

# **Cambridge Technicals Health and Social Care**

## **Unit 2C: Health and safety in practice**

Level 2 Cambridge Technical in Health and Social Care  
**05880 - 05881**

## **Mark Scheme for June 2022**

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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.

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## MARKING INSTRUCTIONS

### MARKING INSTRUCTIONS – FOR MARKING ON-SCREEN AND FOR PAPER BASED MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the on screen 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the on screen messaging system, or by email.
5. Crossed Out, Rubric Error (Optional Questions) and Multiple Responses

#### **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.

#### **Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

#### **Multiple Choice Question Responses**

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate). *When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

#### **Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

**Short Answer Questions** (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

**Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the additional pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen. The 'link page' check box should be used within on screen marking to link candidate responses in additional objects to the corresponding question number.
  - a. Where additional objects are present, all pages must contain an annotation, or the system will not allow you to submit the script. Where no response is given by a candidate on a whole page the 'BP' annotation **must** be applied.
  - b. Where generic answer booklets are used, all pages must contain an annotation, or the system will not allow you to submit the script. Where no response is given by a candidate on a whole page the 'BP' annotation **must** be applied.
  - c. Where structured answer booklets are used, the 'BP' annotation **must** be applied to all pages where no response is given by a candidate.
7. There is a NR (No Response) option. Award NR (No Response)
  - if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question












Note: Award 0 marks – for an attempt that earns no credit (including copying out the question)

8. The on screen comments **box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your team leader, use the phone, the system messaging system, or e-mail.
9. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - To determine the mark within the level**, consider the following:





Descriptor	Award mark
<ul style="list-style-type: none"> <li>On the borderline of this level and the one below</li> </ul>	<ul style="list-style-type: none"> <li>At bottom of level</li> </ul>
<ul style="list-style-type: none"> <li>Just enough achievement on balance for this level</li> </ul>	<ul style="list-style-type: none"> <li>Above bottom and either below middle or at middle of level (depending on number of marks available)</li> </ul>
<ul style="list-style-type: none"> <li>Meets the criteria but with some slight inconsistency</li> </ul>	<ul style="list-style-type: none"> <li>Above middle and either below top of level or at middle of level (depending on number of marks available)</li> </ul>
<ul style="list-style-type: none"> <li>Consistently meets the criteria for this level</li> </ul>	<ul style="list-style-type: none"> <li>At top of level</li> </ul>

## 10. Annotations

These are the annotations to be used when marking Unit 2.





Annotation	Meaning
	Tick – correct answer
	Cross – incorrect answer
	Level 1
	Level 2
	Level 3
	Benefit of doubt (This <b>does</b> 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	<p>(a) <b>One</b> mark for each correct identification. <b>Two</b> required.</p> <p>Legislation reduces <b>ACCIDENTS</b> and injuries</p> <ul style="list-style-type: none"> <li>• disease / infection</li> <li>• hazards</li> </ul> <p><b>Do not accept</b> - harm</p> <p>Legislation sets <b>STANDARDS</b> for a safe environment</p> <ul style="list-style-type: none"> <li>• guidelines</li> <li>• procedures</li> <li>• rules</li> <li>• policies</li> </ul>	<p><b>2</b> <b>(2 x 1)</b></p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p><b>One</b> mark for each correct answer</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <span style="border: 1px solid red; padding: 2px;">^</span> <span style="border: 1px solid red; padding: 2px;">TV</span> <span style="border: 1px solid red; padding: 2px;">REP</span> <span style="border: 1px solid red; padding: 2px;">SEEN</span> </div>

Question	Answer	Marks	Guidance
1	<p>(b) <b>Two marks for explanation of one process</b></p> <p><b>Methods:</b></p> <ul style="list-style-type: none"> <li>• <b>Training</b> provided on correct routines, e.g. how to prevent cross-contamination</li> <li>• Use of <b>PPE</b></li> <li>• Hand washing routines / <b>personal hygiene</b></li> <li>• Requirements regarding <b>notifiable diseases and appropriate action</b></li> <li>• <b>Disinfecting</b> and keeping areas clean / <b>cleaning</b> / deep cleaning</li> <li>• <b>Using isolation</b> if needed, e.g. <b>infectious diseases</b></li> <li>• <b>Changing dressings regularly</b> and <b>disposing</b> of correctly</li> <li>• Following <b>guidelines on the disposal of waste</b> / sharp boxes for needles</li> <li>• <b>Risk assessments</b> – identification of hazards</li> </ul> <p><b>Explanation of methods:</b></p> <ul style="list-style-type: none"> <li>• Prevents transfer of bacteria / cross contamination</li> <li>• Acts as barrier reducing/preventing transfer of germs</li> <li>• Reduces opportunity for spreading bacteria/germs</li> <li>• Removes places for bacteria to be trapped</li> <li>• Destroys bacteria and viruses</li> <li>• Ensures high level of cleanliness</li> <li>• Stops others coming into contact with bacteria/germs</li> <li>• Control measures are put in place</li> </ul>	<p><b>2</b> <b>(1 x 2)</b></p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p><b>Two marks</b> for a full explanation or two logically made points <b>One mark</b> for identification</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;">     </div>




Question	Answer	Marks	Guidance
1	<p data-bbox="277 220 322 252">(c)</p> <p data-bbox="362 220 1030 284"><b>One</b> mark for each hazard correctly identified. <b>Two</b> required.</p> <p data-bbox="362 322 492 354"><b>Hazards:</b></p> <ul data-bbox="362 360 828 782" style="list-style-type: none"> <li>• Infection or disease</li> <li>• Fire</li> <li>• Flood / wet floor / spillages</li> <li>• Electricity / exposed wires</li> <li>• Gas leaks</li> <li>• Security of premises</li> <li>• Building structure</li> <li>• Equipment</li> <li>• Furnishing and fittings</li> <li>• Hazardous substances</li> <li>• Biological (Human waste)</li> <li>• Chemical ( including medicines)</li> </ul> <p data-bbox="362 852 1021 884"><b>Accept any other vocationally specific hazards</b></p>	<p data-bbox="1151 220 1236 284"><b>2</b> <b>(2 x 1)</b></p>	<p data-bbox="1281 220 1451 252"><b>Annotation:</b></p> <p data-bbox="1281 258 1980 316">The number of ticks must match the number of marks awarded.</p> <p data-bbox="1281 389 1729 421"><b>One</b> mark for each correct answer</p> <p data-bbox="1281 459 1962 523">For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div data-bbox="1290 539 1711 641" style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-around;"> <span data-bbox="1308 564 1370 596">^</span> <span data-bbox="1415 564 1478 596">TV</span> <span data-bbox="1505 564 1568 596">REP</span> <span data-bbox="1594 564 1657 596">SEEN</span> </div>

Question	Answer	Marks	Guidance
1	<p>(d) <b>One</b> mark for an area. <b>One</b> required.</p> <p><b>Areas</b> in a hospital where hazards may occur:</p> <ul style="list-style-type: none"> <li>• Playroom / waiting room</li> <li>• Dining room / café / coffee shop</li> <li>• Communal area</li> <li>• Outdoor area</li> <li>• Bathroom</li> <li>• Kitchen</li> <li>• Consulting room</li> <li>• Surgical theatres</li> <li>• Reception area</li> <li>• Wards / individual rooms / patient room</li> <li>• Corridor</li> <li>• Stairs</li> </ul>	<p><b>1</b> <b>(1 x 1)</b></p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p><b>One</b> mark for each correct answer</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;">     </div>


Question	Answer	Marks	Guidance
1	<p>(e) <b>One</b> mark for each correct outline. <b>Three</b> required.</p> <p><b>Fig. 1 Water Play</b></p> <ul style="list-style-type: none"> <li>• Floor getting wet / spillage of water</li> <li>• Slipping over on wet floor</li> <li>• Stagnant water</li> <li>• Sharp edges on containers</li> <li>• Consuming dirty water</li> </ul> <p><b>Fig 2. Painting</b></p> <ul style="list-style-type: none"> <li>• Consuming paint</li> <li>• Paint on the floor – making it slippery / spillage of paint</li> <li>• Toxic paint</li> <li>• Using the paintbrush inappropriately</li> <li>• Consuming dirty water</li> <li>• Paint getting into eyes / onto skin</li> <li>• Allergic reaction to the paint</li> <li>• Chemical hazard</li> </ul> <p><b>Fig. 3 Craft work</b></p> <ul style="list-style-type: none"> <li>• Using the scissors inappropriately</li> <li>• Cutting them self / paper cut</li> <li>• Consuming the glue</li> <li>• Glue getting into eyes</li> <li>• Allergic reaction to glue</li> <li>• Chemical hazard</li> </ul>	<p><b>3</b> <b>(3 x 1)</b></p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p><b>One</b> mark for each correct answer</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div data-bbox="1288 539 1709 639" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p><b>Do not accept:</b></p> <ul style="list-style-type: none"> <li>• Scissors left out on the table – Fig 3</li> <li>• No supervision</li> </ul>

Question	Answer	Marks	Guidance
2	<p>(a) <b>Two</b> marks for each description. <b>Two</b> required. Procedures in a Health and Safety policy in a retirement home setting:</p> <ul style="list-style-type: none"> <li>• <b>Use of PPE</b> to minimise risk of spread of germs</li> <li>• <b>Training</b> is provided such as manual handling and is updated regularly</li> <li>• <b>System</b> in place for ensuring <b>equipment</b> is up to standard / PAT testing</li> <li>• <b>Replacement programme</b> meaning system in place for replacing broken / damaged equipment</li> <li>• <b>Risk assessments</b> are carried out</li> <li>• <b>Employees to take reasonable care</b> of their own health and safety so they are know how to protect themselves from hazards</li> <li>• <b>Guidance</b> is provided for key activities to ensure protection of the health and safety of individuals and employees, e.g. checking hoists before use, hot drinks are covered with a lid – accept any other appropriate example linked to guidance</li> <li>• <b>Records</b> are kept of all risk assessments and are updated</li> <li>• <b>Monitoring /supervision</b> of staff to ensure compliance to set procedures</li> <li>• <b>Reporting and recording</b> of accidents / incidents</li> <li>• <b>Hazardous substances</b> – locked away when not in use / clearly labelled / wearing PPE</li> </ul>	<p><b>4</b> <b>(2 x 2)</b></p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p><b>Two marks</b> for a full description or <b>two</b> logically made points <b>One mark</b> for identification</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <span style="border: 1px solid red; padding: 2px 5px;">A</span> <span style="border: 1px solid red; padding: 2px 5px;">TV</span> <span style="border: 1px solid red; padding: 2px 5px;">REP</span> <span style="border: 1px solid red; padding: 2px 5px;">SEEN</span> </div> <p><b>Do not accept:</b></p> <ul style="list-style-type: none"> <li>• Staff identification ( security)</li> <li>• Security measures</li> <li>• Reference to food preparation</li> <li>• Safeguarding</li> </ul>


Question	Answer	Marks	Guidance
2	<p>(b) <b>Two marks for the description. One required.</b></p> <p>Consequence must relate to the carer</p> <ul style="list-style-type: none"> <li>• <b>Injury or harm.</b> The carer could strain their back when carrying out manual handling incorrectly</li> <li>• <b>Disease or infection.</b> The carer could catch an infection by not using PPE</li> <li>• <b>Disciplinary action</b> (warnings / suspension) due to having injured a patient through poor practice</li> <li>• <b>Loss of job</b> due to not following the correct procedures</li> <li>• <b>Financial loss</b> due to loss of earnings</li> <li>• <b>Retraining.</b> A carer may have to take a refresher course on manual handling so that they can apply the correct procedures</li> </ul> <p><b>Accept any other relevant consequence</b>, e.g. a candidate may describe an incident that results in death / serious injury and this the consequence of this may be prosecution</p>	<p><b>2</b> <b>(1 x 2)</b></p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p><b>Two marks</b> for a full description or <b>two</b> logically made points <b>One mark</b> for identification</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <span style="border: 1px solid red; padding: 2px 5px;">A</span> <span style="border: 1px solid red; padding: 2px 5px;">TV</span> <span style="border: 1px solid red; padding: 2px 5px;">REP</span> <span style="border: 1px solid red; padding: 2px 5px;">SEEN</span> </div> <p><b>Do not accept:</b></p> <ul style="list-style-type: none"> <li>• Low staff morale</li> <li>• Loss of professional licence</li> </ul>

Question	Answer	Marks	Guidance
2	<p>(c) <b>Two</b> marks for each description. <b>Two</b> required. How risk can be reduced</p> <p><b><u>Preparing food in a nursery</u></b></p> <ul style="list-style-type: none"> <li>• <b>Personal hygiene</b> – washing hands</li> <li>• <b>PPE</b> – hair net / apron, disposable gloves</li> <li>• <b>Treating wounds</b> – use of blue plasters</li> <li>• Using <b>different chopping boards / utensils</b> for prep or meat / vegetables to avoid cross contamination – different colours</li> <li>• To have a <b>qualification in food preparation</b> to ensure nursery workers know how to prepare food safely</li> <li>• To always <b>use food by the ‘use by date’</b> - staff should check dates before use</li> <li>• <b>To dispose of waste food</b> in a sealed bin – taking care to ensure no waste food is on surfaces or floors</li> <li>• To <b>never re heat food</b> – all food to be heated/cooked safely</li> <li>• To <b>store perishable food</b> at a temperature that prevents it perishing quickly - in a refrigerator</li> <li>• To <b>clean food preparation</b> areas using suitable cleaning products and cloths</li> <li>• <b>Checking on allergies</b> – use of different equipment to prevent cross contamination</li> </ul> <p><b><u>Cleaning a bathroom in a care home</u></b></p> <ul style="list-style-type: none"> <li>• To <b>wear non-slip footwear</b> – to prevent slipping and causing an injury</li> <li>• To wear <b>PPE, e.g. disposable gloves</b> to create a physical barrier</li> <li>• <b>Keep floors dry</b> to prevent anyone from slipping</li> <li>• <b>Use correct signage</b> to alert to cleaning in process</li> </ul>	<p><b>4</b> <b>(2 x 2)</b></p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p><b>Two marks</b> for a full description or <b>two</b> logically made points <b>One mark</b> for identification</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div data-bbox="1290 571 1709 671" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p><b>Do not accept</b></p> <ul style="list-style-type: none"> <li>• Reference to safeguarding</li> <li>• Not being able to prepare food due to sickness</li> </ul>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"><li>• Keep <b>chemicals used in a locked cupboard</b> to prevent any unauthorised access</li><li>• <b>Not leaving cleaning chemicals</b> unattended</li><li>• To <b>ventilate</b> to prevent being overcome by strong fumes</li><li>• <b>Cleaning cloths</b> will need to be disposed of correctly / disinfected to prevent the spread of infection</li><li>• <b>Use of different cleaning cloths for different areas of the bathroom</b>, e.g. toilet / sink</li><li>• <b>Personal hygiene</b>, e.g. washing hands after cleaning toilet / emptying bins</li></ul>		

Question		Answer	Marks	Guidance	
				Content	Levels of response
3	(a)*	<p><b>Hazards in the public park</b></p> <ul style="list-style-type: none"> <li>Swings could fall off / be pushed / injury / 'swing' into another child / unsupervised</li> <li>Slides – fall off ladders / unsupervised / injury</li> <li>Children’s play area – crowded – children push to get onto equipment; accidents could happen</li> <li>No adults in the children’s play area – lack of supervision and control</li> <li>Overflowing bins – biological hazard</li> <li>Dog faeces – biological hazard; infants may not be aware</li> <li>Litter on the floor – could be biological hazard; infants may not be aware</li> <li>Dog by itself – could bite children</li> <li>No barrier around the pond – children could fall in / drown / unsupervised</li> <li>Broken glass on the floor – could cut someone</li> <li>Person on a bike – could be travelling at speed and knock into someone / could fall off</li> </ul> <p><b>Who could be harmed</b></p> <ul style="list-style-type: none"> <li>Children Adults / families / staff</li> <li>Anyone who chooses to go to the park – elderly / disabled people /cyclist</li> </ul>	8	<p>This is a level of response question – marks are awarded on the quality of the response given. The focus of the question assess.</p> <p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 - checklist:</b></p> <ul style="list-style-type: none"> <li>Detailed assessment of hazards</li> <li>Identification of who could be harmed</li> <li>Logically structured</li> <li>Factually accurate</li> <li>Correct use of terminology</li> <li>QWC – high</li> </ul> <p><b>Level 2 – checklist:</b></p> <ul style="list-style-type: none"> <li>Sound assessment of hazards</li> <li>Identification of who could be harmed.</li> <li>Mostly relevant and accurate information</li> <li>QWC – mid-high</li> </ul> <p><b>Level 1 – checklist:</b></p> <ul style="list-style-type: none"> <li>Basic assessment of hazards</li> <li>Identification of who could be harmed</li> <li>QWC Low</li> </ul>	<p><b>Level 3: 7- 8 marks</b> Answers provide a detailed assessment of hazards and identification of who could be harmed. Answers will be factually accurate, logically structured and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2: 4-6 marks</b> Answers provide a sound assessment of hazards and identification of who could be harmed. . Answers will be mostly relevant and accurate. There may be some errors of grammar, punctuation and spelling.</p> <p><b>Level 1: 1-3 marks</b> Answers provide a basic assessment of hazards and who could be harmed. Answers may be list like or muddled, demonstrating little knowledge or understanding. Errors of grammar, and spelling may be noticeable and intrusive.</p> <p><b>0 marks</b> – response not worthy of credit.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>E.g. for who can be harmed</p> <p> hazards</p> </div>



Question	Answer	Marks	Guidance
3	<p data-bbox="277 220 331 248">(b)</p> <p data-bbox="365 220 965 248"><b>Two</b> marks for the description. <b>One required.</b></p> <p data-bbox="365 284 981 312">Solutions for the hazards within the public park:</p> <ul data-bbox="365 357 1081 916" style="list-style-type: none"> <li data-bbox="365 357 1081 421">• To have a special bin for dog faeces / to encourage dog owners to pick up their dog faeces</li> <li data-bbox="365 424 1081 488">• To have more bins making it easier/encourage people to use them</li> <li data-bbox="365 491 1081 520">• To ensure bins are emptied regularly</li> <li data-bbox="365 523 1081 552">• To place a barrier around the pond</li> <li data-bbox="365 555 1081 584">• To have a park warden on duty</li> <li data-bbox="365 587 1081 692">• To aim to limit the number of children in the children’s play area at any one time, to put up notices about this</li> <li data-bbox="365 695 1081 724">• All dogs to be on leads</li> <li data-bbox="365 727 1081 756">• Fence off children’s play area – no dogs allowed</li> <li data-bbox="365 759 1081 788">• All children to be supervised notices on display</li> <li data-bbox="365 791 1081 820">• Safety surface to be within the children’s play area</li> <li data-bbox="365 823 1081 852">• Sign to identify ‘please use the bins provided’</li> <li data-bbox="365 855 1081 884">• Separate cycle path</li> </ul>	<p data-bbox="1144 220 1243 284"><b>2</b> (1 x 2)</p>	<p data-bbox="1279 220 1980 316"><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p data-bbox="1279 357 1980 453"><b>Two marks</b> for a full description or <b>two</b> logically made points <b>One mark</b> for identification</p> <p data-bbox="1279 491 1957 555">For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div data-bbox="1290 571 1709 671" style="border: 1px solid black; padding: 5px; text-align: center;">  </div>

Question		Answer	Marks	Guidance	
				Content	Levels of response
4	(a)*	<p><b>Responsibilities of an employer:</b></p> <ul style="list-style-type: none"> <li>To carry out <b>risk assessments</b> identifying potential emergencies</li> <li>Ensuring that <b>emergency policies</b> are in place</li> <li>Ensuring that there are <b>clear procedures</b> to follow, e.g. evacuation, contacting the emergency services, taking registers, going to assembly point, PEEP assessments</li> <li><b>Explain to emergency services</b> what they know about the emergency and actions they have taken.</li> <li>Ensuring staff are <b>trained</b> on how to respond to an emergency</li> <li><b>Decide priorities</b> – raise the alarm, directing staff to specific roles, e.g. contacting family / ensure evacuation procedures are followed</li> <li><b>Priorities linked to a specific emergency:</b> fire, flood, accidents , epidemics, gas leaks, bomb threats, loss of children/ vulnerable adults and intruder</li> </ul>	8	<p>This is a level of response question – marks are awarded on the quality of the response given. The focus of the question <b>explanation</b>.</p> <p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 - checklist:</b></p> <ul style="list-style-type: none"> <li>Detailed explanation of employers responsibilities</li> <li>Detailed explanation of first aider's responsibilities.</li> <li>Logically structured</li> <li>Factually accurate</li> <li>Correct use of terminology</li> <li>QWC – high</li> </ul> <p><b>Level 2 – checklist:</b></p> <ul style="list-style-type: none"> <li>Sound description of employers responsibilities</li> <li>Sound explanation of first aider's responsibilities</li> <li>Mostly relevant and accurate information <ul style="list-style-type: none"> <li>QWC – mid-high</li> </ul> </li> </ul> <p><b>Level 1 – checklist:</b></p> <ul style="list-style-type: none"> <li>Basic assessment of responsibilities</li> <li>QWC Low</li> </ul>	<p><b>Level 3: 7- 8 marks</b> Answers provide a detailed explanation of the responsibilities of <b>both</b> an <b>employer</b> and a <b>first aider</b>. Answers will be factually accurate, logically structured and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2: 4-6 marks</b> Answers provide a sound explanation of the responsibilities of <b>both</b> an employer and a <b>first aider</b>. Answers will be mostly relevant and accurate. There may be some errors of grammar, punctuation and spelling. Sub max of <b>4</b> for employer OR first aider done well.</p> <p><b>Level 1: 1-3 marks</b> Answers provide a basic explanation of the responsibilities of an employer and / or a first aider. Answers may be list like or muddled, demonstrating little knowledge or understanding. Errors of grammar, and spelling may be noticeable and intrusive.</p> <p><b>0 marks</b> – response not worthy of credit.</p>

Question	Answer	Marks	Guidance	
			Content	Levels of response
	<p><b><u>First aider responsibilities:</u></b>  <b>Assess the situation / Assess for danger</b></p> <ul style="list-style-type: none"> <li>Breathing checks / PPP (Preserve Prevent Promote)</li> <li>Call for emergency services / ambulance</li> <li>Circulation checks</li> <li>May need to shout for help / seek additional support</li> </ul> <p><b>Protect from further harm</b></p> <ul style="list-style-type: none"> <li>Place into the recovery position if needed</li> <li>Do not move any casualty unnecessarily</li> </ul> <p><b>Prevent infection</b></p> <ul style="list-style-type: none"> <li>Wash hands</li> <li>Use mouth guards</li> <li>Use plastic gloves</li> <li>Use clean dressings</li> </ul> <p><b>Comfort and reassure</b></p> <ul style="list-style-type: none"> <li>Talk to the casualty</li> <li>Hold their hand</li> <li>Stroke their head if appropriate</li> <li>Keep them calm</li> </ul> <p><b>Maintain dignity</b></p> <ul style="list-style-type: none"> <li>Keep covered</li> <li>Clear away by standers</li> </ul> <p><b>Give first aid treatment</b></p>			
			<p><b>Ensure surrounding area is safe</b></p> <ul style="list-style-type: none"> <li>Remove hazards</li> </ul> <p><b>Inform paramedics of the situation</b></p>	

Question		Answer	Marks	Guidance
4	(b)	<p><b>Two</b> marks for the description. <b>One required.</b></p> <p><b>Response of an employee to a fire emergency</b></p> <ul style="list-style-type: none"> <li>• <b>Deciding priorities</b> e.g. ensuring life safety initially rather than stabilising the fire</li> <li>• <b>Following procedures</b> e.g. the fire evacuation plan</li> <li>• <b>Carry out fire evacuation plans, e.g. acting calmly and according to their training / evacuation practices</b> – head count, not going back from personal possessions / checking rooms</li> </ul>	<p><b>2</b> (1 x 2)</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p><b>Two marks</b> for a full description or includes two logically made points <b>One mark</b> for identification</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-around; width: fit-content; margin: 10px auto;"> <span style="border: 1px solid red; padding: 2px;">A</span> <span style="border: 1px solid red; padding: 2px;">TV</span> <span style="border: 1px solid red; padding: 2px;">REP</span> <span style="border: 1px solid red; padding: 2px;">SEEN</span> </div>

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