

Health and Social Care

Advanced Subsidiary GCE

Unit **F913**: Health and Safety in Care Settings

Mark Scheme for January 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.

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

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Annotations

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

Subject-specific Marking Instructions

Clearly annotate all valid responses, being careful not to obscure candidate writing.

Question		Answer	Marks	Guidance	
				Content	Levels of response
1	(a)	<p>A Biohazard Found on clinical waste bins/sharps bins/soiled laundry containers/surgical waste containers Warns that contaminated material is present which may contain microorganisms/cause cross contamination, so gloves are worn to prevent direct skin contact. Accept storage area for clinical waste/to restrict access of unauthorised people to area.</p> <p>B Toxic Found on drugs/chemotherapy drugs/strong painkillers/cleaning products Warns that items need careful storage/checking to prevent ingestion by vulnerable people/dosages must be carefully checked</p> <p>C Radiation/radioactive Found in X-ray department/on radiotherapy treatment rooms/CT scans Warns that exposure levels must be monitored for staff/that dosages must be minimised to patients (especially pregnant women) as radiation can cause cancer or infertility or kill body cells in extreme cases. Warns that area has restricted access due to the dangers mentioned above.</p>	9	<p>1 mark for identification of sign (3 required)</p> <p>1 mark for stating likely place to find sign (3 required)</p> <p>1 mark for saying how safety in that area is improved – this answer must be sufficiently specific that it could not be interchanged for another sign eg saying that it warns people to be careful or to wear undefined PPE is not sufficient alone (3 required).</p>	

Question			Answer	Marks	Guidance	
					Content	Levels of response
1	(b)	(i)	Health and Safety Executive	1	Accept HSE	
		(ii)	<ul style="list-style-type: none"> • upholding Health and Safety legislation – can enter premises to inspect and question staff • may issue improvement notices to bring workplace up to standard – this may have a time limit on it • will give advice (asked for or otherwise) to improve practice • in severe situations will close workplaces • prosecute employers who are in serious breach of the law • website contains current recommendations and guidelines on best practice • publish leaflets etc for employers and employees • undertake research to improve safety • monitor trends in accidents etc (link to RIDDOR) to see where changes needed • update guidance according to changing situations. <p>Accept any other reasonable suggestion</p>	5	<p>Level 2: detailed outline, enforcement plus other role(s)</p> <p>Level 1: basic outline, list-like, possibly only enforcement described</p>	<p>Level 2 (4–5 Marks) Candidates will give a detailed outline of the work of the Health and Safety Executive. There will be evidence of synthesis within the work. Answers will use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling. <i>Sub-max 3 marks if only the enforcement role is described.</i></p> <p>Level 1 (0–3 Marks) Candidates will basically outline the work of the Health and Safety Executive. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

Question			Answer	Marks	Guidance	
2	(a)	(i)	Control of Substances Hazardous to Health	1	Accept COSHH.	
		(ii)	<ul style="list-style-type: none"> prevents disease/illness as a result of workplace exposure to hazardous substances requires employers to perform adequate risk assessments before using certain substances require adequate control measures and equipment associated with them (including PPE); this might include surveillance and monitoring of employees' health monitors the effectiveness of measure taken and the health of employees controls storage and handling and safe disposal of these materials sets safe quantitative limits for exposure, storage etc. encourages employers to consider safer alternatives 	6	<p>Level 3: 2 features min, sound understanding</p> <p>Level 2: two features, some understanding Max 3 for 1 feature done well</p> <p>Level 1: little understanding, possibly list-like</p> <p>Candidates who only list or describe substances controlled by COSHH can only be awarded 2 marks. as this is basic information on 1 feature. Description of storage, handling and disposal of one chemical scores 3 marks.</p> <p>Any other reasoned and reasonable response should be credited.</p>	<p>Level 3 (5–6 Marks) Candidates demonstrate a sound understanding of at least 2 key features of COSHH. Answers will be developed logically and show evidence of application of knowledge. There will be few, if any, errors of spelling, punctuation and grammar.</p> <p>Level 2 (3–4 Marks) Candidates show some understanding of at least two key features of COSHH. Answers will show some evidence of application of knowledge. There may be some errors of spelling, punctuation and grammar. <i>Sub-max of 3 for one feature done well.</i></p> <p>Level 1 (0–2 Marks) Candidates show very limited understanding of the key features of COSHH. Answers are likely to be muddled and show little understanding. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

Question		Answer	Marks	Guidance	
2	(b)	<ul style="list-style-type: none"> • details of the person injured – name, address, age – to record in case of serious damage/investigation/law suit/notifying family, etc • the nature of the injury – needed as a legal record/in case of suing/in case of HSE investigation • the cause of the accident – to have full details particularly in cases where further action is needed/to encourage prevention in future • location - to look for patterns/trends to prevent future incidents • witnesses - in case of legal proceedings, independent verification • equipment/special conditions - prevent future occurrences/mend faulty equipment • what treatment/action carried out – first aid given, by whom, hospitalisation – in case of investigation, check that first aider carried out correct procedure • date and time of accident – for complete record, to check if RIDDOR comes into force, in case of legal action, etc • person who completed the report – a legal requirement 	8	<p>One mark for each piece of information, FOUR required.</p> <p>One mark for reason, FOUR required.</p> <p>Each reason must be different – if legal action is implied in any answer, this can only count once.</p>	

Question		Answer	Marks	Guidance	
3	(a)	<ol style="list-style-type: none"> 1. identify hazards (not risk) 2. assess who may be harmed 3. consider the risk – whether precautions are adequate 4. document the findings 5. review and or/revise the assessment 	5	<p>1 mark for each correctly identified stage in the correct order. Accept any correct answer next to the relevant number. Wording may vary as long as the meaning is clear.</p> <p>NB 'Consider the risk' alone is not sufficient to award the mark.</p>	
	(b)	<ul style="list-style-type: none"> • front door/garage door opens onto unfenced area – child might escape and come to harm (specified) – ensure childproof opening system • stairs to upstairs – depending on age of child may be a fall hazard – require safety gates top and bottom • kitchen – access to knives, cooker etc causing cuts, burns etc – possible solutions include child safety fasteners on cupboards, cooker guard, child gate to keep child out of kitchen while allowing adult to see child etc • sand pit in garden – risk of fouling by animals leading to infection – covered when not in use + regular checks • fire extinguisher in kitchen – reduces risk of out of control fire causing burns/trapping people – quite adequate for small number of children. • first aid box in kitchen – reduces risk of injuries worsening – adequate for number of people • garage – may contain tools/chemicals which could cut/poison unsupervised children – ensure garage locked • sockets – young children may poke fingers in causing electrocution/ shock – should have safety covers 	15	<p>Level 3: three stages of RA linked clearly for at least two hazards. Clear understanding of needs of children.</p> <p>Level 2: two stages of RA linked but possibly not all three for at least two hazards</p> <p>Level 1: basic attempt, possibly list-like.</p> <p>Accept any other reasonable suggestion based loosely on the plan given.</p>	<p>Level 3 (11–15 Marks) Candidates make detailed and well argued judgements showing clear links between the hazards, the risks to the children and/or childminder and indicate consideration of precautions that are already in place. Answers will be developed logically and show evidence of application of knowledge skills. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (6–10 Marks) Candidates identify hazards and make sound links between risks to the children (and possibly childminder). They may show some consideration of precautions already in place. Answers will show some evidence of application of knowledge. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1 (0–5 Marks) Candidates identify hazards but make few links between the children and the specific risks. The work may consist of a simple list of hazards with little awareness shown of the precautions already in place. Answers are likely to be muddled and show little understanding. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

Question		Answer	Marks	Guidance	
4	(a)	<ul style="list-style-type: none"> • raise the alarm – alert others, allow people to escape/not get trapped or burned • call the fire service – people may be trapped and need rescuing, prevent further spread of fire • close windows and doors – removes oxygen from fire and reduces spread • move swiftly to the nearest fire exit – reduce risk of becoming injured or trapped • do not stop to collect belongings – ensure not trapped or overcome by smoke • walk don't run – reduce risk of accidents or falls • fire wardens/marshals/practitioners to check – ensure no-one left behind and to verify areas are clear/assist people out • gather in the designated area – place is safe and away from building and everyone knows where to go • take a register to ensure everyone is out – know who is missing in case need to look for/rescue anyone • do not return until given clearance – smouldering fires may re-ignite for some time • do not use lifts – may become unsafe/electrical supply may fail/lift shafts act like chimneys 	7	<p>Question asks for explanations, so answers describing procedures can only be awarded marks in the lowest band.</p> <p>If specialised procedures are given linked to a specific care setting, credit should be given.</p> <p>Level 3: detailed explanation, at least two procedures</p> <p>Level 2: some understanding of at least two procedures. Sub-max of 4 for one done very well.</p> <p>Level 1: limited description of one or two procedures.</p> <p>Accept any other reasonable and correct response.</p>	<p>Level 3 (6–7 Marks) Candidates give a detailed explanation of at least two procedures that should be followed in an evacuation in the event of fire. Answers will be logical and show application of knowledge. There will be few, if any, errors of spelling, punctuation and grammar.</p> <p>Level 2 (4–5 Marks) Candidates show some understanding of at least two procedures that should be followed in an evacuation in the event of fire. There will be some evidence of application of knowledge. There may be some errors of spelling, punctuation and grammar. <i>Sub-max of 4 marks for one procedure explained very well.</i></p> <p>Level 1 (0–3 Marks) Candidates show a limited grasp of the procedures that should be followed in an evacuation in the event of fire. Answers may simply list standard evacuation procedures with little or no explanations. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

Question		Answer	Marks	Guidance
4	(b)	<ul style="list-style-type: none"> • fire closing doors – reduces oxygen available to flames – thus reducing fire's ability to spread • sprinkler system (linked with smoke alarm) – puts out smouldering before fire proper breaks out – prevents fire becoming larger and spreading • fire retardant doors – take a long time to burn through, thus slowing the fire's spread into adjacent rooms • fire retardant furniture – chemically treated to slow or prevent burning thus slowing spread • fire extinguishers/fire blanket – allows extinguishing of fire before it becomes too large/puts out small fire 	6	<p>1 Mark for piece of equipment identified (3 required) 1 mark for explanation of how the spread of fire is limited (3 required)</p> <p>Answers describing preventing the outbreak of fire or alarms or evacuation procedures should not be given credit.</p> <p>Accept any other reasonable and reasoned argument.</p>

Question		Answer	Marks	Guidance	
4	(c)	<ul style="list-style-type: none"> • Regular staff checks on premises and pwus (especially if have memory loss etc) – needed especially in relation to smoking. Also for pwus with arson tendencies • no smoking – reduces likelihood of fire outbreak – may be problematic to enforce • flammable substances stored appropriately – reduces risk of spontaneous outbreak • no storage in corridors, stairwells etc of everyday flammable materials – reduces fire risk in communal areas • regular checking of electrics/do not overload sockets – reduces risk of short circuits and sparks/spontaneous fires • restricted access to kitchen etc – residents may not use stoves etc safely • no naked flames or candles– prevents accidental ignition 	7	<p>Question asks for analysis, so some judgements are required to be awarded a mark in the upper bands. There need not be negative points as well as positive ones.</p> <p>Level 3: detailed analysis of at least two</p> <p>Level 2: Attempt at analysis of at least two Sub-max of 4 for 1 done well</p> <p>Level 1: limited attempt</p> <p>Only accept procedures not equipment.</p>	<p>Level 3 (6–7 Marks) Candidates give a detailed analysis of at least two procedures that could be used to prevent the outbreak of fire. Answers will be logical and show application of knowledge. There will be few, if any, errors of spelling, punctuation and grammar.</p> <p>Level 2 (4–5 Marks) Candidates attempt to analyse at least two procedures that could be used to prevent the outbreak of fire. There will be some evidence of application of knowledge. There may be some errors of spelling, punctuation and grammar. <i>Sub-max of 4 marks for one procedure explained very well.</i></p> <p>Level 1 (0–3 Marks) Candidates show a limited grasp of the procedures that that could be used to prevent the outbreak of fire. Answers may simply list procedures or equipment with no explanations. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>
5	(a) (i)	Reporting of Injuries, Diseases and Dangerous Occurrences Regulations	1	Accept RIDDOR If both abbreviation and full name are given, the mark may be awarded if either one of them is correct.	

Question			Answer	Marks	Guidance
5	(a)	(ii)	<ul style="list-style-type: none"> regulates reporting of certain serious accidents – ensures workers are protected from hazardous working practices lists diseases which must be notified – aims to reduce infection spreading uncontrollably/epidemic – safeguards health of users/general public regulates serious injuries which must be reported – gives protection to employees ensures investigation follows any seriously harmful incident – prevents future occurrences prosecution of employers possible – encourages compliance with safe practice reporting rules – give protection to employees (sick pay safeguarded) 	6	<p>Level 3: Two features described clearly, Conceptual overview</p> <p>Level 2: Basic description, two features Sub-max of 3 for 1 feature described well and in detail.</p> <p>Level 1: Identification, may be only one feature, list-like</p> <p>Accept any other reasonable response.</p> <p>Level 3 (5–6 Marks) Candidates can give a clear description of at least two features of the RIDDOR legislation which shows a conceptual overview. Answers will be developed logically and show evidence of application of knowledge skills. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (3–4 Marks) Candidates can give a basic description of at least two features of the RIDDOR legislation. Answers will show some evidence of application of knowledge. There may be some errors of grammar, punctuation and spelling. <i>Sub-max of 3 for 1 feature described well and in detail.</i></p> <p>Level 1 (0–2 Marks) Candidates can give a basic identification of possibly only one feature of the RIDDOR legislation. They may provide a simple list of what the legislation says. Answers are likely to be muddled and show little understanding. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>
5	(b)	(i)	Hoist/slide board/wheelchair	1	Accept any other reasonable piece of equipment which might be used. Do not accept self-help equipment such as a bed ladder.
		(ii)	Lifting Operations and Lifting Equipment Regulations or Manual Handling Operations Regulations	1	Accept LOLER If both abbreviation and full name are given, the mark may be awarded if either one of them is correct. If two pieces of legislation are given, a mark may be awarded if one of them is completely correct.

Question			Answer	Marks	Guidance	
5	(b)	(iii)	<ul style="list-style-type: none"> ensure two people are there to help – to ensure full control/adhere to guidelines ensure that correct flat shoes/loose clothing are being worn – reduce risk if slipping/injury to care worker check equipment is ready/not broken/maintained – reduce chance of its failing during move carry out risk assessment for this move – ensure that all necessary considerations have been given due thought since last move clear area around – so no collisions/falls etc ensure sling (if used) is appropriate for weight of user – ensure capable of taking load so doesn't break etc apply brakes to equipment (where appropriate) before manoeuvre – prevent sudden unexpected movement ensure that service user understands procedure – so no confusion during manoeuvre (possible cause of accidents) ensure service user agrees to manoeuvre – won't panic or struggle so less risk of accidents encourage active participation of service user – promote independence 	6	<p>Level 3: At least two procedures Detailed explanation</p> <p>Level 2: At least two procedures Basic explanation. Sub-max of 3 for one done well</p> <p>Level 1: list of procedure(s) without reasons</p>	<p>Level 3 (5–6 Marks) Candidates can give a detailed explanation of at least two procedures. Answers will be developed logically and show evidence of application of knowledge skills. There will be few, if any, errors of grammar punctuation and spelling.</p> <p>Level 2 (3–4 Marks) Candidates can give a basic explanation of at least two procedures. Answers will show some evidence of application of knowledge. There may be some errors of grammar punctuation and spelling. <i>Sub-max of 3 for one done well.</i></p> <p>Level 1 (0–2 Marks) Candidates may simply list rules to be followed with no reasons given. Answers are likely to be muddled and show little understanding. Errors of grammar punctuation and spelling may be noticeable and intrusive.</p>

Question		Answer	Marks	Guidance	
6	(a)	<p>Benefits</p> <ul style="list-style-type: none"> • reduce risk of contamination/transfer of body fluids/microbes (or specified types) - so reduces infection risk to practitioners and pwus alike • detailed description of any specified item of equipment with link to transference eg gloves will protect care worker from an infected wound – so no contamination of practitioner by microbes – gloves disposed of before treat next pwus, so no transfer of microbes and infection to other pwus. • reduction of contagious outbreaks (specified) within care settings – particularly helpful as often pwus are particularly vulnerable • maintenance of sterile environment – use of masks, gloves and theatre clogs in operating theatres – so reduces risk of hospital-acquired infections into open wounds of pwus mainly <p>Limitations</p> <ul style="list-style-type: none"> • masks uncomfortable/steam up glasses – difficult to communicate well – may frighten small children reducing their cooperation • takes time to change gloves, aprons – reduces time available for working with pwus • increases costs – so less money for other things • disposal safely means lots of hazardous waste bins around the setting – possibility of confused or very young pwus accessing these inappropriately and becoming infected – costs of correct disposal • latex allergies – causes discomfort/rash 	7	<p>More than one detailed example under one bullet heading shown may be accepted as separate marking credits</p> <p>Level 3: Two limitations and two benefits Logical answers</p> <p>Level 2: One benefit and one limitation as minimum Sub-max of 4 if only positive or negatives given.</p> <p>Level 1: List some benefits or limitations</p> <p>Accept other reasonable specified examples.</p>	<p>Level 3 (6-7 marks) Candidates will discuss at least two limitations and two benefits of the use of PPE. Answers will be developed logically and show evidence of application of knowledge skills. A conclusion will be drawn for full marks. There will be few, if any, errors of grammar punctuation and spelling.</p> <p>Level 2 (4-5 marks) Candidates will include at least one benefit and one limitation. Answers will show some evidence of application of knowledge. There may be no conclusion drawn. There may be some errors of grammar punctuation and spelling. <i>Sub-max of 4 if only positive or negative points given.</i></p> <p>Level 1 (0 – 3 marks) Candidates will list some benefits or limitations, possibly not both. Errors of grammar punctuation and spelling may be noticeable and intrusive.</p>

Question		Answer	Marks	Guidance	
6	(b)	<ul style="list-style-type: none"> they may be trusting of relative strangers so nursery must have system in place to vet/check anyone collecting children and also anyone working or volunteering to help the children young children may do unexpected things with no warning, so must prepare for this – expect the unexpected children naturally adventurous so need eg high or secure door fasteners that they cannot reach to open external doors safety catches on windows similarly to prevent ‘escape’ to exciting new unexplored areas need staff awareness of child protection issues and procedures to follow if they have grounds to suspect child abuse ie infringement of child’s security when away from the nursery close supervision of children, especially those with tendencies towards inappropriate behaviour in order to safeguard the safety of other children with whom they are playing etc 	8	<p>Candidates may describe details of specific methods eg key codes on doors etc. which are all valid. The mark depends on the candidate’s ability to analyse how it is of benefit.</p> <p>Level 3: At least two relevant security procedures. The general point that children are unaware of many dangers so need adults to take responsibility for their security should be evident in answers in Level 3 for ‘analysis’ to have been done fully.</p> <p>Level 2: At least two security procedures given. Some explanation of their usefulness. Sub-max of 4 for one done very well.</p> <p>Level 1: List of security procedures with little or no explanation.</p>	<p>Level 3 (7–8 marks) Candidates give a detailed analysis of at least two security procedures which could be used in an early years setting which give an indication of the vulnerability of the children. Answers will be developed logically and show evidence of application of knowledge skills. There will be few, if any, errors of grammar punctuation and spelling.</p> <p>Level 2 (4–6 marks) Candidates give a basic analysis of at least two security procedures which could be used in an early years setting. Answers will show some evidence of application of knowledge. There may be some errors of grammar punctuation and spelling. <i>Sub-max of 4 for one done very well.</i></p> <p>Level 1 (0–3 marks) Responses list security procedures which could be used in an early years setting. Answers are likely to be muddled and lack reasons. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

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