

**GCE**

**Health and Social Care**

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

Advanced Subsidiary GCE

**Mark Scheme for June 2015**

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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.

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

- Questions 1bi, 1bii, 2ai, 4ai, 4aiii require a tick or a cross on each answer given.
- Question 3a put L1, L2 or L3 next to the end of each hazard considered depending on how many RA stages covered.
- Insert SEEN at the end of any lengthy passage scoring no marks and on any work on the additional sheets.
- The tick + annotation may be used in extended answers to indicate a section of high quality.

Question		Answer/Indicative content	Mark	Guidance
1	a	<p><b>A – Biohazard</b> (accept biological hazard)</p> <p><b>B – Radiation</b> (accept Radioactive/Radiation)</p>	2 x 1	1 mark for each identification (2 required)
1	b	<p><b>A</b> Contamination by blood / bodily fluids may contain infectious agents/ bacteria/ pathogens – <i>NOT germs</i> (1) Contagion may be spread to care worker through contact/ via cuts in skin/ orifices (1) Sick patients more likely to be carrying infection (1)</p> <p><b>B</b> Radiation causes DNA to mutate/ cells to be damaged (1) Larger doses cause more damage (1) May cause cancer - uncontrollable cell division (1) Causes particular harm to sex cells/ possible infertility (1) May cause abortion of pregnancy/ abnormality of foetus (1)</p>	2 x 2	Two linked statements required for full marks for each hazard as explanation asked for.
1	c	<p><b>A</b> Special bins/areas provided - to ensure contaminated waste is kept separate and identifiable to prevent accidental contact Appropriate Protective equipment (specified) to be worn when handling - prevents direct contact with waste</p> <p><b>B</b> Protective shielding provided especially near reproductive organs - to limit exposure Staff carry meter to measure dosage being received - ensure exposure is kept within safe levels</p>	2 x 2	Two linked parts required for each hazard as explanation asked for. Simple statement of a measure will attract only one mark  PPE without definition of precise type is too vague
1	d	Health and Safety Signs and <b>Signals</b> Regulations	1	All words needed for mark to be awarded

Question			Answer/Indicative content	Mark	Guidance
1	e	i	Health and Safety Executive	1	Do not accept HSE
1	e	ii	Any <b>three</b> from: Inspect premises Issue cautions Issue improvement notices Vary conditions of working Prohibit certain work being undertaken Close down an unsafe workplace Impose fines for failure to comply Prosecute in court	3x1	Any three approaches required  If in doubt as to the validity of an answer, please access the HSE website to check  Only first THREE answers to be marked

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
2	a	Reporting of Injuries, Diseases and Dangerous Occurrences Regulations	1	All words capitalised required for mark to be given	
2	b	<p>Likely reduction in accidents as employer risk assesses after any incident</p> <p>Likely to be adequate first aid provision because employer has assessed need</p> <p>Workplace safer as preventative measures put in place / current guidelines likely to be used</p> <p>Employees likely to work more carefully as they have increased confidence – employer following statutory requirements. Awareness of dangers raised amongst employees.</p> <p>Serious incidents may get HSE involved leading to increased safety</p> <p>Recording means less likely to miss spotting trends</p> <p>Because notifiable diseases are specified – reduces risk of outbreaks</p> <p>Pressure on employer to meet standards – likely increase in safety.</p>	5	Accept any relevant developed examples	<p><b>Level 2: 4-5 marks</b> Candidates describe how safety in a care setting is improved. Answers will show some evidence of application of knowledge. There will be few errors of spelling, punctuation and grammar.</p> <p><b>Level 1: 1-3 marks</b> Answers may be list-like, muddled and show little understanding of how safety is improved. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p><b>0 : No response worthy of credit</b></p>
2	c	<ul style="list-style-type: none"> <li>'ordinary/everyday' /universal precautions(1)</li> <li>means of stopping spread of infection/ cross infection (1)</li> </ul>	2	First point may be described as those precautions which might be used anywhere, even in own home or as those which everyone is likely to carry out.	

Question		Answer/Indicative Content	Marks	Guidance	
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2	d	<p><b>Indicative content</b></p> <p>Children likely to play without caution on floor, outside etc causing possible infection spread. This may be linked to any of the following</p> <ul style="list-style-type: none"> <li>• Hand washing – arguably the most important precaution – prevents bacteria on skin being passed to next person / thing / article of food being touched – this may prevent oral transmission of food poisoning, or transmission of bacteria that may infect wounds / parasitic infection from animal faeces etc.</li> <li>• Cleanliness of environment – regular cleaning / disinfecting of surfaces / floors may prevent build up of bacteria – reducing the possibility of high bacterial loading into people's systems</li> <li>• Sanitising of surfaces associated with serving and preparation of food - reduces risk of food poisoning</li> <li>• Correct storage of food (may be specified) – reduce contamination of food.</li> <li>• Regular hoovering etc – prevent accumulation of dust, hair etc which may contain bacteria</li> <li>• Encouraging pwus to wash hands after toileting, before touching food, after playing outside – prevents</li> </ul>	7	<p><b>Level 3</b> Detailed explanation Linked to children's behaviour and possible infection spread. High QWC</p> <p><b>Level 2</b> Limited explanation of precautions. May be linked to only one of children's behaviour or spread of infection</p> <p><b>Level 1</b> List like Poor QWC</p> <p>Examples given for many of these may be about general hygiene in any care setting. Candidates may focus on issues connected with food hygiene which are perfectly valid. In this case accept things such as tying hair back and wearing aprons (but <b>not</b> specialist headgear etc.)</p> <p>No credit is given for descriptions of PPE where they are used as special precautions or in high risk settings</p>	<p><b>Level 3: 6-7 marks</b> Candidates will give a comprehensive explanation of how at least two standard precautions are important in a low-risk care setting. 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.</p> <p><b>Level 2: 4-5 marks</b> Candidates will give some explanation of how standard precautions have value in a low-risk care setting. Answers may be mainly descriptive with little explanation. There may be some errors of grammar, punctuation and spelling. (Submax 4 marks for ONE covered very well)</p> <p><b>Level 1: 1–3 marks</b> Candidates will describe standard precaution(s) in a low-risk care setting. Answers are likely to be list-like or muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p><b>0 : No response worthy of credit</b></p>

Question			Answer/Indicative Content	Marks	Guidance	
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			bacteria from being ingested • Washing hands after ( wearing gloves) dealing with bodily fluids (soiling / toileting / changing nappies/ vomit) – prevents contamination of hands etc. • Disposal of nappies etc. – to avoid contamination from waste  Accept any other reasonable suggestion.			



Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
3	a	<p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Only one Fire Extinguisher in reception area – anyone in rooms at other end is at risk of being injured/trapped if fire breaks out – should be extinguisher(s) at the other end of the building</li> <li>• Fire Exit in reception area blocked by chairs – in case of evacuation risk of trips and falls etc – exit should be kept clear</li> <li>• No fire exit in surgery end – risk of anyone being trapped or injured – should make fire exit at that end</li> <li>• All doors on corridor open outwards – danger of anyone getting hit if door opened – change doors (difficult and costly) or ensure glass in doors to improve visibility (problems with privacy?)</li> <li>• Steps outside room 2 and 5 – wheelchair users can only access one doctor’s room and not the treatment room – may fall if attempt steps on foot – put in ramp</li> <li>• Toy box – might suggest toys left out – trips and falls – regular tidying possible solution</li> <li>• No first aid box shown – anyone injured may have worsening injuries – as GP practice may not be a big problem – solution to have one (or more) first aid box(es) probably in</li> </ul>	15	<p><b>Level 3</b> 3 stages of RA . Coherent and logical. High QWC</p> <p><b>Level 2</b> 2 stages of RA clearly shown. Medium QWC</p> <p><b>Level 1</b> List like. Poor QWC. Max 2 stages of RA muddled.</p>	<p><b>Level 3: 11–15 marks</b> 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, if any, errors of grammar punctuation and spelling.</p> <p><b>Level 2: 6–10 marks</b> 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 may be some errors of grammar punctuation and spelling.</p> <p><b>Level 1: 1–5 marks</b> 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</p>

Question			Answer/Indicative Content	Marks	Guidance	
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			reception Any other reasonable suggestion.			and show little understanding. Errors of grammar punctuation and spelling may be noticeable and intrusive.  <b>0 : No response worthy of credit</b>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
3	b	<p><b>Indicative content</b></p> <p><i>Stage 4 - record findings and implement improvements.</i> Written record reduces risk of confusion or different recollections of what has been decided. Provides guidance and/or training for staff. Pointless to assess risk and not make appropriate changes.</p> <p><i>Stage 5 - review the assessment and amend if necessary.</i> Need to be aware of changing circumstances e.g. ageing pwus have needs which may increase over time. Legislation / ideas about best practice may change over time. May need to respond to an incident/injury.</p>	5	<p><b>Level 2</b> Both stages. Detailed explanation. Good QWC</p> <p><b>Level 1</b> May be only one stage. may be list-like. Low QWC</p> <p>No marks for identifying stages</p>	<p><b>Level 2: 4-5 marks</b> Candidates will give a detailed explanation of why it is necessary to complete the 4th and 5th stages of risk assessment. Answers will be developed logically. There may be minor errors of grammar and punctuation.</p> <p><b>Level 1: 1-3 marks</b> Candidates attempt to explain why it is necessary to complete the 4<sup>th</sup> and 5th stages of risk assessment. Answers will be limited and muddled. Errors of spelling and grammar may be noticeable and intrusive. Sub-max of 3 for one stage done Well.</p> <p><b>0; No response worthy of credit</b></p>

Question		Answer/Indicative Content	Marks	Guidance	
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4	a	Manual Handling Operations Regulations  Lifting Operations and Lifting Equipment Regulations	2 x 1	Full name of two pieces of legislation required  Do not accept LOLER	
4	b	<p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Legislation requires that no manual handling take place if it can be avoided – remove/reduce risk of injury to cw (esp. back injury)</li> <li>• Equipment must be used where possible – reduce direct effect on cw</li> <li>• Minimum of two people must be present if M&amp;H needed – reduce risk of injury</li> <li>• All equipment must be maintained – no damage to cw</li> <li>• Risk assessment before every operation – ensure move is essential</li> <li>• Training must be given – ensures correct (safe) practices used e.g. bending from knees, correct clothing etc.</li> </ul>	6	<p><b>Level 3</b> Thorough description. High QWC</p> <p><b>Level 1</b> Limited description List-like . Poor QWC.</p>	<p><b>Level 2 : 4 – 6 marks</b> Candidates will give a thorough description of how the legislation aims to reduce the risk of harm to a care worker. Answers will be developed logically and show evidence of application of knowledge. There may be some errors of punctuation, spelling or grammar.</p> <p><b>Level 1: 1–3 marks</b> Candidates can give a basic account of some ways the legislation aims to reduce risk to care workers. which may be list-like. Answers are likely to be muddled and may be list-like, showing little understanding. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p><b>0 : No response worthy of credit</b></p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
4	c	<p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Carry out RA - to “match” pwus needs to manoeuvre</li> <li>• Ensure that pwus want to be moved – so they won't struggle and/or fall</li> <li>• Ensure clear space for move – avoid collisions etc</li> <li>• Ask pwus about how they are usually moved/how they like to be treated/ any injuries or pains/ anything they dislike – allows pwus to have increased control over what is happening to them</li> <li>• Explain what is happening – pwus will understand and cooperate and not struggle</li> <li>• Agree a method for pwus to stop the move if e.g. it is too uncomfortable - prevents further damage and/or pain.</li> <li>• Continue to talk throughout the move – ensure they are still happy/ not in pain etc.</li> </ul> <p>Any other reasonable suggestion.</p>	6	<p><b>Level 2</b> Sound explanation Explicit links to pwus required Fair QWC</p> <p><b>Level 1</b> List like Poor QWC</p>	<p><b>Level 2: 4 -6 marks</b> Candidates will explain soundly how the actions of the care worker will affect the safety of the person being moved. Answers will show some evidence of application of knowledge.. There may be some errors of grammar punctuation and spelling.</p> <p><b>Level 1 : 1 – 3 marks</b> Candidates will list some ways a care worker should work with a service user with little or no explanation of the likely effect on safety. Errors of grammar punctuation and spelling may be noticeable and intrusive.</p> <p><b>0 : No response worthy of credit</b></p>

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4	d	<p><b>Indicative content</b></p> <p><b>Positive</b></p> <ul style="list-style-type: none"> <li>Allows pwus to be moved safely with minimal risk</li> <li>Different types of hoist available for use in different situations</li> <li>Can be customised by careful risk assessment of pwus and manoeuvre to be undertaken</li> <li>Reduces risk of musculo-skeletal damage to care worker</li> <li>Matching sling rating to weight and ability of pwus produces good outcomes</li> <li>Staff must be trained in the specific equipment and techniques so that they have the skills and competence to carry out the handling plan and understand the risks and measures to control them.</li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>Incompatibility of the hoist and sling results in poor attachment between the two and potential harm to pwus</li> <li>discomfort if the sling is too small risk of the person slipping through the sling if it is too large</li> <li>Selection of the wrong type of hoist or sling for the individual, or for the specific task – resulting in inadequate support and increased risk of falling</li> </ul>	6	<p><b>Level 2</b> Sound analysis Fair QWC</p> <p><b>Level 1</b> List like May be only descriptive Poor QWC</p> <p>As the command verb is analyse, facts need not be given as either positive or negative.</p> <p>Please refer to the HSE document below for further details or to check the details given by the candidate.</p> <p><a href="http://www.hse.gov.uk/pubns/hsis3.pdf">http://www.hse.gov.uk/pubns/hsis3.pdf</a></p> <p>Examples of situations where use of hoist would not be appropriate is acceptable.</p> <p>Comparison of hoists for different purpose is acceptable.</p>	<p><b>Level 2: 4 - 6 marks</b> Candidates will analyse soundly the appropriateness of the use of hoists. Answers will show some evidence of application of knowledge.. There may be some errors of grammar punctuation and spelling.</p> <p><b>Level 1 : 1 – 3 marks</b> Candidates will make some comment about the use of hoists but is unlikely to make any analytical statements. Errors of grammar punctuation and spelling may be noticeable and intrusive.</p> <p><b>0 : No response worthy of credit</b></p>



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			<p>from the sling. For example, access/toileting slings give a great degree of access but very little support and their use should therefore be restricted to toileting purposes, where appropriate</p> <ul style="list-style-type: none"> <li>• Failure of equipment due to poor maintenance or lack of inspection, or inappropriate laundering</li> <li>• Leaving a vulnerable person unattended in a hoist where they might be at risk of falling</li> <li>• Hoist overturning when manoeuvring over difficult surfaces, transporting an individual over a long distance on a hoist, or not following manufacturer's instructions for use or safe systems of work.</li> </ul>			

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5	a	<p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• staff will know clearly what to do in an emergency – increased competence and confidence</li> <li>• staff have opportunity to find out specific problems with individual service users - to write alterations into plan / gives chance to amend procedure to ensure appropriate staffing levels</li> <li>• staff can make knowledge semi-automatic – so don't hesitate if real thing happens</li> <li>• allows for new staff / temporary staff to learn drill – increases safety for residents</li> <li>• by staff being aware frequently of escape routes, means they are less likely to leave obstacles on evacuation routes</li> <li>• reduces risk of death or injury</li> <li>• frequent drills means that alarm system is <b>tested regularly</b></li> </ul> <p>Accept any other reasonable point.</p>	7	<p><b>Level 3</b> Detailed discussion. At least two Judgements made to indicate value High QWC</p> <p><b>Level 2</b> Fair discussion of at least two. Submax 4 for one done well No judgement(s) necessarily made Fair QWC</p> <p><b>Level 1</b> List like and muddled Poor QWC</p> <p>Some candidates may express negative points e.g. frequent drills may cause cw to respond slowly to a “real” emergency as they think it is just another drill. This is worthy of credit ONLY if it is said to be less important than holding drills as the emphasis of the question is on the benefits</p>	<p><b>Level 3 : 6 -7 marks</b> Candidates can give a detailed discussion of at least two benefits of holding regular fire drills, showing some judgement. 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><b>Level 2 : 4 - 5 marks</b> Candidates can give a basic discussion of at least two benefits of holding regular fire drills. Answers will show some evidence of application of knowledge. There may be some errors of grammar punctuation and spelling. Submax of 4 for one benefit done well</p> <p><b>Level 1 : 1 – 3 marks</b> Candidates may simply list why fire drills are good without any logical argument. They may simply state what should happen during a fire drill. Answers are likely to be muddled and show little understanding. Errors of grammar punctuation and spelling may be noticeable and intrusive.</p> <p><b>0 : No response worthy of credit</b></p>



Question		Answer/Indicative Content	Marks	Guidance	
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5	b	<p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Checking all fire doors and windows are closed at night in case fire breaks out – reduces speed of spread</li> <li>• Reduce clutter – removes flammable material</li> <li>• Checking of fire exits – ensure no blockages to hamper exit</li> <li>• Correct storage of combustible and/or flammable things – reduce fuel from potential fire</li> <li>• Sprinkler system (linked with smoke alarm) – douses fire in early (smouldering stages) before spreads - automatic</li> <li>• Fire (closure) doors – close to reduce oxygen and prevent fire moving along corridors - automatic</li> <li>• Fire retardant doors – slow to burn so preventing rapid movement of fire through building</li> <li>• Smoke alarm/fire alarm – gives early warning to allow fire to be put out at early stage and allowing early evacuation</li> <li>• Fire retardant furniture – slow to burn so reduces speed of spread of fire</li> <li>• Fire extinguishers/fire blankets – allow early putting out of fire before becomes too large or allow fire to be contained, so giving a little more time for evacuation. (May link different</li> </ul>	8	<p><b>Level 3</b> Detailed analysis Judgement(s) made High QWC</p> <p><b>Level 2</b> Some analysis Fair QWC</p> <p><b>Level 1</b> List like Poor QWC</p>	<p><b>Level 3: 7 - 8 marks</b> Candidates can give a detailed analysis of at least two fire safety measures. Some value judgements will be made and reference will be made to people who use services. 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><b>Level 2: 4 – 6 marks</b> Candidates will give some analysis of at least two fire safety measures. These may be linked to people who use services, but there will be little in the way of value judgements. Answers will show some evidence of application of knowledge. There may be some errors of grammar, punctuation and spelling. Submax 4 for one done well</p> <p><b>Level 1: 1–3 marks</b> Candidates can give a basic account of practices and equipment that could be used to increase the time available for evacuation. They may provide a simple list with no explanation. Answers are likely to be muddled and show little understanding. Errors of grammar, punctuation and spelling may be</p>

Question			Answer/Indicative Content	Marks	Guidance	
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			<p>types of fire extinguisher to different areas)</p> <ul style="list-style-type: none"> <li>• No smoking – many elderly smokers will hide and are forgetful - increasing risk</li> <li>• Fire extinguishers must be regularly checked and maintained – cost &amp; time – ineffective if not done</li> <li>• Staff trained in fire safety / fire marshals / use of extinguishers etc</li> <li>• Many of the measures described above require checking by care workers – easily overlooked if understaffed, tired, complacent etc.</li> </ul>			<p>noticeable and intrusive.</p> <p><b>0 : No response worthy of credit</b></p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
6	a	<p><b>Indicative content</b></p> <p><b>Positives</b></p> <ul style="list-style-type: none"> <li>Aims to protect children from dangers of which they are unaware e.g. intruders, over-exposure to sun etc.</li> <li>Should prevent use of dangerous equipment e.g. climbing frames, without adequate supervision</li> <li>Hygiene precautions keep areas e.g. toilet areas germ free</li> <li>Guidance for staff ensures best practice followed to keep children safe</li> <li>Should ensure setting has minimised serious risks and all staff know the policy</li> <li>Reassures parents/carers</li> <li>Setting following law – proves they are upholding 'duty of care' to vulnerable children</li> </ul> <p><b>Negatives</b></p> <ul style="list-style-type: none"> <li>Over-cautious assessments may lead to 'silly' decisions being made e.g. banning conkers without eye protection</li> <li>'Wrapping children in cotton wool' by over-protective measure that deprive them of opportunities to take any risks at all</li> <li>Defensive decisions taken in fear of litigation</li> </ul>	8	<p><b>Level 3</b> Sound evaluation Conclusion implied High QWC</p> <p><b>Level 2</b> Some evaluation Fair QWC Submax 4 if only positive or negative points considered</p> <p><b>Level 1</b> List like May be only descriptive Poor QWC</p> <p>Use  and  signs on script to signify positive and negative points made</p>	<p><b>Level 3: 7 - 8 marks</b> Candidates evaluate thoroughly Health and Safety Policy in an Early Years setting. Conclusion may be implied rather than overt. 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><b>Level 2 : 4 - 6 marks</b> Candidates will give some evaluation of Health and safety Policy in an Early Years setting. There may be no conclusion. Answers will show some evidence of application of knowledge. There may be some errors of grammar punctuation and spelling. Sub-max of 4 marks if only positive or negative given.</p> <p><b>Level 1 : 1 – 3 marks</b> Candidates may simply list likely content of a Health and safety Policy in an Early Years setting with little or no evaluation. Answers are likely to be muddled and show little understanding. There may be intrusive errors of grammar punctuation and spelling.</p> <p><b>0 : No response worthy of credit</b></p>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> <li>• Those taking decisions may have poor understanding of H&amp;S and 'hide behind it' as an easy option</li> <li>• Lazy decisions taken</li> <li>• Many practitioners don't know / bother to follow policy – ineffective</li> <li>• May encounter situations not covered by policy – have to make on-the-spot decisions</li> </ul> <p>Accept other reasonable response or examples which demonstrate these points.</p>			

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
6	b	<p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Checking visitors in and out by various means – protects residents from unwanted callers – some pwus may feel they are imprisoned and lack freedom.</li> <li>• Lockable private bedrooms – can't be done at all times e.g. for cleaning – some residents may be confused and lock themselves in/out.</li> <li>• Bathrooms/toilet doors kept closed – essential for privacy of resident – may lead to false accusations of abuse etc. especially from confused residents</li> <li>• Personal information kept locked away – prevents possibility of some abuse – no real negative side to this measure</li> <li>• Choice of who pwus sees – protects from unwanted visitors – pwus with dementia may not remember relatives etc.</li> </ul> <p>Accept any other reasoned argument.</p>	7	<p><b>Level 3</b> Detailed discussion- min 2 ways Some value judgements High QWC</p> <p><b>Level 2</b> Some discussion Fair QWC</p> <p><b>Level 1</b> List like May be safeguards only with no reasoning Poor QWC</p>	<p><b>Level 3: 6 – 7 marks</b> Candidates discuss in detail the effectiveness of at least two ways in which privacy could be protected. Some value judgements will be made. 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><b>Level 2: 4 - 5 marks</b> Candidates will discuss the effectiveness of at least two ways in which privacy could be protected. Value judgements are unlikely to be given. Answers will show some evidence of application of knowledge. There may be some errors of grammar punctuation and spelling. Submax 4 for one way done well.</p> <p><b>Level 1 : 1 - 3 marks</b> Responses may simply list ways in which privacy may be protected . Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p><b>0 : No response worthy of credit</b></p>

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