

## **Health and Social Care**

Advanced Subsidiary GCE

Unit **F913**: Health and Safety in Care Settings

### **Mark Scheme for January 2012**

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## Annotations used in the detailed Mark Scheme

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

Question	Answer	Mark	Guidance
1	(a)	3x1 3x1 3x2	<p>Sub-max of three if candidates identify safeguards rather than describe.</p> <p>'Use PPE' alone is not sufficiently precise to gain a mark.</p> <p>'Stored correctly and not accessible to pwus' is too vague.</p> <p>Do not accept</p> <ul style="list-style-type: none"> <li>• on high shelf</li> <li>• biochemical</li> </ul>

Question			Answer	Mark	Guidance
1	(b)	(i)	Health and Safety ( <b>Signs and Signals</b> ) Regulations	1x1	Do not accept <i>symbols</i> instead of <i>signals</i> .
		(ii)	Health and Safety Executive	1x1	Accept <ul style="list-style-type: none"> <li>• HSE</li> </ul>
		(iii)	<p><b>One</b> mark for ONE required</p> <ul style="list-style-type: none"> <li>• provide training</li> <li>• provide information</li> <li>• produce leaflets</li> </ul>	1x1	<p>Do not accept any answer that implies enforcement eg <i>closing places down, inspecting, investigating, issuing warnings, etc.</i></p> <p>Accept any reasonable answer.</p>

Question			Answer	Mark	Guidance
2	(a)	(i)	<p><b>One</b> mark for ONE required</p> <ul style="list-style-type: none"> <li>• hoist</li> <li>• slide board</li> <li>• slide sheet</li> <li>• wheelchair</li> <li>• evacuation chair</li> </ul>	1x1	<p>Accept any other reasonable suggestion.</p> <p>Do not accept</p> <ul style="list-style-type: none"> <li>• equipment such as bed ladder which is 'self-help' equipment.</li> </ul>
		(ii)	<p>Manual Handling Operations Regulations Or Lifting Operations and Lifting Equipment Regulations</p>	1x1	<p>Accept:</p> <ul style="list-style-type: none"> <li>• MHOR</li> <li>• LOLER</li> </ul>
	(b)	(i)	Control of Substances Hazardous to Health	1x1	<p>Accept</p> <ul style="list-style-type: none"> <li>• COSHH</li> </ul>
		(ii)	<p><b>One</b> mark for identification of chemical, TWO required <b>One</b> mark for description of precaution, TWO required</p> <ul style="list-style-type: none"> <li>• bleach / bleaching agent – stored in original container locked away / with childproof cap</li> <li>• poisons / toxic materials – locked or with restricted access</li> <li>• caustic agents – stored in original container locked away</li> <li>• flammable substances – kept in fireproof storage</li> <li>• oxidising agents – stored away from flammable substances</li> <li>• solvent based glue or superglue – stored under lock and key with restricted access to authorised users</li> <li>• corrosive – clearly labelled – stored in locked cupboard / info on antidote</li> </ul>	2x1 2x1	<p>Accept a named example of a poison.</p> <p>Accept proprietary name of cleaning agent as '<i>caustic</i>'.</p> <p>Do not accept</p> <ul style="list-style-type: none"> <li>• '<i>glue</i>' alone as correct</li> <li>• cleaning materials</li> <li>• high cupboard as alternative to being locked away</li> </ul>

Question		Answer	Mark	Guidance
2	(c)	<p><b>One</b> mark for identifying security measure, FOUR required  <b>One</b> mark for explanation of measure, FOUR required</p> <ul style="list-style-type: none"> <li>• restricted entry / pin code on door – allows practitioners to control who enters building</li> <li>• CCTV - allows monitoring of coming and going</li> <li>• locked doors / gates – prevents unauthorised access / prevents children wandering</li> <li>• constant supervision – safeguards children from wandering</li> <li>• register of who is to collect children – prevents unauthorised individuals abducting children</li> <li>• codeword for parents – to ensure child only goes with authorised individual</li> <li>• CRB checks for staff and volunteers – restricts access of those known to be inappropriate for working with children</li> <li>• visitors book / badges – allows staff to be aware of who has been permitted on site</li> </ul>	<p>4x1  4x1</p>	Accept any other reasonable suggestion.

Question		Answer	Marks	Guidance
3	(a)	<p><b>One</b> mark for each stage in <b>correct</b> order, FIVE required</p> <ol style="list-style-type: none"><li>1. look for (identify) hazards</li><li>2. assess who may be harmed</li><li>3. consider the risks – are precautions adequate</li><li>4. document the findings</li><li>5. review the assessment (and revise if necessary)</li></ol>	5x1	<p>Do not accept</p> <ul style="list-style-type: none"><li>• risk</li></ul> <p>Point 3 must include the idea of precautions being adequate.</p>



Question		Answer	Marks	Guidance	
				Content	Levels of response
3	(b)	<ul style="list-style-type: none"> <li>electric sockets (especially one next to water play – children may put fingers in sockets causing electrocution – sockets should have safety covers</li> <li>radiators – children may touch and burn themselves – should have covers / grilles on them</li> <li>front steps only entrance – danger of falls during a fire evacuation – replace with ramps</li> <li>front steps only entrance – people may be trapped and unable to exit during a fire depending on the location – should have at least one other fire exit</li> <li>kitchen accessible to children – children may enter and be burned on cooker etc – safety gate to prevent children accessing area</li> <li>store cupboard – may contain harmful (cleaning) chemicals which they may drink or spill – door should be locked / have restricted access or ensure no hazardous materials stored there</li> <li>fire extinguisher – all may be harmed as only one extinguisher – should be more, particularly in kitchen where fire most likely to start</li> <li>no First Aid kit shown – anyone may be harmed if first aid not readily available – should have at least one in an easily accessible place</li> </ul>	15	<p>Do not accept notion that water on an electrical socket causes a fire.</p> <p>Candidates may describe more than one possible hazard within the kitchen. All should be given credit at the appropriate level for the quality of response.</p> <p>Candidates may discuss the toilets and hygiene. This may be given credit if appropriate reasoning is shown.</p> <p>Accept any other reasonable suggestion, bearing in mind that lists of hazards are only Level 1 responses.</p>	<p><b>Level 3: 11–15 marks</b> Candidates make detailed and well argued judgements showing clear links between at least two identified hazards, the pwus and/or practitioners that are at risk, and indicate sound consideration of precautions that are already in place. Answers will be developed logically and show evidence of application of knowledge skills. There will be few, if any, errors of grammar punctuation and spelling.</p> <p><b>Level 2: 6–10 marks</b> Candidates identify at least two hazards and make sound links between the pwus (and possibly practitioners) and the risks. They will show some consideration of precautions already in place. Answers will show some evidence of application of knowledge. There may be some errors of grammar punctuation and spelling.</p> <p><b>Level 1: 0–5 marks</b> Candidates identify hazards but make few links between pwus and the specific risks. The work may consist of a simple list of hazards with little awareness shown of the precautions already in place. Answers are likely to be muddled and show little understanding. Errors of grammar punctuation and spelling may be noticeable and intrusive.</p>

Question	Answer	Mark	Guidance
4 (a)	<p><b>One</b> mark for identification of an instruction in a fire evacuation procedure, FIVE required</p> <p><b>One</b> mark for each of how it improves safety in the event of a fire, FIVE required</p> <ul style="list-style-type: none"> <li>• leave building by nearest exit – prevent getting trapped due to time wasted</li> <li>• walk, don't run – reduces risk of slips and falls</li> <li>• do not collect belongings – for quicker exit to prevent chances of being trapped / hurt</li> <li>• close windows and doors on way out – reduces available oxygen, reducing spread of fire</li> <li>• assemble at agreed assembly point – assembly point will be away from building so reduced risk of harm</li> <li>• take register / check who is present – ensure no-one is trapped / allow searching by professionals for missing people</li> <li>• do not return until instructed to do so – so professionals have ensured building is safe and fire is out</li> <li>• practitioners assist pwus who are unable to evacuate unaided – prevents disabled / older people from being trapped or burned</li> <li>• do not use lifts – electrical supply may fail and you get trapped</li> </ul>	5x1 5x1	<p>Do not accept</p> <ul style="list-style-type: none"> <li>• raise the alarm (that should be before evacuation occurs)</li> </ul> <p>Accept any additional point that is reasonable in the context of a care setting.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
4	(b)	<p><b>Practitioners</b></p> <ul style="list-style-type: none"> <li>• they will know clearly what to do in an emergency – increased competence and confidence</li> <li>• practitioners have opportunity to find out specific problems with individual pwus and to write alterations into plan</li> <li>• can make knowledge semi-automatic – so don't hesitate if real thing happens</li> <li>• allows for new staff / temporary staff to learn drill – increases safety for pwus</li> <li>• if practitioners are aware frequently of escape routes, they are less likely to leave obstacles on evacuation routes.</li> </ul> <p><b>Person who uses services (pwus)</b></p> <ul style="list-style-type: none"> <li>• if confused (residential home) – frequent practice may aid retention of system in memory</li> <li>• frequent practice means pwus less likely to panic in case of real fire (quite likely with young children or older people – reduces risk in case of real emergency)</li> <li>• knowledge of drills increases confidence on part of pwus and their relatives / parents (as appropriate)</li> <li>• individuals have opportunity to identify particular problems they have eg inability to hear fire alarm /</li> </ul>	10	Some benefits may vary from those given depending on which care setting being described.	<p><b>Level 3: 8–10 marks</b> Candidates will give a thorough and detailed discussion of the benefits to practitioners (two) and pwus (two) of the benefits of holding regular fire evacuation practices. There will be evidence of synthesis within the work. Answers will use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2: 5–7 marks</b> Candidates will attempt to discuss benefits to practitioners (two) and pwus (two) of holding regular fire evacuation practices. They may not clearly differentiate between the benefits to the two groups of people. There will be evidence of coherence within the answers. There may be some errors of grammar, punctuation and spelling. <i>Sub-max 5 marks for if either pwus or practitioners done well.</i></p> <p><b>Level 1: 0–4 marks</b> Candidates will describe some benefits of holding regular fire evacuation practices. Answers may be muddled and list-like. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar,</p>

Question			Answer	Marks	Guidance	
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			<p>difficulty moving down steps (and so on) – gives chance to amend procedure to suit individuals – gives opportunity to allocate named workers to assist those with difficulties</p> <p><b>Everyone</b></p> <ul style="list-style-type: none"> <li>• reduce risk of death – applicable to all</li> <li>• frequent drills means that alarm system is tested regularly – benefits all – increased confidence in system</li> </ul>			<p>punctuation and spelling may be noticeable and intrusive.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
5	(a)	<ul style="list-style-type: none"> <li>• risk assessment of premises / staff / procedures must be carried out to identify first aid requirements</li> <li>• must be first aid box</li> <li>• there must be a notice stating location of first aid box</li> <li>• first aid box must be clearly labelled</li> <li>• must be notice stating who is the approved person to take charge in an emergency</li> <li>• if workplace has special hazards there must be a trained first-aider</li> <li>• if workplace has special hazards there must be a first-aid room</li> <li>• there must be an accident book</li> <li>• there must be a notice stating location of accident book</li> <li>• information saying how to use the accident book</li> </ul>	5	<p>The first bullet point is the underlying principle which should be carried out as a preliminary to arranging the details of the provision to be made including the number of trained first aiders required etc. If candidates write about this in detail, it could earn full marks. In practice, most candidates are likely to describe only the standard points given in the remaining bullet points.</p> <p>All regulations are to ensure employees have the opportunity to receive prompt and appropriate treatment for injuries received at work – hence only workplaces considered hazardous require the highest level of equipment.</p>	<p><b>Level 3: 5 marks</b> Candidates will outline at least two legal requirements for the provision of first aid. There will be evidence of synthesis within the work. Answers will use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2: 3–4 marks</b> Candidates will identify at least two requirements for the provision of first aid. There will be evidence of coherence within the answers. There may be some errors of grammar, punctuation and spelling. <i>Sub-max 3 marks for one done well.</i></p> <p><b>Level 1: 0–2 marks</b> Candidates may list requirements for First Aid in a workplace. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

Question		Answer	Marks	Guidance	
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5	(b)	<ul style="list-style-type: none"> <li>• details of the person injured – name, address, age – to record in case of serious damage / investigation / law suit / notifying family etc</li> <li>• the nature of the injury – needed as a legal record / in case of suing / in case of HSE investigation</li> <li>• the cause of the accident - location, equipment, witnesses, special conditions – to have full details particularly in cases where further action is needed / to encourage prevention in future</li> <li>• what treatment / action carried out – first aid given, by whom, hospitalisation – in case of investigation , check that first aider carried out correct procedure</li> <li>• date and time of accident – for complete record, to check if RIDDOR comes into force, in case of legal action etc</li> </ul>	10	Some reasons for each action are interchangeable. Level of response mark given, relies on coherence of answer.	<p><b>Level 3: 8–10 marks</b> Candidates will analyse comprehensively the importance of details required when completing an accident report form. They may not state the information to be recorded, but instead focus on the overall importance of recording information. There will be evidence of synthesis within the work. Appropriate terminology used. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2: 5–7 marks</b> Candidates will give an explanation of the importance of details required when completing an accident report form. There will be evidence of coherence within the answers. There may be some errors of grammar, punctuation and spelling. <i>Sub-max 5 marks for candidates stating the details recorded only.</i></p> <p><b>Level 1: 0–4 marks]</b> Candidates will describe some of the details required when completing an accident report form. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
6	(a)	<p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• reduce risk of contamination / transfer of body fluids / microbes (or specified types) so reduces infection risk to practitioners and pwus alike</li> <li>• detailed description of any specified item of equipment with link to transference eg gloves will protect practitioner from an infected wound – so no contamination by microbes – gloves disposed of before treat next pwus, so no transfer of microbes and infection to other pwus.</li> <li>• reduction of contagious outbreaks within care settings (specified) – particularly helpful as often pwus are particularly vulnerable</li> <li>• maintenance of sterile environment – use of masks and overshoes in operating theatres – so reduces risk of hospital-acquired infections into open wounds</li> </ul> <p><b>Negative:</b></p> <ul style="list-style-type: none"> <li>• masks uncomfortable / steam up glasses – difficult to communicate well – may frighten small children reducing their cooperation</li> <li>• takes time to change gloves, aprons – reduces time available for working with pwus</li> <li>• increases costs so less money for other things</li> <li>• disposal safely means lots of hazardous waste bins around the setting – possibility of confused or very young accessing these inappropriately and becoming infected</li> </ul>	10	<p><b>Two</b> positive and <b>two</b> negative points must be made in a quality response for top marks.</p> <p>Accept any other reasonable specified example.</p>	<p><b>Level 3: 8–10 marks</b> Candidates will evaluate the use of PPE in a care setting. At least two positive and two negative points must be made. There will be evidence of synthesis within the work. Answers will use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling. For full marks a conclusion will be drawn.</p> <p><b>Level 2: 5–7 marks</b> Candidates will make some evaluative comments about the use of PPE, but these may be all positive or negative, with no balance. There will be evidence of coherence within the answers. There may be some errors of grammar, punctuation and spelling. <i>Sub-max 5 marks for one done well.</i></p> <p><b>Level 1: 0–4 marks</b> Candidates will describe the use of PPE in a care setting with few if any evaluative comments made. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
6	(b)	<ul style="list-style-type: none"> <li>hand hygiene – one of most important precautions to prevent cross contamination – additionally important that staff responsible for hand hygiene of children – they are likely to forget to wash hands after toilet visits or before eating – staff supervision crucial</li> <li>control of environment –very important especially in environment where there is multiple occupancy such as a hospital – wiping and disinfecting of surfaces, toilet areas etc a high priority</li> <li>Manage blood and body fluid spillages – maybe quite important if pwus have accidents (toilet or cuts etc) – may not know their health status, so should be routine disinfection</li> <li>prevent exposure to infection – cover cuts with plaster just as would at home – reduce risk of contamination from pwus or surroundings</li> <li>safely manage linen – dirty linen should be handled with care and stored in appropriate container, especially if known to be contaminated by bodily fluids – laundry bags often dissolve in washer to prevent direct handling</li> <li>provide care in most appropriate place – eg unwell children should not be at nursery – policy to send</li> </ul>	5	No credit for any use of PPE described as this is specifically excluded from the question.	<p><b>Level 3: 4-5 marks</b> Candidates will outline at least two personal hygiene precautions that a practitioner would use to reduce the risk of infection. Both practitioners and pwus will be considered. There will be evidence of synthesis within the work. Answers will use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2: 3-4 marks</b> Candidates will attempt to outline at least two personal hygiene precautions that a practitioner would use to reduce the risk of infection. Their answer may only relate to one of the practitioner or the pwus. There will be evidence of coherence within the answers. There may be some errors of grammar, punctuation and spelling. <i>Sub-max 3 for one done well.</i></p> <p><b>Level 1: 0–2 marks</b> Candidates may list personal hygiene precautions giving little detail. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling may be noticeable and</p>



Question			Answer	Marks	Guidance	
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			<p>children home if unwell etc. Patients due for surgery will be sent home if unwell – testing of pwus for MRSA before admission to hospitals to reduce threat of infection spread.</p> <ul style="list-style-type: none"> <li>• safe disposal of waste –general cleanliness prevents vermin etc.</li> <li>• care equipment –relevant only if setting has pwus with specific needs</li> <li>• not wearing jewellery – trap bacteria</li> <li>• keep nails short – prevent accumulation of dirt, etc</li> </ul>			intrusive.

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