

Cambridge Technicals Health and Social Care

Unit 3: Health, safety and security in health and social care

Level 3 Cambridge Technical in Health and Social Care
05830 - 05833

Mark Scheme for June 2019

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.












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 2019

These are the annotations to be used when marking Unit 3.

Annotation	Meaning
	Tick – correct answer
	Cross – incorrect answer
	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
 or 	Noted but no credit given

Question	Answer	Marks	Guidance
1 (a)	<p>One mark for each way. Three required:</p> <ul style="list-style-type: none"> • Carry out risk assessments • Train staff in health and safety • Put health and safety management system in place • Write health and safety policies and procedures • Inform staff e.g. posters • Regular meetings to review /update health and safety policies and procedures • Clarify staff roles and responsibilities for health and safety • Ensure staff are following policies and procedures, e.g. supervision, monitoring, spot checks • Ensure staff ratios/ working hours/ working conditions are upheld • Ensure the building is safe and hazards are monitored, e.g. environmental, physical, chemical, musculoskeletal, lack of security • Adequate heating, lighting, ventilation • Report injuries, diseases and dangerous incidents to the HSE • Review policies after incidents/injuries <p>CONTINUED...</p>	<p>3 (3 x 1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> ^ TV REP SEEN </div> <p>Accept: alternative language</p> <p>Do not accept: Employees day-to-day responsibilities, e.g. cleaning spillages, removing items which could cause trip injuries</p> <p>Make sure there are 'no' hazards</p> <p>Safeguarding, e.g. DBS</p>

Question		Answer	Marks	Guidance
1	(a)	<ul style="list-style-type: none"> • Ensure equipment is in safe working order • Provide PPE equipment/safety equipment, e.g. uniforms, footwear, masks, gloves • Provide toilets, washing facilities • Provide adequate first aid facilities • Put fire safety measures in place, e.g. provide fire extinguishers, install fire doors / fire alarms/ organise fire drills. • Provide appropriate waste disposal bins / systems • Put security measures in place, e.g. provide locks/CCTV on entrances • Investigate incidents/accidents • Report major injuries/fatalities to the HSE • Report injuries, diseases and dangerous incidents to the HSE 		

Question	Answer	Marks	Guidance
1 (b)	<p>One mark for a way. One required:</p> <ul style="list-style-type: none"> • Ensuring health and safety policies are being implemented • Supervising and monitoring staff • Holding regular meetings to review policies/ensure staff are aware of their responsibilities • Ensuring staff have adequate training/ are suitable to work with children/ have DBS checks • Carrying out inspection/safety walks • Ensuring equipment is safe, e.g. organising PAT tests • Ensuring existing policies are adequate • Identifying risks/hazards and taking action to minimise them e.g. by providing equipment/ PPE/ adequate staff ratios • Assessing how well risks are being controlled • Implementing security measures, e.g. CCTV, manned reception, signing in procedures, staff identification processes, lock down procedures • Reviewing policies • Investigating the causes of accidents, incidents or near misses, • Updating or improving policies <p>Three marks The head teacher should ensure policies are being followed by staff by carrying out safety walks and providing training to staff who are not following policies.</p> <p>Two marks The head teacher can provide daily meetings to evaluate the conditions that occurred throughout the day.</p> <p>One mark Providing appropriate training to staff</p>	<p>3 (1 x 3)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>Three marks</p> <ul style="list-style-type: none"> • Detailed description of one way • Explicitly related to the head teacher's responsibilities • Correct use of terminology <p>Two marks:</p> <ul style="list-style-type: none"> • Brief description of one way which may lack depth/may not use appropriate terminology • Several ways not well-described <p>One mark:</p> <ul style="list-style-type: none"> • Identification of one way with no description

Question	Answer/Indicative content	Marks	Guidance	
			Content	Levels of response
1	(c)* Julian should: <ul style="list-style-type: none"> • Ensure policies/procedures are in place which reduce the risks of harm, e.g. ensuring all staff are DBS checked before in contact with adults • To promote health and safety legislation, e.g. policies in place • To maintain health and safety legislation, e.g. supervision, safety walks, training • To maintain a clean environment • To enforce health and safety legislation e.g. disciplinary action when policies are not being followed • Find out about Mary's needs and how to meet them before she arrives at the centre, e.g. medication/adaptations/contact details • Ensure staff are trained in policies and procedures relating to health and safety, e.g. so they know what to do • Ensure there is a trained first aider • Ensure there are adequately trained staff to support Mary, e.g. manual handling • Ensure there is adequate staff ratios, supervision • Ensure staff adapt activities so that Mary can participate safely • Provide equipment to enable adaptations to activities • Ensure building is accessible for Mary, e.g. wheelchair ramps • Regularly review health and safety policies to ensure they are up-to-date; fit for purpose 	7	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is description.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 checklist:</p> <ul style="list-style-type: none"> • detailed description of employer and individual's responsibilities • relevant to the context • correct use of terminology • QWC - High <p>Level 2 checklist:</p> <ul style="list-style-type: none"> • sound description which may lack depth • some reference to the context • some reference to both the employer and individual • QWC - Mid <p>Level 1 checklist</p> <ul style="list-style-type: none"> • limited/basic description • may not be relevant to the context • may only refer to employer or individual • QWC - low 	<p>Level 3 (6-7 marks) Answers provide a detailed description of the employer and individual's responsibilities for maintaining health and safety. Answer should be relevant to a residential activity holiday centre for adults with physical disabilities. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (4-5 marks) The answer provides a sound description of the employer and individual's responsibilities for maintaining health and safety. Answer may lack depth but will be factually accurate. There should be some reference to the context and to both the employer and individual's responsibilities. There may be some errors of grammar, punctuation and spelling.</p> <p>Sub-max of 4: for only employer or individual done well</p> <p>Level 1 (1-3 marks) Answer provides a limited or basic description of ways of maintaining health and safety. Answer may not be relevant to the context and may not refer to both the employer and individual's responsibilities. Answers may be list like, 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/Indicative content	Marks	Guidance	
			Content	Levels of response
	<ul style="list-style-type: none"> • Ensure equipment is checked before use • Carry out safety walks/inspections • Carry out risk assessments for each individual/activity • Identify and reduce risks, e.g. remove trip hazards • Take action to reduce risks • Monitor and supervise staff • Take action when policies/procedures are not followed • Report serious incidents • Investigate incidents or near misses and review policies in light of findings <p>Mary should:</p> <ul style="list-style-type: none"> • Comply with policies and procedures e.g. fire evacuation, fire drill, safety posters, smoking zones • Follow the health and safety instructions given by staff • Provide accurate information about herself including her capabilities/disabilities • To take part in information briefings provided • To take responsibility for her own safety and the safety of others e.g. use equipment correctly • Ensure she brings any medication with her that she needs • Ensure she communicates with staff to tell them her needs • Report any accidents or hazards 			

Question	Answer/Indicative content	Marks	Guidance	
			Content	Levels of response
	NB: The activity centre should be making adaptations so that Mary can participate. Do not credit Mary should not take part in activities she is not capable of.			

Question		Answer	Marks	Guidance
1	(d)	<p>One mark for each way. Three required:</p> <ul style="list-style-type: none"> • evaluate the risks of the A&E being closed • develop/put in place emergency plans, e.g. diverting critical patients to an alternative hospital, inform all relevant agencies • develop/put in place arrangements to inform/warn the public if the A&E has to close • share information/cooperate with other hospitals/professionals/agencies to ensure coordination of alternative arrangements • provide advice/support to restore A&E services • practice emergency arrangements so staff know what to do • clarify roles and responsibilities of staff so they know what to do in the event of a closure • ensure staff are trained so they know how to respond 	<p>3 (3 x 1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; text-align: center;"> ^ TV REP SEEN </div> <p>Accept: alternative language Actions should A & E to close: redirect staff, transfer patients, redirect ambulances</p> <p>Do not accept: generic local authority responsibilities which are not related to an A & E department 'open a new A & E department</p>

Question	Answer/Indicative content	Marks	Guidance	
			Content	Levels of response
2	(a)*	9	<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>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 checklist:</p> <ul style="list-style-type: none"> • detailed explanation • clear knowledge of waste disposal procedures and how they promote health • relevant to a hospital • correct use of terminology • QWC - High <p>Level 2 checklist:</p> <ul style="list-style-type: none"> • sound explanation • some reference to waste disposal procedures and how they promote health which may lack depth • some relevance to a hospital • QWC - Mid <p>Level 1 checklist</p> <ul style="list-style-type: none"> • limited/basic explanation • little or no reference to waste disposal procedures • limited relevance to a hospital • QWC - low 	<p>Level 3 (7-9 marks) Answers provide a detailed explanation of how a disposal of waste policy promotes health in a hospital. Clear understanding of waste disposal procedures is demonstrated. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (4-6 marks) The answer provides a sound explanation of how a disposal of waste policy promotes health in a hospital. Answer includes examples of procedures but the explanation may lack depth. There may be some errors of grammar, punctuation and spelling.</p> <p>Sub-max of 5: only how it promotes or only examples of procedures</p> <p>Level 1 (1-3 marks) Answer provides a limited or basic description of how a disposal of waste policy promotes health. Answers may be list like, 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> <p>Tick + for procedures</p> <p>Tick for how promotes</p>

Question		Answer	Marks	Guidance
2	(b)	<p>Two marks for each way. Two required</p> <ul style="list-style-type: none"> • Poor hygiene practices, e.g. not washing hands • Open wounds not being covered/bandaged • Dirty dressings/ not being changed/ left lying around • Bedding not being changed regularly/soiled bedding • Incontinence pads not being changed regularly • Exposed to infectious diseases, e.g. from visitors, other patients, unclean environment • Equipment not being sterilised • Inadequate ventilation can lead to bacteria being spread • Staff not changing PPE • Incorrect disposal of waste, e.g. not putting soiled bandages in the correct colour coded bin, increases biological hazards • Staff not following policies, e.g. how to dispose of waste correctly increases hazards/risks of infection • Lack of staff, e.g. staff not having time to follow correct procedures • Inadequate training of staff, e.g. in procedures relating to infection control • Policies relating to infection control not being in place/reviewed regularly/up-to-date leading to poor practice • Those who are vulnerable to infection not receiving adequate care, e.g. post-surgery, older/younger people, those with medical conditions, bed sores, not changing dressings or bedding 	<p>4 (2 x 2)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>Two marks</p> <ul style="list-style-type: none"> • Sound description • Related to the context <p>One mark</p> <ul style="list-style-type: none"> • Identification only • Muddled or vague description <p>Accept: alternative language</p> <p>Do not accept repeats of exact wording in description, e.g. causes cross-contamination</p>

Question	Answer	Marks	Guidance
2 (c)	<p>Two marks for an example. One required:</p> <p>It is not necessary to identify the type of abuse in the answer. This might be implied.</p> <ul style="list-style-type: none"> • financial abuse, e.g. a care worker asking a resident for money to provide care • verbal abuse, e.g. a care worker (or resident) swearing or using discriminatory language • physical abuse, e.g. a care worker (or resident) intentionally hitting or kicking a resident and causing harm • sexual abuse, e.g. inappropriate touching when giving personal care • emotional abuse, e.g. bullying, causing distress • self-harm, e.g. resident causing themselves an injury intentionally • neglect, e.g. not attending to needs 	<p>2 (1 x 2)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> ^ TV REP SEEN </div> <p>Two marks</p> <ul style="list-style-type: none"> • Example of intentional abuse identified • Sound description of the example • Relevant to a care home <p>One mark</p> <ul style="list-style-type: none"> • Example of intentional abuse identified • Limited or basic description which lacks clarity or relevance • Several examples not described <p>Accept: Intentional abuse carried out by either staff, residents or visitors</p> <p>Do not accept Examples of unintentional abuse</p>

Question	Answer/Indicative content	Marks	Guidance	
			Content	Levels of response
2 (d)*	<ul style="list-style-type: none"> • Staff training, e.g. in safeguarding procedures • Safeguarding procedures: <ul style="list-style-type: none"> • Risks are assessed and ways to reduce risks are put in place, e.g. aggressive residents have adequate supervision • DBS checks on all staff and volunteers to ensure they are safe to work with vulnerable individuals • work practices which reduce risks of abuse, e.g. lone working policy - two carers present when carrying out personal care, leaving doors open, wearing ID badges, having locks on entrances/exits • ways of reporting suspicions or allegations of abuse, incidents, accidents e.g. nominated person responsible for safeguarding (designated safeguarding lead – DSL) • evaluating practices e.g. in light of reports of abuse, to review policies • Supervision and monitoring, e.g. to ensure instances of abuse are reported and acted on 	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>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 checklist:</p> <ul style="list-style-type: none"> • detailed explanation • explicit reference to safeguarding procedures • correct use of terminology • QWC - High <p>Level 2 checklist:</p> <ul style="list-style-type: none"> • sound explanation • some reference to safeguarding • explanation may lack detail • QWC - Mid <p>Level 1 checklist</p> <ul style="list-style-type: none"> • limited/basic explanation • little or no understanding of safeguarding • muddled or list-like • QWC - low 	<p>Level 3 (5-6 marks) Answers provide a detailed explanation of how safeguarding procedures reduce the risks of intentional abuse. Clear understanding of safeguarding is demonstrated. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (3-4 marks) The answer provides a sound explanation of how safeguarding procedures reduce the risks of intentional abuse. Answer may lack depth and may not explicitly refer to safeguarding. There may be some errors of grammar, punctuation and spelling.</p> <p>Sub-max of 3: for one safeguarding procedure done well</p> <p>Level 1 (1-2 marks) Answer provides a limited or basic explanation of how the risks of intentional abuse may be reduced. Answers may be list like, 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/Indicative content	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none">• Mentoring, e.g. to ensure staff are aware of the risks and how to reduce them, understand the policies and procedures			

Question	Answer/Indicative content	Marks	Guidance	
			Content	Levels of response
3	(a)*	7	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is description.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 checklist:</p> <ul style="list-style-type: none"> • detailed description • explicit reference to psychological and working practice hazards • balance of consequences for employee and residents • correct use of terminology • QWC - High <p>Level 2 checklist:</p> <ul style="list-style-type: none"> • sound description which may lack depth • some reference to both the employee and residents which may lack balance • QWC - Mid <p>Level 1 checklist</p> <ul style="list-style-type: none"> • limited/basic description • may only refer to employee or residents • QWC - low 	<p>Level 3 (6-7 marks) Answers provide a detailed description of the consequences of staff working long hours making reference to psychological and working practice hazards. Answer should provide a balance of consequences for both Andrew and the residents. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (4-5 marks) The answer provides a sound description of the consequences of staff working long hours. Answer may lack depth but will be factually accurate. There will be some reference to consequences for both Andrew and the residents but this may not be well-balanced. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1 (1-3 marks) Answer provides a limited or basic description of the consequences of staff working long hours. Answer may not refer to consequences for both Andrew and the residents. Answers may be list like, 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>
	<p>Consequences for Andrew:</p> <ul style="list-style-type: none"> • stress • fatigue/tiredness • depression/anxiety • injury/illness, e.g. headaches • time off work • lack of motivation e. g. no longer wanting to work there • loss of concentration • giving poor standards of care, not carrying out procedures correctly • not receiving adequate training • aggression • moral conflict – e.g. decision to whistleblow <p>Accept any other suitable consequences</p> <p>Do not accept: fines, being sued, loss of reputation, disciplinary action, closure of care home</p> <p>Consequences for residents:</p> <ul style="list-style-type: none"> • receive poor or insufficient care • being abused/shouted at • effects of unintentional abuse, e.g. fear, stress, loss of trust • illness/injury • not having needs met, e.g. not receiving correct medication, neglect • infection • death <p>Accept any other suitable consequences</p>			

Question	Answer/Indicative content	Marks	Guidance	
			Content	Levels of response
	<p>NB - Psychological hazards: situations which cause stress/anxiety/fear</p> <p>Working practices hazards: long working hours/inadequate supervision/lack of training/lack of staff</p>			

Question			Answer	Marks	Guidance
3	(b)	(i)	<p>One action required from each list. Two marks each.</p> <p>Actions carried out straight away:</p> <ul style="list-style-type: none"> analyse the content of the spill, e.g. to assess the risk to residents and staff ensure residents are kept away, e.g. use appropriate warning signs; cordon off the area, monitor to ensure everyone keeps out of the area, evacuate the area clean up the spill, e.g. using appropriate procedures such as wearing gloves, PPE; disposing of chemicals correctly inform senior management, e.g. so that they are aware of the incident; so they can monitor the action taken, record the incident 	<p>4 (2 x 2)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>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>Two marks</p> <ul style="list-style-type: none"> One action well-described Clear understanding of how to control substances hazardous to health <p>One mark</p> <ul style="list-style-type: none"> One action identified with little or no description Several actions listed but not described
		(ii)	<p>Actions carried out by the manager after the incident:</p> <ul style="list-style-type: none"> investigate the cause of the spill, e.g. ask the cleaner why the spill occurred put measures in place to prevent incident happening again update risk assessments provide training to the cleaner, e.g. if procedures were not followed write an incident report, e.g. to provide a record of what happened, record any injuries comply with RIDDOR/COSHH/legislation supervision and monitoring, e.g. to ensure procedures are being followed and are understood disciplinary action, e.g. if inadequate practices continue review policies, e.g. to ensure procedures are in place to prevent future incidents; to ensure procedures are effective, to improve practice 		

Question		Answer	Marks	Guidance
3	(c)	<p>One mark for each action. Three required:</p> <p>First aider actions:</p> <ul style="list-style-type: none"> • assess for danger e.g. move the drink away from the child, make sure area is free from hazards • keep themselves and the area safe • prevent further harm, e.g. pour cold water on the burn, administer treatment if trained • promote recovery • maintain respect and dignity • get help, e.g. inform manager, call an ambulance, seek appropriate medical help (hospital, GP) • stay with the individual/reassure the child until help arrives • treat the injury if trained to do so, e.g. run cold water over burn 	<p>3 (3 x 1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>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>Do not accept:</p> <p>Any treatment except running cold water over the burn e.g. put cream or ointment on the burn/ bandage the burn/ take off child's clothing</p> <p>call the parents</p> <p>record/report the incident</p>

Question		Answer/Indicative content	Marks	Guidance	
				Content	Levels of response
3	(d)*	<p>Consequences for <u>employer</u> if adequate procedures have not been put in place to reduce the risk of harm:</p> <ul style="list-style-type: none"> • receive complaints from parents • closure of preschool, loss of profit • being investigated by HSE/Ofsted/Inspectors • direct costs, e.g. legal fees, increased insurance premiums, compensation claims • civil and criminal prosecution, imprisonment of senior management, fines, being sued • loss of status/reputation/ management being struck off professional registers <p>Consequences for employer if procedures have been followed</p> <ul style="list-style-type: none"> • investigate the incident • report to HSE • reduce the risks of the incident reoccurring • review and update policies 	9	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is analysis.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 checklist:</p> <ul style="list-style-type: none"> • detailed analysis of consequences • discusses the likelihood of different consequences in relation to the circumstances • correct use of terminology • QWC - High <p>Level 2 checklist:</p> <ul style="list-style-type: none"> • sound analysis which may lack depth • may not discuss the likelihood of different consequences in relation to circumstances • QWC - Mid <p>Level 1 checklist</p> <ul style="list-style-type: none"> • limited/basic description • identifies generic consequences • muddled or list-like • QWC - low 	<p>Level 3 (7-9 marks) Answers provide a detailed analysis of the consequences for the employer when a child is seriously injured in a pre-school setting. Answer discusses the likelihood of different consequences in relation to the circumstances. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (4-6 marks) The answer provides a sound analysis of the consequences for the employer when a child is seriously injured in a pre-school setting. Answer may lack depth and may not include a detailed discussion of the likelihood of different consequences in relation to the circumstances. There may be some errors of grammar, punctuation and spelling. Sub-max of 5: for description of consequences with no analysis</p> <p>Level 1 (1-3 marks) Answer provides a limited or basic description of the generic consequences for employers when individuals are harmed. Answers may be list like, 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/Indicative content	Marks	Guidance	
				Content	Levels of response
		<p>Consequences for <u>employer</u> if procedures are adequate but have not been followed by staff:</p> <ul style="list-style-type: none"> • may need to increase their supervision, monitoring and training of staff • may need to take disciplinary action, e.g. warning, suspension or dismissal of staff who are not following procedures 			

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2019

