

Health and Social Care

General Certificate of Secondary Education

Unit **A914**: Safeguarding and Protecting Individuals

Mark Scheme for January 2011

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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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| Question | Expected Answer | Mark | Total | Rationale |
|----------|---|------|----------|--|
| 1 | <p>One mark for correct answer from</p> <ul style="list-style-type: none"> • Disability Discrimination Act • Equality Act | 1x1 | 1 | <p>Accept these answers only. Dates not needed. Accept</p> <ul style="list-style-type: none"> • Chronically Sick and Disabled Persons Act |
| 2 | <p>One mark for each correct answer, THREE required from:</p> <ul style="list-style-type: none"> • being emotionally ill-treated by being deprived of love or physical contact • verbal abuse by being regularly shouted at • having to witness violent scenes, eg at home • having parents who are unable to put the child's needs before their own • being physically neglected, eg lack of food, personal hygiene • being left to look after themselves without adult protection • bullying at school or by neighbours or family • a carer who psychologically ill-treats a person by swearing, humiliating or harassing them • being physically abused, eg hit, slapped • forcible isolation, where a carer denies a person access to the outside world or to a particular facility or service • sexual abuse • financial ill-treatment, which could involve theft of money or property or exploitation | 3x1 | 3 | <p>No repeats – all answers should be different.</p> |

| Question | Expected Answer | Mark | Total | Rationale |
|----------|--|------|-------|--|
| 3 | <p>Level 2: 4 – 5 marks Candidates will give a detailed description of at least two effects. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the work. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 1: 0 - 3 marks Candidates will give a limited description, may only give one effect. Answers are likely to be list like. Understanding will be superficial. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p>Example of effects to include:</p> <ul style="list-style-type: none"> • low self-esteem / low self-concept • uncooperative / irritable • withdrawn / isolated / lonely • blame themselves / feel guilty • become aggressive towards others / bully others / become angry • stop communicating / become sullen / moody • low self-confidence • fear / scared • depressed / sad / upset • humiliated / embarrassed • devalued • lack of trust / vulnerable | | 5 | <p>This is a levels response question – marks must be awarded on the quality of the response given. The number of ticks will not necessarily correlate with the mark being awarded.</p> <p>Sub-max of 3 if one effect is described in detail.</p> <p>Only accept ‘self-harm’ if validated and backed-up with a consequence.</p> |

| Question | Expected Answer | Mark | Total | Rationale |
|----------|---|------------|-------|---|
| 4 | <p>Two marks for each correct reason, TWO required Two marks for why, TWO required</p> <ul style="list-style-type: none"> • a lack of training and support for staff – <i>may lead to staff shouting at residents / staff have lack of understanding of vulnerable people</i> • lack of understanding and knowledge - <i>staff may be prejudiced against people in their care</i> • an under-staffing issue – <i>may lead to staff being stressed and overworked</i> • a certain type of relationship – <i>may lead to staff being in a position of power</i> • constant criticism of staff – <i>may lead to them having low concept / low self-esteem themselves</i> • staff may have been abused themselves – <i>which could mean they treat others in a similar way</i> • they may have seen other staff ill-treating residents – <i>so they copy the behaviour because they think it's acceptable</i> <p>Reasons maybe interchangeable.</p> | 2x1 2x1 | 4 | <p>One mark for an identification of a reason, additional mark for a developed explanation, eg because staff may not be trained (1) they may not understand the needs of older people and end up shouting at them (1).</p> |
| 5 | <p>Two marks for correct answer from:</p> <ul style="list-style-type: none"> • raw meat stored below cooked food (1) so that blood does not drip onto food / to avoid cross contamination (1) | 2x1 | 2 | <p>One mark for how and one mark for reason. Accept stored in a sealed plastic container (1) so that blood does not drip onto food (1).</p> |

| Question | Expected Answer | Mark | Total | Rationale |
|----------|---|------|-------|--|
| 6 | <p>Level 3: 5 - 6 marks Candidates will give a detailed description of at least two ways with relevant examples to a hospital. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the work. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2: 3 - 4 marks Candidates will describe at least two ways with some examples relating to a hospital. Answers will be factually accurate. There will be evidence of coherence within the answers. There may be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1: 0 - 2 marks Candidates will give a limited description and example which may not relate to a hospital. Answers are likely to be list like. Understanding will be superficial. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <ul style="list-style-type: none"> • soiled linen – red bags put direct into laundry / washing machine • body fluids / urine / faeces / sputum / spit / vomit / sick – flushed down toilet, area disinfected • clinical waste / dressings – yellow bags, incinerated / burnt • needles / syringes / sharps – yellow sharps box / hard box • staff wearing gloves / aprons / masks • medicines - returned to pharmacy | | 6 | <p>This is a levels response question – marks must be awarded on the quality of the response given. The number of ticks will not necessarily correlate with the mark being awarded.</p> <p>Credit factually correct responses only.</p> <p>Do not accept incorrect methods of disposal for specific hazardous waste.</p> <p>Do not accept</p> <ul style="list-style-type: none"> • medicines flushed down the toilet / sluice <p>Sub-max of 3 for one way described in detail with relevant examples to a hospital.</p> |

| Question | Expected Answer | Mark | Total | Rationale |
|----------|--|------|----------|--|
| 7 | <p data-bbox="338 240 1070 272">One marks for each correct answer, TWO required from</p> <ul data-bbox="338 312 1178 520" style="list-style-type: none"><li data-bbox="338 312 1104 344">• to prevent the spread of infection / head lice / wounds<li data-bbox="338 347 987 379">• to prevent it dangling in someone else's face<li data-bbox="338 383 1178 414">• to prevent it being entangled in equipment that cause injury<li data-bbox="338 418 1151 481">• so users of service can see the cares face and enhances communication<li data-bbox="338 485 797 517">• to prevent contaminating food | 2x1 | 2 | <p data-bbox="1507 240 2085 304">Do not accept: 'it is more hygienic', the reason is preventing the spread of infection.</p> <p data-bbox="1507 344 2022 408">Do not accept: 'it is tidier', the reason is preventing it dangling in someone face.</p> |

| Question | Expected Answer | Mark | Total | Rationale |
|----------|---|------|-------|---|
| 8 | <p>Level 3: 5 - 6 marks Candidates will give two detailed explanations of good food hygiene practices. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the work. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2: 3 - 4 marks Candidates will give two explanations of good food hygiene practices. Answers will be factually accurate. There will be evidence of coherence within the answers. There may be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1: 0 - 2 marks Candidates will give a limited explanation of good food hygiene practice. Answers are likely to be list like. Understanding will be superficial. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <ul style="list-style-type: none"> • to have good personal hygiene – <i>to prevent spread of infection</i> • to wear personal protective clothing – <i>to prevent spread of infection</i> • to have clean and tidy work surfaces – <i>for health and safety</i> • to have clean equipment for food preparation – <i>to reduce bacteria</i> • to store food appropriately – <i>to prevent food poisoning</i> • to follow 'use by' dates – <i>to prevent food poisoning</i> • to ensure free from infestation of pests – <i>to prevent contamination</i> • food handlers should not work with food if they are ill – <i>to prevent spread of infection</i> • separate coloured chopping boards – <i>to prevent cross contamination</i> • disposal of rubbish safely and regularly – <i>for health and safety</i> • non-slip flooring – <i>to prevent accidents</i> • to cook food thoroughly – <i>to prevent food poisoning</i> | | 6 | <p>This is a levels response question – marks must be awarded on the quality of the response given. The number of ticks will not necessarily correlate with the mark being awarded.</p> <p>Sub-max of 4 marks for one detailed explanation of good food hygiene practice.</p> |

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|----------|--|------------|----------|--|
| 9 | <p>One mark for correct answer</p> <ul style="list-style-type: none"> Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR). | 1x1 | 1 | <p>Date not required.</p> <p>Accept</p> <ul style="list-style-type: none"> RIDDOR |
| 10 | <p>One mark for each responsibility, TWO required One mark for each explanation, TWO required</p> <ul style="list-style-type: none"> to protect yourself from danger – <i>so you don't get hurt</i> to assess the situation – <i>to prioritise</i> to assess the casualty – <i>to prioritise / ABC</i> to give early treatment – <i>to improve condition and/or prevent from getting worse</i> to arrange help – <i>in case emergency services needed</i> to comfort and reassure – <i>to keep casualty calm</i> to record the incident – <i>for Health and Safety purposes / litigation</i> | 2x1 2x1 | 4 | |
| 11 (a) | <p>One mark for each correct identification, TWO required from</p> <ul style="list-style-type: none"> tongue vomit / sick obstruction / foreign object anaphylactic shock / allergies | 2x1 | 2 | <p>Accept</p> <ul style="list-style-type: none"> choking |

| Question | Expected Answer | Mark | Total | Rationale |
|----------|--|------|-------|---|
| 11 (b) | <p>One mark for each action, TWO required</p> <ul style="list-style-type: none"> • encourage person to lean forward and cough • up to five backslaps • up to five abdominal thrusts • repeat the process • call for ambulance if blockage persists | 2x1 | 2 | <p>Accept detailed description of one action (2).</p> <p>Also accept the following example <i>Place one hand on casualty's forehead and gently tilt head back allowing the casualty to breathe (2)</i></p> |
| 12 | <p>Level 2: 3 - 4 marks Candidates will give a detailed analysis of the importance of prioritising first aid procedures. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the work. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 1: 0 - 2 marks Candidates will give a limited analysis of the importance of prioritising first aid procedures. Answers are likely to be list like. Understanding will be superficial. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling will be noticeable and intrusive.</p> <p>Prioritising first aid procedures</p> <p>Assess situation</p> <ul style="list-style-type: none"> • check for immediate danger – <i>to protect you and the casualty</i> <p>Assess casualty</p> <ul style="list-style-type: none"> • assess the situation – <i>to attend to those in most need / quiet casualties / life threatening conditions, such as lack of breathing that need urgent first aid</i> • call ambulance service – <i>may need urgent medical attention</i> • sit with casualty until ambulance arrives – <i>to reassure casualty</i> | | 4 | <p>This is a levels response question – marks must be awarded on the quality of the response given. The number of ticks will not necessarily correlate with the mark being awarded.</p> <p>Sub-max of 2 if candidate gives analysis for one aspect only eg assess casualty but does not assess situation.</p> |

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|----------|--|------------|----------|--|
| 13 | <p>One mark for correct answer</p> <ul style="list-style-type: none"> The Health and Safety (First Aid) Regulation 1981 | 1x1 | 1 | Date not needed. Brackets not needed. |
| 14 | <p>One mark for a hazard, one mark for example One mark for risk, one mark for example</p> <ul style="list-style-type: none"> Hazard – anything that may cause harm <i>such as illness or injury (eg bacteria in chicken)</i> Risk – the likelihood that a hazard will cause actual harm <i>(eg likeliness of illness if someone ate contaminated chicken)</i> | 2x1 2x1 | 4 | |
| 15 | <p>One mark for each, THREE required from</p> <p>A. Flammable material B. Now wash your hands C. General danger / warning / hazard</p> <p>Accept any relevant correct answer.</p> | 3x1 | 3 | <p>Accept</p> <ul style="list-style-type: none"> wash your hands |
| 16 | <p>One mark for each correct answer, TWO required from</p> <ul style="list-style-type: none"> Control of Substances Hazardous to Health Regulations 2002 (COSHH) Reporting of Injuries, diseases and Dangerous Occurrences Regulations 1995 (RIDDOR) Manual Handling Operation Regulations (1992) / Lifting Operations and Lifting Equipment Regulations (LOLER) Health and Safety first Aid Regulations 1981 Management of Health and Safety at Work Regulations 1999 | 2x1 | 2 | <p>Dates not required.</p> <p>Accept</p> <ul style="list-style-type: none"> RIDDOR on its own COSHH on its own LOLER on its own |

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|----------|---|------|-------|--|
| 17 | <p>Level 3: 7 - 8 marks Candidates will make detailed and well argued judgements showing clear links between the hazards and the care workers and the individuals. Candidates will indicate consideration of precautions that are already in place. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the work. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2: 4 - 6 marks Candidates will identify hazards and make sound links between the care workers and the individuals and the risks. Candidates will show some consideration of precautions already in place. Answers will be factually accurate. There will be evidence of coherence within the answers. There may be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1: 0 - 3 marks Candidates will identify hazards but make few links between the care workers and the individuals and the risks. The work may consist of a simple list of hazards with limited awareness shown of the precautions already in place. Answers are likely to be list like. Understanding will be superficial. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p>Precautions already in place:</p> <ul style="list-style-type: none"> • fire escape – ramp means easy access for people with disabilities • first aid box – situated for easy access • fire extinguisher – situated for easy access | | 8 | <p>This is a levels response question – marks must be awarded on the quality of the response given. The number of ticks will not necessarily correlate with the mark being awarded.</p> <p>Please use the following annotation.</p> <p>Annotation: ✓ – identifying hazard e.g. – identifying person who may be harmed ✓+ - whether precautions are adequate</p> <p>All three required for two examples to achieve Level 3</p> <p>Do not accept</p> <ul style="list-style-type: none"> • ‘anyone / everyone’ unless qualified eg <i>anyone with mobility issues</i> |

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|----------|--|------|-------|-----------|
| | <p>Hazards:</p> <ul style="list-style-type: none"> • rug near serving hatch / activities table – <i>people may fall / trip</i> • activities table – <i>resources may fall from the table creating a fall hazard</i> • library corner too close to the fire escape – <i>this could be a hazard if trying to evacuate building via fire escape</i> • no table for hot drinks to be placed on in sitting area – <i>people may scald themselves</i> • only one radiator down one end of room – <i>some people may be cold in sitting area / reading area</i> • resources cupboard near food serving area - <i>people may collide with each other and cause harm from objects / hot food / drinks</i> • only one fire escape with a ramp – <i>people may fall / slip</i> • only one fire extinguisher –<i>insufficient in the event of a fire</i> • only one first aid box – <i>insufficient for the amount of people</i> <p>Who might be harmed:</p> <ul style="list-style-type: none"> • older people / people using the service • care staff • cleaners • visitors <p>Accept any other reasoned argument.</p> | | | |

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