the controls put in place to control the hazard. 	[10]

Question Number	Answer	Max Mark
1(b) cont.	Stage 5: Review the assessment and revise it if necessary Purpose, one from: <ul style="list-style-type: none"> • consider the controls that have been put in place; • can improvements be made; • can risks be reduced still further. [One mark for each correct stage and additional mark for each correct purpose]	
2(a)	Three from: <ul style="list-style-type: none"> • enforces health and safety legislation in the workplace; • provides guidance on health and safety in the workplace; • HSE covers offices, factories, building sites, mines, quarries, fairgrounds, railways, chemical plants, offshore and nuclear installations, schools and hospitals (note: to obtain a mark, a candidate only has to name one of these); • HSE can enter premises at any reasonable time; • HSE can carry out examinations and investigations; • HSE can take photographs; • HSE can take measurements; • HSE can take samples/articles; • HSE can arrange for tests to take place; • HSE can require information to be given; • HSE can inspect documents; • HSE can issue Improvement and Prohibition Notices. 	[3]
2(b)(i)	Three from: <ul style="list-style-type: none"> • to meet the requirements of the law; • in case further information is required by professional care workers; • in case the service user's/employee's condition worsens; • in case legal action is taken; • to inform relatives. 	[3]
2(b)(ii)	Three from: <ul style="list-style-type: none"> • information about the person reporting: name, job title, telephone number; • information about the organisation: name, type of work; • information about the accident: date, time, department; • information about the injured person: full name, address, phone number, age, whether an employee or trainee; • information about the injury: what was the injury, part of the body injured, first aid given; • information about the kind of accident: machinery, moving and handling, contact with electricity; • information about what happened: piece of equipment broken, fit, fall, cut; • signature, date. 	[3]

Question Number	Answer	Max Mark
2(c)	<p>Three from:</p> <ul style="list-style-type: none"> • to set standards – so that everyone knows what is expected; • to know who is responsible – so that it is easier for staff to talk to a named person; • to ensure that all staff follow the correct procedures – so that there is consistency; • to maintain the law – so that legal procedures will not be taken against the residential home; • to provide a safe environment – so that staff and residents will feel secure. <p>[One mark for each correct reason and additional mark for each correct explanation]</p>	[6]
3(a)(i)	The passing of infection from one person to another	[1]
3(a)(ii)	<p>Three from:</p> <ul style="list-style-type: none"> • if hands are not washed between dealing with service users; • if protective clothing is not changed between dealing with one service user and another; • if china and cutlery are not kept separately; • if cuts/wounds are not protected; • if waste is not disposed of correctly; • if standard precautions are not applied. 	[3]
3(b)	<p>Four from:</p> <ul style="list-style-type: none"> • wash hands before and after contact with each service user and before and after putting on gloves – prevents germs being passed from one service user to another; • wear gloves/change gloves to form a protective barrier – used when coming into contact with a person who has an infectious illness/when clearing up spillages of blood or body waste; • wear a plastic apron to prevent germs from being carried on clothes – used when caring for people with infectious illness and should be disposed of immediately after use with that service user; • sterilise equipment to destroy all micro-organisms by the use of heat, steam or hot air – used on instruments so that they can be used time and time again; • dispose of contaminated waste safely so that it can be processed correctly/to reduce risks to those who are involved in processing it – used for the disposal of clinical waste (yellow)/ soiled linen (red)/recyclable instruments (blue); • cover any wounds – to prevent bacteria from entering the wound. <p>[One mark for each correct precaution and additional mark for each correct description]</p>	[8]

Question Number	Answer	Max Mark
3(c)	<p>Four from:</p> <ul style="list-style-type: none"> • the name of an employee representative – so that employees know whom to contact when there is an issue or an enquiry; • the name of the management representative – employees will know who at management level has received training and is, therefore, likely to be able to answer questions/resolve issues; • the contact details of the enforcing authority in the event of wanting to make a complaint or to investigate a matter further – so the employee and the employer have a quick point of reference of whom to contact; • any other relevant information plus purpose. <p>[One mark for each correct piece of information and additional mark for each correct purpose]</p>	[8]
4(a)	<p>One from:</p> <ul style="list-style-type: none"> • Manual Handling Operations Regulations (1992/1998); • Lifting Operations and Lifting Equipment Regulations (1998). 	[1]
4(b)	<p>Three from:</p> <ul style="list-style-type: none"> • steps must be taken to minimise the risks – employer’s responsibility to examine and assess any workplace practice which could be a risk; • employer must carry out risk assessments – employer required to provide any equipment needed for tasks involving moving and handling people; • care worker must carry out risk assessment every time they move or handle people – no two risks are ever the same, therefore, a risk assessment must be carried out every time a person is moved; • a checklist should be used before carrying out the risk assessment – e.g. is the environment safe, is the floor surface safe, is the equipment in place, is there enough space for the equipment and for the move, does the service user have privacy? • the care worker should discuss with the person to be moved which method they prefer – the care worker should explain to the service user how they propose to move them; • the care worker should make sure the equipment works – to ensure that the move is carried out as smoothly as possible and the service user/care worker is not put at risk; • the care worker should make sure their own clothing/footwear is suitable – to ensure they are not at risk by trapping clothing in equipment or losing balance through wearing unsuitable footwear. <p>[One mark for each correct way and additional mark for each correct explanation]</p>	[6]

Question Number	Answer	Max Mark
4(c)	<p>Use levels of response criteria.</p> <p>Level 1 [0-3 marks] Candidates will give at least one way that slide boards can be used when moving and handling service users or they may give one benefit to the service user. Answers are likely to be muddled and show little understanding.</p> <p>Level 2 [4-6 marks] Candidates will clearly describe two ways in which slide boards are used when moving and handling service users. There will be some evidence of knowledge and understanding, with benefits to the service user identified. Answers will show some evidence of application of knowledge.</p> <p>Level 3 [7-8 marks] Candidates will clearly and accurately describe two ways in which slide boards are used when moving and handling service users. There will be factual knowledge and understanding evident, along with an analysis of the benefits to the service user. Answers will be developed logically and will show evidence of application of knowledge skills.</p> <p>Knowledge requirements:</p> <p>Using Slide Boards:</p> <ul style="list-style-type: none"> • the slide board is a small board; • it is placed between a bed and a chair or a chair and a wheelchair; • it is designed to be used with service users who are 'active'; • service users will only require assistance and will not be totally dependent on care workers; • the board allows the client to slide from the bed to the chair; • care workers will help to steady the service user; • care workers will give encouragement; • care workers will ensure that the environment is safe for this procedure to be used. <p>Benefits to the service user:</p> <ul style="list-style-type: none"> • service user feels in control; • helps the service user to feel more independent/not dependent on care workers; • raises the service user's self-esteem as they are contributing; • service users are less likely to be anxious; • removes fear. 	[8]

Question Number	Answer	Max Mark
5(a)	<p>Use levels of response criteria.</p> <p>Level 1 [0-2 marks] Candidates will identify at least one safety feature that could be in place at the playgroup. Explanations of how each would help are unlikely to be given. The answer given will be factually correct, although it is likely to be muddled.</p> <p>Level 2 [3-4 marks] Candidates will identify at least two safety features that could be in place at the playgroup. For one feature, a detailed explanation of how it would help will be given, or two will be briefly given. Answers will be factually correct and coherent.</p> <p>Level 3 [5 marks] Candidates will identify at least two safety features that could be in place at the playgroup. For each feature, a detailed explanation of how each would help will be given. Answers will be factually correct. There will be evidence of synthesis within the answer.</p> <p>Knowledge requirements:</p> <p>Safety features:</p> <p>Fire alarm:</p> <ul style="list-style-type: none"> • to allow people to be made aware that there is a fire; • to enable people to evacuate the building quickly; • to enable the fire brigade to be called quickly; • to save life. <p>Smoke alarm:</p> <ul style="list-style-type: none"> • to prevent smoke inhalation; • to alert people to the possibility of a fire; • to save life; • to prevent people becoming trapped inside the building. <p>Fire-fighting equipment:</p> <ul style="list-style-type: none"> • to put out a fire before it gets worse; • to contain the fire; • to prevent the fire from spreading; • to save life. <p>Note: for fire fighting equipment candidates may give examples, e.g. fire blanket, fire extinguisher. These are acceptable if they give different ways of how each would help.</p>	[5]

Question Number	Answer	Max Mark
5(b)*	<p>Use levels of response criteria.</p> <p>Level 1 [0-3 marks] Candidates will identify at least one security measure that could be in place, however, there will be little or no evaluation of how effective this would be. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of question. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p>Level 2 [4-7 marks] Candidates will describe at least two security measures that could be in place and will briefly evaluate how effective each of these would be. The evaluations will show evidence of reflection, basic analysis, will draw some conclusion and will be coherent. Answers will be factually correct with some use of appropriate terminology. Sentences for the most part relevant presented in a balanced, logical and coherent manner which addresses the question. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p>Level 3 [8-10 marks] Candidates will explain at least two relevant security measures that could be in place and will evaluate in detail how effective these would be. The evaluations will show evidence of reflection and analysis and will draw accurate and relevant conclusions. There will be evidence of synthesis within the work. Candidate presents materials in a well planned and logical sequence. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Knowledge requirements:</p> <p>Security measures:</p> <ul style="list-style-type: none"> • locking all outer doors – to prevent people entering the building; • having a reception area with a locked door into the main area which only allows those with a password to gain access unless accompanied – prevents unwanted visitors; • having a security policy in place – all staff know the procedures for security/all are following the same standards; • staff taking responsibility for a certain number of children – so that they get to know the child and their parents – prevents children being collected by a person who has not permission to collect them; • having photographs of the parent/main carer on record – so they can check if the correct person is collecting the child; • asking for prior notification, in writing, if someone else is collecting the child, e.g. grandparent, and asking grandparent for some form of identification on arrival; • having a visitors book where accepted visitors sign in and out – so it is known who is in the building at any one time; • having safety catches on windows – so children cannot go out and unwanted visitors cannot get in; • supervising children when playing outside – so all children can be accounted for; • keeping a register of all children and checking after outside activities – to make sure no one is missing. 	[10]

Question Number	Answer	Max Mark
6(a)*	<p><i>Use levels of response criteria.</i></p> <p>Level 1 [0-3 marks] Candidates will be able to describe/identify at least one responsibility of an employer and/or an employee. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of question. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p>Level 2 [4-7 marks] Candidates will clearly describe the responsibilities of employers and the responsibilities of employees in the workplace. They may examine one in greater depth than the other. Answers will be factually correct with some use of appropriate terminology. Sentences for the most part relevant presented in a balanced, logical and coherent manner which addresses the question. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p>Level 3 [8-10 marks] Candidates will clearly and accurately discuss the responsibilities of employers and the responsibilities of employees in the workplace. Candidate presents materials in a well planned and logical sequence. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Knowledge requirements:</p> <p>Responsibility of employers:</p> <ul style="list-style-type: none"> • carry out suitable and sufficient assessment of risks; • identify hazards; • take appropriate action for the control of the risk; • carry out a further assessment after an accident; • record arrangements for health and safety, including planning, organisation, control, monitoring and reviewing of 'protective and preventative measures'; • an employer must appoint at least one competent person to assist him with health and safety tasks; • employ competent people to carry out work duties; • ensure that any necessary contracts with external services are arranged; • provide comprehensive health and safety information to all employees; • to be aware of communication issues when dealing with health and safety, e.g. language differences; • provide safety training at induction and on transfer of an employee to a new area; • to complete an accident investigation and record the findings after an accident has occurred; • keep records to show that investigations have been carried out. 	[10]

Question Number	Answer	Max Mark
<p>6(a)* cont</p> <p>6(b)*</p>	<p>Responsibilities of employees:</p> <ul style="list-style-type: none"> • to take responsibility for themselves in the workplace; • not to take any action that would put others at risk; • to keep the health and safety rules that apply; • to know the location of the fire exits; • to wear any protective clothing deemed necessary for the job; • to report any accidents; • to report damage/breakage to machinery; • co-operate with the employer in respect of health and safety; • not to intentionally damage any equipment or materials provided by the employer. <p><i>Use levels of response criteria.</i></p> <p>Level 1 [0-3 marks] Candidates will describe/identify ways that service users and/or staff will benefit from the implementation of the Health and Safety at Work Act, although there will be little evidence of knowledge and/or understanding of the benefits to either service users or staff. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of question. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p>Level 2 [4-7 marks] Candidates will make basic judgements and discuss the ways that service users and staff will benefit from the implementation of the Health and Safety at Work Act. Examples will be given to illustrate some of the points being made. Answers will be factually correct with some use of appropriate terminology. Sentences for the most part relevant presented in a balanced, logical and coherent manner which addresses the question. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p>Level 3 [8-10 marks] Candidates will make reasoned judgements and evaluate how service users and staff will benefit from the implementation of the Health and Safety at Work Act. Examples will be given to illustrate the points being made. There will be evidence of synthesis within the work. Candidate presents materials in a well planned and logical sequence. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Knowledge requirements:</p> <p>Benefits:</p> <ul style="list-style-type: none"> • employers will be complying with the law; • they are less likely to have legal proceedings taken against them/be sued; • their employees are likely to have fewer accidents; • the work force (employees) are likely to feel safer/more secure; 	<p>[10]</p>

Question Number	Answer	Max Mark
6(b)* cont	<ul style="list-style-type: none">• fewer absentees through accidents, therefore, likely to have increased production;• employees are likely to be happier/more content;• service users are likely to feel safer;• service users will have confidence in their care workers;• service users are likely to be happier;• service users are likely to have fewer accidents.	
Paper Total		[100]

SPECIMEN

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	AO4	Total
1(a)(i)	1				1
1(a)(ii)	4				4
1(b)	5	5			10
2(a)	3				3
2(b)(i)		3			3
2(b)(ii)	3				3
2(c)		3	3		6
3(a)(i)	1				1
3(a)(ii)		3			3
3(b)	4	4			8
3(c)	4	4			8
4(a)	1				1
4(b)		3	3		6
4(c)		1	3	4	8
5(a)		2	3		5
5(b)		2	3	5	10
6(a)	1	1	3	5	10
6(b)			4	6	10
Totals	27	31	22	20	100