

GCE

Health and Social Care

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

Advanced Subsidiary GCE

Mark Scheme for June 2014

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.

Question			Answer/Indicative content	Mark	Guidance
1	a	i	<p>A Corrosive Substances should be kept in original / clearly labelled containers/not stored above eye level (1) Locked away from vulnerable people / general public (1) Should have a COSHH file stating how to treat spillages etc. (1) Only authorised / trained people should be allowed access (1) Wear appropriate PPE, eg 'wear gloves to avoid contact with the skin' or 'wear goggles to avoid splashes to eyes'</p> <p>B Slippery/Wet floor (or surface) Spillage should be wiped up / mopped (1) People should walk round or avoid the area (1)</p> <p>C High voltage Only authorised / trained people should have access (1) Room / area /equipment should be locked securely to prevent unauthorised access(1)</p> <p>D Flammable Should be stored in fire / flame resistant cupboard (1) No smoking or naked flames should be allowed anywhere near the storage area (1) Stored away from oxidising agents (1)</p>	4 x (1+1)	<p>1 mark for each correct identification (4 required) 1 mark for each description of precaution (4 required)</p> <p>C – Do not accept electricity or electrical as these are imprecise.</p> <p>All descriptions must be specific to the hazard. Do not accept vague suggestions about taking care</p>
1	a	ii	Health and Safety (signs and signals) Regulations	1	The answer must be complete for mark to be awarded. Brackets may be omitted.

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
1	b	<p>Importance of completing accident report:</p> <ul style="list-style-type: none"> to ensure correct records for RIDDOR / in case of legal action / investigation - date & time of accident to look for patterns or trends / to check if area has particular hazard - place where accident occurred – to ensure correct records? legal requirement / in case of investigation - Details of person injured/when help was called and what to ensure corroboration of facts / in case of investigation - names and contact details of to ensure correct procedures have been followed - details of any first aid treatment given and by whom informs later treatment of casualty in case of delayed reaction can be used to spot patterns in accidents (places, people, times, activities) so informs risk assessment 	6	<p>Level 2:</p> <ul style="list-style-type: none"> two reasons min detailed good qwc <p>Level 1:</p> <ul style="list-style-type: none"> list of things in report poor qwc 	<p>Level 2: 4-6 marks Candidates give at least two detailed reasons for completing an accident report. There will be few errors of grammar punctuation and spelling.</p> <p>Level 1: 1-3 marks Candidates may list items that should be present in an accident report form without any explanation. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>0 marks = no response worthy of credit</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
2		<p>Three steps to include: Identify hazard Who may be harmed Are precautions adequate</p> <p>Indicative content</p> <ul style="list-style-type: none"> • Plug sockets – children likely to put fingers in and be electrocuted – need plug safety covers on all sockets • Double doors leading outside – children may explore and run out / be abducted – need security fastener / high handle / pin code mechanism • Cleaner’s cupboard – may contain corrosive / toxic/hazardous cleaning materials- causing poisoning/burns – ensure locked at all times so children can’t access it • Storage room for furniture – children may enter and explore / climb – could topple over and be hurt or become trapped – ensure secure fastening to prevent children’s access • No first aid kit on plan – injuries may worsen if an accident occurs – should be one, preferably in accessible area (or kitchen) • No fire extinguisher shown – in case of fire people may become trapped if can’t fight fire/burns/smoke inhalation – should have one (or fire blanket) probably in kitchen where greatest risk of fire outbreak 	15	<p>Do not give credit for answers suggesting that having the water play area near to a plug socket may cause a short circuit or a fire.</p> <p>Level 3:</p> <ul style="list-style-type: none"> • three stages covered coherently • high qwc <p>Level 2:</p> <ul style="list-style-type: none"> • at least two stages covered with understanding shown • sound qwc <p>Level 1:</p> <ul style="list-style-type: none"> • muddled account with few links made • poor qwc 	<p>Level 3: 11–15 marks Candidates make detailed and well argued judgements showing clear links between at least two identified hazards, the service users and/or care workers that are at risk, and indicate sound 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 errors of grammar punctuation and spelling.</p> <p>Level 2: 6–10 marks Candidates identify hazards and make sound links between the service users (and possibly care workers) and the risks. They will show some consideration of precautions already in place. Answers will show some evidence of application of knowledge. There will be noticeable errors of grammar punctuation and spelling.</p> <p>Level 1: 1–5 marks Candidates identify hazards but make few links between the service users 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 will be noticeable and intrusive.</p> <p>0 marks = no response worthy of credit.</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> • Kitchen appears accessible from main room – may be hot things which burn or sharp knives causing cuts – ensure door is locked / stable door/baby gate at opening • Water play area, spillages may lead to slips and injuries/head injuries/sprains – non-slip matting required. 			

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
3	a	<p>Indicative content - enforcement</p> <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 <p>Other roles</p> <ul style="list-style-type: none"> • give recommendations and guidelines on best practice • publish leaflets etc for employers and employees • offer training to organisations/ individuals • undertake research to improve safety • draft legislation for new situations e.g. nanotechnology • monitor trends in accidents etc (link to RIDDOR) to see where changes needed • update guidance according to changing situations <p>Accept any other reasonable example</p>	6	<p>Level 2:</p> <ul style="list-style-type: none"> • detailed outline of two roles • good qwc <p>Level 1:</p> <ul style="list-style-type: none"> • basic outline • list-like • poor qwc 	<p>Level 2 : 4-6 marks Candidates will give a detailed outline of the roles of the Health and Safety Executive. There will be evidence of synthesis within the work. Answers will use appropriate terminology. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 1 : 1-3 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/Indicative Content	Marks	Guidance	
					Content	Levels of response
3	b	i	Reporting of Injuries, Diseases and Dangerous Occurrences Regulations	1	No alternative answers are correct	
3	b	ii	<p>Indicative content - principle</p> <ul style="list-style-type: none"> To give protection to workers by placing a legal responsibility on employers to provide safe working conditions – this is checked by investigation into serious and/or repeated notification <p>Features</p> <ul style="list-style-type: none"> Regulates reporting of certain serious accidents – specifies accidents which are usually very serious and may be caused by unsafe practices e.g. collapse of wall, explosion etc. 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 – by specifying time off work or in hospital 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) 	5	<p>Level 3:</p> <ul style="list-style-type: none"> principle plus two features in detail high qwc <p>Level 2:</p> <ul style="list-style-type: none"> two features described clearly sound qwc <p>Level 1:</p> <ul style="list-style-type: none"> features identified poor qwc 	<p>Level 3 : 5 marks Candidates can give a clear description of the key features and principle of the RIDDOR legislation. Answers will be developed logically and show evidence of application of knowledge skills. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2 : 3-4 marks Candidates can give a clear account of at least two key features of the RIDDOR legislation. They may not describe the principle. Answers will show some evidence of application of knowledge. There will be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 : 1-2 marks Candidates can give a basic account 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 will be noticeable and intrusive.</p> <p>0 marks = no response worthy of credit</p>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
			Accept any other reasonable response.			
3	c	i	Hoist / Slide board /Transfer board/Slide sheet / Wheelchair	1	Accept any reasonable alternative but not self-help equipment such as a bed ladder Accept sling instead of hoist	
3	c	ii	L O L E R (Lifting Operations and Lifting Equipment Regulations) or Manual Handling (Operations) Regulations	1	Acronym or full name accepted for LOLER	

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
3	c	iii	<ul style="list-style-type: none"> • assess the risk • ensure minimum of 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 of slipping/injury to care worker • Keep area clear – so no collisions/falls etc/ • ensure sling (if used) is appropriate for weight of user – ensure capable of taking load – prevents failure and injury • stand correctly – legs apart on stable base as close as possible to user – prevents damage to back etc • apply brakes to equipment (where appropriate) – prevent sudden unexpected movement • ensure service user agrees to manoeuvre – won't panic or struggle so less risk of accidents • encourage active participation of service user – promote independence • maintain communication throughout – ensure continued cooperation/agreement of user/so they do not panic • ensure dignity and comfort of pwus are checked - ensure care values upheld 	3 x (1+1)	<p>1 mark for each step identified (3 required)</p> <p>1 mark for each explanation (3 required)</p> <p>Carry out a Risk assessment is the initial answer that candidates may give. This covers all the smaller steps outlined in the indicative content. Each of the items given should be construed as one step and given credit accordingly.</p>	

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> • training for practitioner – to ensure they work correctly / safely • checking maintenance log – to ensure equipment does not break or stick during manoeuvre <p>Accept any other reasonable suggestion</p>			

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
4	a	<ul style="list-style-type: none"> • Must provide an adequate first aid / medical kit – minimise risk to employees from accidents at work • First aid kit must be fully labelled and there must be information on whereabouts of first aid kit – for speedy access • First aid kit must contain items within expiry date • Must have a person to take charge in an emergency (approved person) and information about where they are– need someone with overview and expertise who can be contacted quickly • Accident book provided and notice stating location of accident book with information on how to use accident book – to ensure RIDDOR legislation is complied with • A first aid room / first aiders should be present if the setting is hazardous or has a large number of employees – to improve provision where there is greater need • Health and Safety Policy – to ensure adequate procedures are in place / everyone knows what is expected. • Health & Safety Law Poster displayed – gives contact details 	5	<p>Level 2:</p> <ul style="list-style-type: none"> • clear description • two reasons • good qwc <p>Level 1:</p> <ul style="list-style-type: none"> • list like/muddled • poor qwc 	<p>Level 2 : 4 - 5 marks Candidates can give a clear description of the first aid requirements. Answers will show some evidence of application of knowledge. There will be few if any errors of grammar, punctuation and spelling.</p> <p>Level 1 : 1-3 marks Candidates can give a basic account of the first aid requirements. 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 will be noticeable and intrusive.</p> <p>0 marks = no response worthy of credit</p>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
4	b	i	Control of Substances Hazardous to Health	1	Accept COSHH	
4	b	ii	<p>Indicative content: COSHH - Gives rules on which substances may be stored in what concentrations / quantities / under what conditions (locked away etc) e.g drugs trolleys in hospitals, fire-resistant cupboards etc Describes what special precautions must be used/ limited access / use of PPE /safe disposal Describes emergency procedures to be followed after accident / COSHH file Specifies warning signage necessary Employers required to use safer alternatives wherever possible to avoid use of hazardous substances</p> <p>Additional precautions if vulnerable service users must be considered.</p>	6	<p>Level 2 : Analysis of effects on practice Good qwc</p> <p>Level 1: Simple Identification only</p> <p>Examples of specific chemicals with an explanation of how they protect people is acceptable</p>	<p>Level 2 : 4 – 6 marks Candidates will thoroughly analyse how COSHH influences practice in a care setting. Examples given will be clear and relevant to (a)care setting(s). Answers will be developed logically. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 1: 1 – 3 marks Candidates will identify some sections of the COSHH legislation with little application to practice. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p>0 marks = no response worthy of credit</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
4	c	<p>Gloves: Prevents bacteria / germs/ bodily fluids getting onto hands of care workers and transferred into own body or that of pwus / prevents entry into small cuts etc on care workers hands.</p> <p>Apron: Prevents transfer of infectious agents via own clothes back home or to pwus or onto food.</p> <p>Mask: prevents inhalation by care worker of infectious agents from pwus/ contaminants.</p> <p>Goggles /eye shields: Prevents contaminants / body fluids entering eyes of care worker and infecting them/ protects pwus from same e.g.at dentists.</p> <p>Information about single usage in relation to gloves and aprons improves the answer</p>	8	<p>If candidates give other unexpected answers (e.g. ear defenders) credit may only be given if the explanation fits a care setting and not, for instance, a factory or warehouse.</p> <p>Accept overshoes if linked very specifically to e.g. hip replacement operations or in sterile/isolation rooms</p>	<p>Level 3 : 7 - 8 marks Candidates will thoroughly explain how the use of PPE increase the safety of people in care settings. Examples given will be clear and relevant to (a)care setting(s). Answers will be developed logically. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2 : 4 – 6 marks Candidates will explain how the use of PPE increases the safety of people in a care setting. There will be evidence of understanding within the work, but some aspects will not be fully developed. There will be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1: 1 – 3 marks] Candidates will identify PPE that may increase the safety of people in a care setting. They may not explain how the PPE is of benefit. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p>0 marks = no response worthy of credit</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
5	a	<ul style="list-style-type: none"> • raise the alarm – alert others, allow people to escape/not get trapped or burned • care workers check rooms/assist people out – to ensure no-one is left behind/trapped • call the fire brigade – people may be trapped and need rescuing, prevent further spread of fire • close windows and doors – removes oxygen from fire and reduces spread giving more time to escape • 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 so reducing risk of being trapped • fire wardens/marshals check – ensure no-one left behind and to verify areas are clear • 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 – in case need to look for/rescue anyone – notify fire brigade 	8	<p>Level 3 – Analysis of importance of following standard fire evac. procedures High qwc</p> <p>Level 2 – Explanation of importance of following standard fire evac. Procedures Adequate qwc</p> <p>Level 1 – list of standard fire evac. Procedures Poor qwc</p> <p>Level 3 answers may make some reference to specific vulnerabilities of pwus</p>	<p>Level 3 : 7 - 8 marks Candidates will thoroughly analyse the importance of standard fire evacuation procedures in care settings. Examples given will be clear and relevant to (a)care setting(s). Answers will be developed logically. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2 : 4 – 6 marks Candidates will give some explanation of the importance of standard fire evacuation procedures in a care setting. There will be evidence of understanding within the work, but some aspects will not be fully developed. There will be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1: 1 – 3 marks Candidates will identify parts of standard fire evacuation procedures in a care setting with little or no explanation. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> • 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 <p>Any other reasonable response.</p>			

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
5	b	<p>Indicative content: Automatic sprinkler system – if linked to smoke alarm will put out smouldering before full-blown fire begins/also triggered by heat – works even when building empty – can be expensive if not fitted at time of construction. Sand bucket – Very limited in its use. Only good for extinguishing cigarette ends or smothering oil spills. Often filled with rubbish! Fire Blankets and Extinguishers – Manually operated – need alerting to the need to use them – may encourage unnecessary delay in evacuation – may put staff at risk of harm.</p> <p>Candidates may compare different types of extinguisher which should be given credit: Fire blanket – to smother clothing or cover oil/fat fire Water extinguisher (Red) – used for paper and wood fires Carbon dioxide extinguisher (Black) – General use on most fires especially electrical Foam fire extinguisher (Cream) – Used on paper and flammable liquids Dry powder extinguisher (Blue) - Most versatile as can put out almost all fires</p>	7	<p>Level 3 – thorough and detailed assessment High qwc</p> <p>Level 2 – discussion showing some analysis Adequate qwc</p> <p>Level 1 – simple list of equipment Poor qwc</p> <p>All fire extinguishers need regular (usually annual) checking / replacing of contents – this can be expensive. If overlooked then extinguisher may not function in emergency. Staff need to be trained in their use.</p>	<p>Level 3: 6-7 marks Candidates will thoroughly assess at least two types of fire-fighting equipment. Answers will be developed logically. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2 : 4-5 marks Candidates will attempt to assess at least two types of fire-fighting equipment. There will be evidence of some understanding within the work. There will be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1: 0 – 3 marks Candidates will identify fire-fighting equipment. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
		Accept any other reasonable point.			
6	a	<p>Positives</p> <ul style="list-style-type: none"> Prevention of unauthorised access - older people may be vulnerable to thieves / con-men – staff may be at risk of theft or attacks from disgruntled relatives Doors unopenable from inside without pass / key – prevents confused service users wandering off – means practitioners do not have to “guard” exits Bedrooms with some entry security (maybe key) / staff knock before entering – protects privacy of pwus Staff rooms with lock – allows privacy and protection from theft for staff Bathroom doors closed when residents toileting or bathing – safeguards privacy from anyone passing Visitors signing in system – ensures staff know who is on site Asking residents if they want to see visitors – protects privacy from unwanted visitors All personal information (staff and pwus) held securely / password protected – prevents others accessing private information 	8	<p>Level 3 Thorough discussion of impact. + and – High qwc</p> <p>Level 2 Basic discussion Sub max 4 if all + or – Reasonable qwc</p> <p>Level 1 Listing of security and privacy measures Low qwc</p> <p>Markers : Use + for positive points and – for negative points</p> <p>Allow reference to CCTV or similar only if explanation says what it will actually do. Candidates may suggest that “having CC TV prevents intruders “. It does not unless it is monitored and acted upon.</p>	<p>Level 3: 7 – 8 marks Candidates will thoroughly discuss the impact of implementing a security and privacy policy in a residential home. Both positive and negative aspects will be considered. Answers will be developed logically. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2: 4 – 6 marks Candidates will give a basic discussion of the impact of implementing a privacy and security policy in a residential home. There will be evidence of understanding within the work. There will be noticeable errors of grammar, punctuation and spelling. <i>Sub-max of 4 if only positives or negatives given</i></p> <p>Level 1: 0 – 3 marks Candidates will identify some items of a security and privacy policy generically. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
		<p>Negatives</p> <ul style="list-style-type: none"> • Bathroom doors closed – staff vulnerable to accusations of assault • Door security – staff must spend time opening doors – pwus without dementia may resent being kept “prisoners” and be annoyed with staff • Visitors may be annoyed when confused pwus does not want to see them • Signing in system takes time – difficult to monitor – staff forget when busy – may be impractical if frequent visitors – visitors may resent the checks/ forget to sign out • Training requirements adds cost <p>Accept any other reasonably argued point</p>		<p>Negative is that it may lead to false sense of security if not monitored. If monitored it occupies staff.</p>	

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
6	b	<p>Indicative content</p> <p>High quality care provided – consistent treatment because staff have been trained</p> <p>Monitoring built in to policy – pwus have opportunity to feedback – family can also give feedback</p> <p>Monitoring of implementation by management – quality of staff likely to improve</p> <p>Regular review – best practice followed with benefit to pwus</p> <p>Available for all to see (pwus, families & staff) – everyone understands processes – less difference of opinion – less conflict</p> <p>Increased confidence for pwus</p> <p>Empowers pwus</p> <p>Practitioners consistent in their approach</p>	7	<p>Level 3 – at least two logically developed High qwc</p> <p>Level 2 –at least two with basic discussion Sound qwc</p> <p>Level 1 – identification with little or no discussion Poor qwc</p>	<p>Level 3 : 6 - 7 marks Candidates will explain thoroughly at least two benefits to pwus of having a Health and safety policy. There will be evidence of sound understanding. Answers will be developed logically . There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2 : 4 - 5 marks Candidates will explain basically at least two benefits to pwus of having a Health and Safety policy. There will be evidence of understanding within the work, but some aspects will not be fully developed. There may be noticeable errors of grammar, punctuation and spelling. Sub-max of 5 marks for one benefit covered extremely well.</p> <p>Level 1: 1 – 3 marks Candidates will identify items in Health and safety policy with little or no explanation. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p>0 = Answer worthy of no Credit</p>

APPENDIX 1 – this contains a generic mark scheme grid

Use this space for a generic mark scheme grid that applies across the question paper, where applicable.

Question	AO1	AO2	AO3	AO4	Total
1a	6	3			9
1b	3	3			6
2		5	5	5	15
3a	3	3			6
3b	3	2	1		6
3c	5	3			8
4a	1	2	2		5
4b	1	2	4		7
4c	2	3	3		8
5a	4	4			8
5b			3	4	7
6a			2	6	8
6b			3	4	7
	28	30	23	19	100

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