

Health and Social Care

General Certificate of Secondary Education

Unit **A914**: Safeguarding and Protecting Individuals

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

	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

Subject-specific Marking Instructions

In levels response questions the number of ticks will not necessarily correlate to the mark awarded.

Question	Answer	Marks	Guidance
1	<p>One mark for each, THREE required</p> <ul style="list-style-type: none"> • be healthy • stay safe • enjoy and achieve • make a positive contribution • achieve economic well being 	<p>3x1</p> <p>3</p>	
2	<p>One mark for correct answer, ONE required</p> <ul style="list-style-type: none"> • NHS and Community Care Act • Mental Health Act • Disability Discrimination Act • Human Rights Act 	<p>1x1</p> <p>1</p>	<p>Date not required.</p> <p>Accept:</p> <ul style="list-style-type: none"> • PoVA / Vetting and Barring Scheme Equality Act • Equality Act

Question		Answer	Marks	Guidance	
				Content	Levels of response
3		<p>Example of effects to include: cause and effect</p> <ul style="list-style-type: none"> • low self-esteem / low self-concept and <i>will not want to go out shopping</i> • uncooperative / irritable <i>because she feels disempowered and useless</i> • withdrawn / isolated <i>because she is too frightened to go out</i> • blame themselves / feel guilty <i>because she has a disability</i> • become aggressive towards others / bully others / become angry <i>and may not make friends</i> • stop communicating / become sullen / moody <i>because she feels devalued and unimportant</i> • low self-confidence <i>because she feels different from others</i> • frightened / scared / worried <i>because the verbal abuse may happen again</i> • will not trust people <i>will not be able to form relationships</i> • feel depressed <i>which will lower her self-concept</i> • feel embarrassed <i>which will stop her going out</i> 	5	<p>The command word is explain so there must be a cause and effect, for example: Because Susan is being verbally abused she may have a low self-esteem, which will prevent her from going out shopping, also she may feel frightened that the abuse will happen again. Susan will have low self-confidence because she feels different to others and she may blame herself because of her disability.</p> <p>The effects may be interchangeable.</p> <p>Check List</p> <p>Level 3 Detailed explanation At least 2 effects High QWC</p> <p>Level 2 Attempt to explain 2 effects</p> <p>Level 1 Limited explanation List like Low QWC</p> <p>Do not accept:</p>	<p>Level 3: 5 marks Candidates will give a detailed explanation 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 2: 3 - 4 marks Candidates will attempt to explain at least two effects. Answers will be factually accurate. There will be evidence of coherence within the answers. There may be some errors of grammar, punctuation and spelling. <i>Sub-max of 3 for one effect described in detail.</i></p> <p>Level 1: 0 - 2 marks Candidates will give a limited explanation, 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>

Question			Answer	Marks	Guidance	
					Content	Levels of response
					<ul style="list-style-type: none">feel low / down / upset	

Question	Answer	Marks	Guidance
4	<p>One mark for each correct answer, FOUR required</p> <ul style="list-style-type: none"> • physical ill-treatment / abuse / slapping / hitting / punching / kicking • sexual abuse • isolation • bullying / cyber abuse • neglect / emotional abuse • financial ill-treatment / theft / stealing • witnessing violence • psychological / mental 	<p>4x1</p> <p>4</p>	<p>No repeats – all answers should be different.</p> <p>Do not accept verbal ill treatment / abuse / shouting / swearing (in question).</p> <p>Please note that the question is asking for types of ill-treatment not examples.</p>
5	<p>One mark for</p> <ul style="list-style-type: none"> • +5 degrees celsius 	<p>1x1</p> <p>1</p>	<p>This is the only acceptable answer.</p>
6	<p>One mark for identifying the correct position, two marks for the explanation</p> <ul style="list-style-type: none"> • raw meat should be stored on the bottom shelf [1] so it does not drip onto other food [1] to prevent cross-contamination [1] 	<p>3x1</p> <p>3</p>	<p>Do not accept</p> <ul style="list-style-type: none"> • ‘contamination’ on its own • infected / infection <p>Accept response that describes it, eg stops bacteria moving to other food.</p> <p>Accept:</p> <ul style="list-style-type: none"> • contamination, if qualified
7	<p>One mark for each correct answer, TWO required from:</p> <p>Purpose to make sure that: food premises [1] allow food to be safely prepared [1] and minimise risks of cross-contamination [1]</p>	<p>2x1</p> <p>2</p>	<p>Accept</p> <ul style="list-style-type: none"> • store food correctly • food prepared safely <p>facts not actions</p> <p>Do not accept examples related to infection.</p>

Question		Answer	Marks	Guidance
8		<p>One mark for each element, TWO required</p> <p>Gives a person a harmless form of a disease [1] to stimulate their white blood cells to produce antibodies [1] so that they will not develop the disease when they come into contact with the bacterium or virus that causes it [1]</p>	2x1 2	<p>An example of an acceptable answer could be:</p> <p><i>Vaccines help the body to produce antibodies that protect against diseases that a person may come into contact with.</i></p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
9		<ul style="list-style-type: none"> • playroom floor should be washed or vacuumed every day • spillages / vomit should be cleaned up immediately • walls, blinds and curtains should be cleaned regularly • children's toys should be regularly cleaned • children's tables and chairs should be cleaned every day • playroom toilets and washbasins should be cleaned every day • food / snack preparation area should be regularly cleaned including worktops • crockery / drinking cups should be clean • utensils should be clean • cleaning items / buckets / mop heads / cloths should be changed regularly • staff should cover wounds • staff should observe PPE / legislation • staff should wash hands before / after nappy changing • encourage children to wash hands regularly • dispose of nappies correctly • empty waste bins regularly • cover nose / mouth when sneezing / coughing 	5	<p>Check List</p> <p>Level 3 Detailed description At least two ways High QWC</p> <p>Level 2 Basic description Two ways (sub-max 3 marks for one good description) Mid-QWC</p> <p>Level 1 Limited description One/two ways List-like/muddled Low-QWC</p> <p>An example of an acceptable answer could be: <i>I could keep a playroom clean by making sure all spillages were mopped up straight away. I could mop the floors everyday and clean the tables and chairs that the children have been using. It would be important to make sure that all food areas were washed down and cleaned after each use. The children's toilets should be cleaned everyday and also the toys and equipment. Cleaning the playroom like this will help to reduce the spread of infection.</i></p>	<p>Level 3: 5 marks Candidates will give a detailed description of at least two ways to ensure the cleanliness of a playroom in order to reduce the spread of infection. 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 a basic description of at least two ways to ensure the cleanliness of a playroom in order to reduce the spread of infection. Answers will be factually accurate. 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 good description.</i></p> <p>Level 1: 0 - 2 marks Candidates will give a limited description of at least one way to ensure the cleanliness of a playroom in order to reduce the spread of infection. 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>

Question		Answer	Marks	Guidance
10		One mark for each element, TWO required	2x1	
		When infection gets passed [1] from one item or person to another [1]	2	
11		One mark for correct answer	1x1	Date not required.
		The Health and Safety (First Aid) Regulation	1	Accept this answer only.

Question		Answer	Marks	Guidance	
				Content	Levels of response
12		<p>First Aid treatment:</p> <ul style="list-style-type: none"> • sit patient down – in case of faint / for safety • calm and reassure them • tip head forward – blood drains out of nose instead of throat / blood not swallowed • nip / squeeze (bridge of) nose for 10 minutes – to slow / stem / stop bleeding • tell patient to breath through mouth – so blood isn't swallowed • give patient cloth / tissues to mop up any blood – to keep area / clothing blood free • seek medical advice if bleed continues 	6	<p>Check List</p> <p>Level 3 Detailed explanation High QWC</p> <p>Level 2 Attempt explanation Mid-QWC</p> <p>Level 1 Limited explanation List-like Low QWC</p> <p>Accept</p> <ul style="list-style-type: none"> • use (disposable) gloves 	<p>Level 3: 5 – 6 marks Candidates will give a detailed explanation of the first aid treatment. 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 attempt to explain the first aid treatment. Answers will be factually accurate. There will be evidence of coherence within the answers. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1: 0 - 2 marks Candidates will give a limited explanation of the first aid treatment. 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>

Question		Answer	Marks	Guidance
13		<p>One mark for each, TWO required</p> <ul style="list-style-type: none"> • burn is caused by flame / dry heat and/or cold • scald is caused by hot liquids / steam / wet heat 	<p>2x1</p> <p>2</p>	<p>Need both parts for two marks. Only one mark awarded for one part answer.</p>
14		<p>One mark for each correct answer, THREE required</p> <ul style="list-style-type: none"> • redness / blackness of the skin • blistered skin • swollen area • pain • discharge of liquid 	<p>3x1</p> <p>3</p>	<p>Accept one word answers.</p> <p>Do not accept</p> <ul style="list-style-type: none"> • bleeding <p>signs = what a doctor sees – physical manifestation symptoms = what a patient experiences</p>
15		<p>Two marks for each correct answer, TWO required</p> <p>1 closed / simple fracture [1] the skin is not broken [1] 2 open / compound fracture [1] is when bone (fragments) are protruding / sticking out / break the skin [1]</p>	<p>2x2</p> <p>4</p>	<p>Sub-max of 2 for identification only.</p>

Question		Answer	Marks	Guidance
16		One mark for each, THREE required A danger overhead cables / high voltage cables B slippery surface	2x1 2	Do not accept • electric shock / electricity Accept • electric voltage • wet floor / surface

Question		Answer	Marks	Content	Guidance
					Levels of response
17		<ul style="list-style-type: none"> ensure all equipment is safe to use <i>to reduce harm to pwus / visitors / employees</i> comply with legislation / law <i>to ensure pwus feel protected / safe / prevent court cases</i> provide regular (fire safety) training <i>to ensure safe methods of working</i> identify who may be at risk <i>to reduce hazards</i> review practice and procedures <i>to keep up to date with current legislation</i> reduce / remove fire hazards <i>in order to reduce / remove the risks to people from fire</i> record findings from the risk assessment <i>to improve practice / comply with legislation</i> reduces staff time off work <i>which saves money / reduces costs</i> 	6	<p>Do not award marks for what a risk assessment is.</p> <p>Focus must be on the benefits.</p> <p>Note: reasons are interchangeable.</p> <p>Check List</p> <p>Level 3 Detailed analysis High QWC</p> <p>Level 2 An attempt to analyse Mid-QWC</p> <p>Level 1 Limited analysis List-like Muddled Low QWC</p>	<p>Level 3: 6 marks Candidates will give a detailed analysis of the benefits of conducting a risk assessment in a care setting. 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 - 5 marks Candidates will attempt to analyse the benefits of conducting a risk assessment in a care setting. Answers will be factually accurate. There will be evidence of coherence within the answers. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1: 0 - 3 marks Candidates will give a limited analysis of conducting a risk assessment in a care setting. 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>

Question		Answer	Marks	Guidance	
				Content	Levels of response
18		<p>Precautions already in place:</p> <ul style="list-style-type: none"> main entrance – steps and ramp for easy access first aid boxes – useful location in treatment room fire extinguishers – adequate for number of rooms <p>Hazards:</p> <ul style="list-style-type: none"> fire extinguishers – not easily accessible in equipment room – have more in different places fire escape – no ramp for people with disabilities – install a ramp toy corner too close to waiting area, people could trip over toys / children playing – move toy corner to safer place hot drinks machine – dangerous in equipment room, risk of scalding / people tripping over children – move hot drinks machine to safer area counter to reception too close to the steps and ramp – dangerous congestion for patients entering and leaving the clinic – move counter area / redesign for safety first aid box in toilets – not hygienic or convenient – more boxes in different area tables and chairs too close to reception area – too congested <p>Who might be harmed:</p> <ul style="list-style-type: none"> staff at the health centre patients / clients / children / people with disabilities 	8	<p>Annotation: ✓ for hazard eg for who is at harm ✓+ for whether precautions are adequate</p> <p>All 3 required for Level 3.</p>	<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. Explicit reference to the mobility issues of people using the physiotherapy clinic will be included. Candidates will indicate consideration of precautions that are already in place.</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. Likely to be no explicit reference to the mobility issues of people using the physiotherapy clinic. Candidates will show some consideration of precautions already in place.</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.</p>

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