

Health and Social Care

General Certificate of Secondary Education

Unit **A914**: Safeguarding and Protecting Individuals

Mark Scheme for June 2012

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.














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Annotations to be used

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

Subject-specific Marking Instructions

Where a candidate has attempted a response but the response is not worthy of credit, 0 marks should be given and a **SEEN** annotation should be used on the script. Where a candidate has included unrelated material e.g. doodle a No Response should be selected. Where candidates have used the additional space a **SEEN** annotation should be included to verify the response has been marked.

Question	Answer	Marks	Guidance
1	<p>One mark for each correct answer, three required from:</p> <ul style="list-style-type: none"> • Physical ill-treatment/abuse/slapping/hitting/punching/kicking • Verbal ill-treatment/abuse/shouting/swearing • Sexual abuse • Isolation/being ignored • Bullying • Neglect • Financial ill-treatment/theft/stealing • Witnessing violence. • Psychological/emotional/mental 	3	<p>No repeats – all answers should be different.</p> <p>Accept an example of ill treatment <i>e.g. not giving correct medication.</i></p> <p>Do not accept: Discrimination Mistreated Abused</p>
2	<p>Two marks for each correct description of the key feature, two required from:</p> <ul style="list-style-type: none"> • The Act protects people who lose the ability to make decisions for themselves. • The Act prevents an individual from harming themselves and others by allowing sectioning to take place. • Careful procedures take place when admitting someone to hospital against their will. • Two doctors have to agree that someone should be sectioned/treated/admitted to hospital, which is to protect the individual's best interests. • Provision of community care • Right to refuse some treatments • Deciding on main carer rather than next of kin 	4	<p>Do not accept discrimination/equality/being treated fairly</p> <p>e.g of one feature:</p> <p>1 mark: <i>protects people</i> 2 marks: <i>protects people with mental health issues from risk of harm to themselves and others</i></p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
3		<p><u>Positive effects of CRB:</u></p> <ul style="list-style-type: none"> Care settings can find out if a person has a criminal record – to see if they are suitable Helps service users to feel protected/safe/secure – because of the nature of conviction Helps care settings to employ suitable employees – to help safeguard vulnerable people CRB checks for relevant conviction – to check for suitable employees <p><u>Negative effects of CRB</u></p> <ul style="list-style-type: none"> Not transferable – difficult to track suitability of employee Not updated automatically – crimes may have been committed Unreported crime – vulnerable people may be at risk Cost – limited funds available so not all staff checked – potential risk to VP High turn over of staff – difficult to check suitability of employee Individuals may not be prosecuted for all crimes – difficult to check suitability of employee 	6	<p>This is a levels of response question so the number of ticks given will not necessarily correlate to the marks awarded. The focus of this question is evaluation.</p> <p>If a candidate has only given positive or negative responses the maximum that they can achieve is 3.</p> <p>Focus of the question is about how CRB affects the safeguarding of vulnerable people.</p> <p>Check List:</p> <p>Level 3</p> <ul style="list-style-type: none"> Detailed evaluation 2 ways High QWC <p>Level 2</p> <ul style="list-style-type: none"> Basic evaluation 2 ways Mid QWC <p>Level 1</p> <ul style="list-style-type: none"> Limited evaluation List like Low QWC <p> = positive  = negative</p>	<p>Level 3 – 5-6 marks Candidates will give a detailed evaluation of at least two ways that the CRB helps to protect individuals. 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 2 – 3-4 marks Candidates will give a basic evaluation at least two ways that the CRB helps to protect individuals. Answers will be factually accurate. There will be evidence of coherence within the answers. There will be noticeable errors of grammar, punctuation and spelling. If candidates have only focussed on one aspect, i.e. either positive or negative, then the mark must be limited to the bottom of the mid-range – sub max 3</p> <p>Level 1 – 1-2 marks Candidates will give a limited evaluation about how the CRB helps to protect individuals. Answers are likely to be list like. Understanding will be superficial.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
						<p>Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling will be noticeable and intrusive.</p> <p>0 marks – no response or no response worthy of credit</p>

Question			Answer	Marks	Guidance
4			<p>One mark for each correct answer, three required from:</p> <p>These lists are not definitive</p> <ul style="list-style-type: none"> • Personal hygiene /dress/clean hair /oral hygiene/ – no jewellery • PPE/apron/gloves/masks/hair net/footwear • Cover wounds • Report illnesses • Stay away from care setting-pwus if ill/report illness • Safe disposal of waste/soiled linen/sharps • Washing hands • Cleanliness: regular use of disinfectant/washing surfaces – equipment • No coughing/sneezing 	3	<p>Do not accept food storage</p> <p>Do not accept clean up spillage unless qualified e.g. body fluid</p>

Question	Answer	Marks	Guidance												
5	<p>Two marks for each correct description</p> <p>Soiled bedding</p> <ul style="list-style-type: none"> • Place in red bag • To keep separate from other bedding • Take to laundry for washing/bag disintegrates in washing machine • Washed at high temperature • To kill bacteria <p>Medicines</p> <ul style="list-style-type: none"> • Take to local pharmacy/hospital/doctor/GP/surgery • To ensure a safe system/disposal or prevent other people taking it 	4	<p>Accept: 'do not throw down the toilet/sink/dustbin' black bag/bag/bin bag/yellow bag</p>												
6	<p>One mark for each correct answer, four required:</p> <table border="1" data-bbox="371 874 857 1018"> <tbody> <tr> <td>Blue</td> <td>C</td> <td>Raw Fish</td> </tr> <tr> <td>Green</td> <td>D</td> <td>Fruit & vegetables</td> </tr> <tr> <td>Yellow</td> <td>A</td> <td>Cooked meat</td> </tr> <tr> <td>Red</td> <td>B</td> <td>Raw meat</td> </tr> </tbody> </table>	Blue	C	Raw Fish	Green	D	Fruit & vegetables	Yellow	A	Cooked meat	Red	B	Raw meat	4	
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Question		Answer	Marks	Guidance	
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7		<ul style="list-style-type: none"> Washing chopping boards at high temperature – <i>to kill harmful bacteria</i> Store chopping boards in an upright position - <i>this allows the boards to dry more effectively than lying flat in a drawer or cupboard.</i> Using separate chopping boards/knives/utensils for different foods – <i>to reduce bacteria from contaminating other foods</i> Regularly clean/change cloths – <i>dirty cloths will spread bacteria onto everything it touches</i> Use separate cloths for washing dishes and wiping work surfaces – <i>good food hygiene practice</i> Wash cooking utensils after use – <i>to prevent cross-contamination</i> Cleaning work surfaces – <i>to reduce cross contamination/prevent food poisoning</i> Correct storage of food in refrigerator – <i>to prevent cross contamination</i> <p>Answers may be interchangeable</p>	5	<p>This is a levels of response question – marks must be awarded on the quality of the response given.</p> <p>The number of ticks will not necessarily correspond with the number of marks awarded</p> <p>Do not reward lists of equipment.</p> <p>Do not accept washing food/hands/floors</p> <p>Answers must promote using food preparation equipment.</p> <p>Check List:</p> <p>Level 3</p> <ul style="list-style-type: none"> Detailed explanation 2 ways Logical development of answer High QWC <p>Level 2</p> <ul style="list-style-type: none"> Basic explanation 2 ways Mid QWC <p>Level 1</p> <ul style="list-style-type: none"> Limited explanation List like Low QWC 	<p>Level 3 – 5 marks</p> <p>Candidates will give a detailed explanation of how at least two ways using equipment correctly will contribute to good food hygiene. 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 2 – 3- 4 marks</p> <p>Candidates will give a basic explanation of how (two ways) using equipment correctly will contribute to good food hygiene. Answers will be factually accurate. There will be evidence of coherence within the answers. There will be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 – 1- 2 marks</p> <p>Candidates will give a limited explanation of how using equipment correctly will contribute to good food hygiene. 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>

Question			Answer	Marks	Guidance	
					Content	Levels of response
						0 marks – no response or no response worthy of credit



Question			Answer	Marks	Guidance
8			<p>One mark for each correct answer, three required from:</p> <ul style="list-style-type: none"> • To preserve life • Check for danger/ensure safety of first aiders/bystanders/casualty • To prevent deterioration/to stop the casualty from getting worse • To promote recovery • Check airway • Check breathing • Recovery position • Carry out CPR • To give reassurance • Call ambulance/emergency services/999/112 	3	<p>Accept one word answers</p> <p>Do not accept protect casualty/keep casualty calm</p>
9			<p>One mark for each correct answer, three required from:</p> <ul style="list-style-type: none"> • Pain • Loss of power in leg • Swelling/inflammation • Bruising • Deformity • Protruding bone • Grating bones. • Unable to weight bear/unable to walk 	3	<p>Only accept bleeding if qualified by protruding bone/ open fracture/compound fracture.</p> <p>Do not accept: discomfort tenderness redness limping sensitive to touch signs of shock (sweating/rapid pulse /vomiting)</p>

Question	Answer	Marks	Guidance
10	<p>One mark for the piece of information and One mark for the importance; Two required from:</p> <ul style="list-style-type: none"> • Your telephone number – <i>in case they need to ring you back</i> • Exact location/address – <i>so they can find you</i> • Age/condition of injured person – <i>to prepare/inform paramedics</i> • Fire/leaking gas hazards – <i>to alert other emergency services</i> • Number of casualties – <i>for number of ambulances required</i> • State which services are required – <i>so appropriate help is called</i> • Your name/callers name – <i>contact person/not a hoax</i> • Name of casualty – <i>so that they can be identified on arrival/look up notes.</i> • Nature of emergency – <i>so appropriate help is called/ appropriate advice given over the telephone</i> 	4	<p>Reasons may be interchangeable.</p> <p>The importance must be relevant to, and match, the piece of information.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
11		<p>Prioritising needs:</p> <ul style="list-style-type: none"> • Check for danger – to prevent you or the casualties from becoming hurt • Go to the quiet ones first -as they may be unconscious • Calmly and quickly assess the situation – to give appropriate help to those in most need • Call ambulance/emergency services/999/112 - to get professional help • Give emergency first aid – check airway/<i>breathing/recovery position/CPR</i> 	4	<p>This is a level of response question – marks must be awarded on the quality of the response given.</p> <p>The number of ticks will not necessarily correspond with the number of marks awarded</p> <p>Check List:</p> <p>Level 2</p> <ul style="list-style-type: none"> • Basic explanation • Correct priority • Mid QWC <p>Level 1</p> <ul style="list-style-type: none"> • Limited explanation • List like • Low QWC 	<p>Level 2 – 3- 4 marks Candidates will give a basic explanation with the correct priority of needs. Answers will be factually accurate. There will be evidence of coherence within the answers. There will be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 – 1- 2 marks Candidates will give a limited explanation of prioritising needs. 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>0 marks – no response or no response worthy of credit</p>

Question		Answer	Marks	Guidance
12		<p>Two marks for a detailed explanation from:</p> <ul style="list-style-type: none"> • Safety/warning signs must be clearly displayed - so people are informed of potential risks • Safety/warning signs tell us what we can or cannot do – to protect from harm • Safety/warning signs tell us which route to take – to reduce danger 	2	<p>Award one mark for a limited explanation or one part answer if only the how or the why is explained.</p> <p>Answers may be interchangeable.</p> <p>Do not award marks for a repeat of the question.</p> <p>Accept an example of a safety/warning sign if qualified.</p>

Question		Answer	Marks	Guidance
		<ul style="list-style-type: none"> • Safety/warning signs tell us what is dangerous – to alert us to risks • Safety/warning signs tell us what should be worn – to protect ourselves/clothing • Safety/warning signs tell us where particular items are 		
13		<p>One mark for correct answer: Control of substances hazardous to health</p>	1	As long as spellings understandable, give mark
14		<p>One mark for identification of security measure and One mark for purpose, three required from:</p> <ul style="list-style-type: none"> • Wear badges – <i>staff are easily identifiable</i> • Swipe cards/passwords – <i>only staff have access</i> • Visitor badges – <i>valid/temporary reason for access/knowledge of who is in the building/in case of fire</i> • Locked doors/door bell – <i>to keep service users/staff safe/no intruders</i> • Visitors /signing-in book – <i>to monitor who is in building</i> • CCTV – <i>to monitor who is in the building</i> • Burglar alarms – <i>to notify of intruders</i> • Identified adults to collect children – <i>so strangers cannot collect children</i> • Restricted openings on windows – <i>to stop intruders</i> • Receptionists – <i>to monitor who's coming into the building</i> 	6	The purpose must match the identification

Question		Answer	Marks	Guidance	
				Content	Levels of response
15		<p><u>Precautions already in place:</u></p> <ul style="list-style-type: none"> • Main entrance – <i>steps and ramp for easy access</i> • Toilets and cloakroom – <i>good location</i> • Fire extinguishers – <i>adequate for number of rooms</i> • Fire extinguisher next to kitchen – <i>good location</i> • Fire exit with steps and ramp – <i>good for disabled access and pushchairs.</i> <p><u>Hazards:</u></p> <ul style="list-style-type: none"> • Fire extinguishers – <i>not easily accessible in resources cupboard- have more in different places</i> • Rug in home corner – <i>too close to Fire Exit, people could trip/fall in an emergency exit – remove rug</i> • First aid boxes together down one end of the building – <i>not convenient – have more in different places</i> • Quiet room in poor location – <i>noise could cause stress – change location of quiet room</i> • Fire exit – <i>no ramp for disabled access or pushchairs – install ramp</i> • Activities mat – <i>too congested, risk of accidents</i> 	8	<p>This is a levels of response question – marks must be awarded on the quality of response given</p> <p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Annotation:</p> <p> = hazard</p> <p>EG = for who is at harm</p> <p> = adequate precautions.</p> <p>Check List:</p> <p>Level 3 All three required</p> <ul style="list-style-type: none"> • Detailed & well argued judgements • At least 2 examples • Consideration of precautions already in place • High QWC <p>Level 2</p> <ul style="list-style-type: none"> • Sound links • Some consideration of precautions • Mid QWC 	<p>Level 3 – 7-8 marks Candidates will make detailed and well argued judgements showing clear links between at least two examples of the hazards and the care workers and the individuals. Candidates will indicate consideration of precautions that are already in place. There will be few 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. There will be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 – 1-3 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. Errors of grammar and spelling will be noticeable and intrusive.</p> <p>0 marks – no response or no response worthy of credit</p>

Question			Answer	Marks	Guidance	
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			<p><u>Who might be harmed:</u></p> <ul style="list-style-type: none"> • Playgroup staff • Children • Cleaners • Parents/carers • Visitors • People with disabilities 		<p>Level 1</p> <ul style="list-style-type: none"> • Limited awareness of precautions • List like • Low QWC 	

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