

Health and Social Care

General Certificate of Secondary Education

Unit **A914**: Safeguarding and Protecting Individuals

Mark Scheme for June 2013

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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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Annotations

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

Question	Answer	Marks	Guidance
1	<p>Two basic precautions required from:</p> <ul style="list-style-type: none"> • Wear disposable aprons/disposable gloves/overshoes/masks/tie hair back • Covering cuts/wounds • Clean toilet facilities • Adequate liquid soap/sanitizer • Adequate paper towels • Hand washing/remove jewellery • Adequate ventilation • Isolate service users with infection • Care workers stay away from workplace when unwell • Safe disposal of hazardous waste/needles/sharps/soiled linen/ used protective clothing /used tissues • Clean or disinfect kitchen work surfaces/ equipment/chopping boards/cutlery/crockery • Good food hygiene/sell by dates/use by dates/eat by dates • Correct storage of food • Cooking food thoroughly • Cough/sneeze into a tissue 	2	<p>Accept any other relevant response.</p> <p>Accept antibacterial spray</p>
2	<p>Describing how to deal with spillage:</p> <ul style="list-style-type: none"> • Put on disposable apron/gloves • Clean spillage with paper towels and disinfectant solution • Dry the floor • Place a warning sign • Cordon off area/remove children from area • Correct disposal of waste. 	4	<p>Disinfectant and detergent may be interchangeable.</p> <p>Does not have to be in any particular order</p> <p>Four points needed for full marks</p>

Question	Answer	Marks	Guidance	
			Content	Levels of response
3	<p>Good food hygiene practices from:</p> <ul style="list-style-type: none"> • To have good personal hygiene (E g hand washing, removing jewellery, covering wounds) – to prevent spread of infection • To wear personal protective clothing (E g disposable aprons/hair net/tying hair up/disposable gloves) to prevent spread of infection • To have clean equipment/ surfaces for food preparation – to reduce bacteria/microbes • To store/cook food appropriately – to prevent food poisoning • To follow ‘use by’ dates – to prevent food poisoning • To ensure free from infestation of pests – to prevent contamination • Food handlers should not work with food if they are ill – to prevent spread of infection • Separate coloured chopping boards – to prevent cross contamination • Disposal of rubbish safely and regularly – to reduce the spread of bacteria • Washing food- to reduce bacteria 	6	<p>Check List:</p> <p><i>Level 3</i> Detailed discussion At least 2 points High QWC</p> <p><i>Level 2</i> Basic discussion At least 2 points (sub max of 3 marks of 1 point discussed well) Mid QWC</p> <p><i>Level 1</i> Limited discussion – At least 1 point. Low QWC</p> <p>Candidates can only be awarded one tick for personal hygiene; regardless of the correct numbers of examples given</p> <p>Candidates can only be awarded one tick for PPE, regardless of the correct examples given</p> <p>This is a levelled question – marks must be awarded on the quality of the response given.</p> <p>This is a quality response so the number of ticks will not necessarily correlate to the mark.</p> <p>Look carefully at the descriptors and decide where the answer best fits. Do not award marks for discussion relating to a balanced diet.</p>	<p>Level 3 (5–6 marks) Candidates will give a detailed discussion of at least 2 points 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 errors of grammar, punctuation and spelling.</p> <p>Level 2 (3–4 marks) Candidates will give a basic discussion of at least 2 points of good food hygiene practices 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 discussion of at least 1 point 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 will be noticeable and intrusive.</p> <p>0 marks = no response or no response worthy of credit</p>

Question	Answer	Marks	Guidance
4	<p>Three to be reported:</p> <ul style="list-style-type: none"> • Malaria • Overflowing drains • Typhus. 	3	
5	<p>Identification and examples two of each required from:</p> <ul style="list-style-type: none"> • Being emotionally ill-treated example being deprived of love or physical contact • Being neglected by carers example lack of food or personal hygiene • Being physically abused example being slapped/bitten/hit/kicked/pushed • Verbal abuse example shouted at/sworn at/name calling • Financial ill-treatment example theft of money/property • Psychological ill-treatment example humiliation • Witnessing violence at home example care setting/at home • Sexual abuse example unwanted touching • Racial abuse example name calling • Cyber/internet/social network example bullying/threats/name calling 	4	<p>Do not accept 'abuse' on its own</p> <p>Do not accept domestic violence</p> <p>Examples must match type of abuse</p> <p>Abuse and example must match</p>

Question		Answer	Marks	Guidance	
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6		<p>Example of effects to include:</p> <ul style="list-style-type: none"> • Low self esteem/low self concept • Uncooperative/irritable • Withdrawn/isolated/lonely/not want to go to school • Blame themselves/feel guilty • Become aggressive towards others/bully others/become angry/naughty/attention seeking • Stop communicating/become sullen/moody • Low self confidence • Fear/scared/frightened • Depressed/sad/upset/worried • Feels neglected/unloved • Not being able to concentrate at school/distracted 	5	<p>Check List:</p> <p><i>Level 2</i> Detailed description At least 2 effects Mid QWC</p> <p><i>Level 1</i> Limited description At least 1 effect Low QWC</p> <p>This is a levelled question – marks must be awarded on the quality of the response given.</p> <p>This is a quality response so the number of ticks will not necessarily correlate to the mark.</p> <p>Look carefully at the descriptors and decide where the answer best fits.</p>	<p>Level 2 (4–5 marks) Candidates will give a detailed description of at least 2 effects. 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 (1–3 marks) Candidates will give a limited description of at least 1 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 will be noticeable and intrusive.</p> <p>0 marks – no response or no response worthy of credit</p>



Question	Answer	Marks	Guidance
7	<p>One mark for correct definition.</p> <ul style="list-style-type: none"> • Criminal Record Bureau. 	1	
8	<p>Two marks for a full explanation, one mark for a limited explanation.</p> <ul style="list-style-type: none"> • To identify people who may be unsuitable to work with children or other vulnerable members of society – <i>to help safeguard vulnerable people</i> • So employers can check the suitability of employees – <i>helps service users to feel safe/secure</i> • To inform employers of people with previous convictions – <i>to check for suitable employees.</i> 	2	<p>Must explain both parts for full marks.</p> <p>Only one mark awarded for one part answer.</p> <p>Answers may be interchangeable.</p>
9	<p>Three aims from:</p> <ul style="list-style-type: none"> • Be healthy • Stay safe • Enjoy and achieve • Make a positive contribution to society • Achieve economic well-being. 	3	Exact wording needed
10	<p>Two signs from:</p> <ul style="list-style-type: none"> • Difficulty breathing/wheezing • Swelling of the face/tongue/throat • Puffy eyes • A rash/blotchy/red/itching skin • Anxiety/panic • Shock • Low blood pressure • Unconsciousness • Vomit/nausea/feeling sick 	2	

Question		Answer	Marks	Guidance	
				Content	Levels of response
11		<p>Explain first aid procedure:</p> <ul style="list-style-type: none"> • Dial 999 immediately – as this condition will need medical attention/at risk of dying • If casualty is carrying epipen, administer to top of thigh – to raise blood pressure and help breathing • If casualty is conscious, sit them up – to help reassure and aid breathing • If casualty is in shock, lie them flat with legs raised – to help blood flow back to the brain • If casualty is unconscious, put them in recovery position – to keep airway clear • If casualty stops breathing, carry out CPR – to keep body primed until arrival of ambulance and defibrillator. 	4	<p>Check List:</p> <p><i>Level 2</i> Detailed explanation – At least 2 actions including 999 and epipen. Mid QWC</p> <p><i>Level 1</i>Limited explanation Low QWC</p> <p>This is a levelled question – marks must be awarded on the quality of the response given.</p> <p>This is a quality response so the number of ticks will not necessarily correlate to the mark.</p> <p>Look carefully at the descriptors and decide where the answer best fits.</p> <p>Omission mark if procedure is not qualified</p> <p>Recovery position/reassure must be qualified</p>	<p>Level 2 (3–4 marks) Candidates will give a detailed explanation of at least 2 actions in the correct order. 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 (1–2 marks) Candidates will give a limited explanation. 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>One health emergency from:</p> <ul style="list-style-type: none"> • Burns • Scalds • Wounds/cuts/abrasions • Bleeding • Fractures/broken bones • Breathing difficulties/asthma/loss of consciousness • Fainting • Heart attack/cardiac arrest • Epilepsy/epileptic fit • Diabetes • Poisoning • Choking • Stroke 	1	<p>Accept any other appropriate answer.</p> <p>Do not accept anaphylactic shock.</p>
13	<p>Principles of first aid:</p> <ul style="list-style-type: none"> • To preserve life – your own/other people’s/the casualty • To prevent deterioration – stop the casualty from getting worse • To promote recovery – to make casualty better. 	4	<p>Must describe using full answers to gain both marks.</p>
14	<p>Prioritising treatment:</p> <ul style="list-style-type: none"> • Check for danger – so no further danger to first aider or casualty • Call emergency services/999 – to get immediate professional help • Assess situation – to prioritise most needing attention • Deal with non-responsive/quiet casualty first – may be unconscious and not breathing • Check Airway, Breathing, Bleeding, Bones – to decide which casualty needs treatment first. 	4	<p>At least two explanations required.</p> <p>Must explain both parts for full marks (one mark for prioritising, one mark for reason).</p> <p>Only one mark awarded for one part answer.</p> <p>Omission mark if not qualified</p>

Question	Answer	Marks	Guidance
15	<p>Three security measures from:</p> <ul style="list-style-type: none"> • Wear badges/identity cards – <i>to identify authorised people</i> • Swipe cards/passwords/key fob – <i>for official access</i> • Visitor badges – <i>for temporary access</i> • Locked doors/door bell/intercom – <i>to monitor who is entering building</i> • Visitors/signing in/out book/receptionist – <i>to know who is in the building at any one time</i> • CCTV/security camera – <i>to monitor what is going on in/around the building</i> • Electronic key pad – <i>to controls who enters the building</i> • Security/locked windows – <i>to prevent strangers from getting in</i> 	6	<p>Must explain both parts for full marks.</p> <p>Only one mark awarded for one part answer.</p> <p>Answers may be interchangeable.</p> <p>Explanation must match security measure</p>
16	<p>Name of sign:</p> <ul style="list-style-type: none"> • CCTV/security camera/surveillance/closed-circuit television 	1	Do not accept 'camera' on its own

Question	Answer	Marks	Guidance	
			Content	Levels of response
17	<p>Precautions already in place:</p> <ul style="list-style-type: none"> • Sufficient fire extinguishers – in the event of a fire • Fire exit has both steps and ramp – safe evacuation for people with disabilities • Sufficient space around reception and pharmacy – to reduce trips and falls • Play area close to where parents are waiting – parents can watch over children/keeps children safe. <p>Hazards:</p> <ul style="list-style-type: none"> • Only one first aid box – insufficient – poor location if required • Poor location of hot drinks machine – patients/staff/visitors may fall/trip/may cause scald/burn – should be moved to safer location • Poor location of radiator – children may get burnt – needs radiator cover/move play area/radiator to safer location • Play area too close to fire exits – children may get hurt in evacuation/patients/staff/visitors may trip/fall over toys – move play area to safer place/remove play area altogether • Fire escape steps has no ramp – dangerous for wheelchair users and patients with pushchairs. <p>Who might be harmed:</p> <ul style="list-style-type: none"> • Professional/medical/administration staff • Cleaners • Patients • Visitors • Children • Wheelchair users 	8	<p>Check List:</p> <p>Level 3 All three must be linked Detailed & well-argued judgements At least 2 examples Consideration of precautions already in place High QWC</p> <p>Level 2 Sound links Some consideration of precautions Mid QWC</p> <p>Level 1 Limited awareness of precautions List like Low QWC.</p> <p>This is a levelled question – marks must be awarded on the quality of the response given.</p> <p>This is a quality response so the number of ticks will not necessarily correlate to the mark.</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. 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. Candidates will show some consideration of precautions.</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. 0 marks = no response or no response worthy of credit</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
					Look carefully at the descriptors and decide where the answer best fits. Annotation:  = hazard EG = for who is at harm  = adequate precautions.	

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