

Health and Social Care

Advanced GCE **F913**

Unit 4: Health and Safety in Care Settings

Mark Scheme for June 2010

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of pupils of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support which keep pace with the changing needs of today's society.

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.

© OCR 2010

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

Question	Expected Answer	Mark	Total	Rationale															
1 (a)	<p>One mark for identification, THREE required One mark for explanation, THREE required</p> <p>A Safety glasses/goggles (to be worn) Reduces risk of particles/substance in eyes that could cause damage or blindness</p> <p>B Toxic/poison No ingestion/must not eat or drink it</p> <p>C Fire extinguisher (location of) Reduces time to find extinguisher so lessens risk of out of control fire</p>	3x1 3x1	[6]	<p>Must be fairly precise:</p> <p>A stop stuff getting in their eyes</p> <p>B shows it needs to be kept locked away/stored correctly – restricted access</p> <p>C emphasis on reduces time</p>															
(b)	<p>One mark for each correctly completed box – 8 required.</p> <table border="1"> <thead> <tr> <th>Type of sign</th> <th>Background colour</th> <th>Shape of sign</th> </tr> </thead> <tbody> <tr> <td>Caution/risk of danger</td> <td>Yellow</td> <td>Triangle</td> </tr> <tr> <td><i>Stop/Prohibition</i></td> <td>Red</td> <td>Circle</td> </tr> <tr> <td><i>Safe condition</i></td> <td>Green</td> <td>Rectangle Accept square/ oblong</td> </tr> <tr> <td><i>Mandatory action (Must do)</i></td> <td>Blue</td> <td>Circle</td> </tr> </tbody> </table>	Type of sign	Background colour	Shape of sign	Caution/risk of danger	Yellow	Triangle	<i>Stop/Prohibition</i>	Red	Circle	<i>Safe condition</i>	Green	Rectangle Accept square/ oblong	<i>Mandatory action (Must do)</i>	Blue	Circle	8x1	[8]	Accept round instead of circle
Type of sign	Background colour	Shape of sign																	
Caution/risk of danger	Yellow	Triangle																	
<i>Stop/Prohibition</i>	Red	Circle																	
<i>Safe condition</i>	Green	Rectangle Accept square/ oblong																	
<i>Mandatory action (Must do)</i>	Blue	Circle																	
1 (c)	Health and Safety (Signs and Signals) Regulations.	1x1	[1]	Allow if 'regulations' is omitted – remainder must be there.															

Question	Expected Answer	Mark	Total	Rationale
2 (a)	Any two pieces of information from: <ul style="list-style-type: none"> • name of employee representative (if there is one) • name of the manager representative • the contact details of the enforcing authority (accept local authority) • competent person appointed/person in charge • trade union or other safety representative • employment Medical Advisory Service Other information such as details about first aid, fire evacuation etc. are not found on this poster, but elsewhere, is therefore incorrect.	2x1	[2]	
(b) (i)	Health and Safety Executive (accept HSE)	1x1	[1]	
(b) (ii)	One of: <ul style="list-style-type: none"> • providing information/leaflets • giving advice/training 	1x1	[1]	Do not accept any answer which implies enforcement eg inspecting, closing down, investigating, warning, fining, taking to court etc. Do not accept 'carrying out risk assessments'.
(c)	Any four from: <ul style="list-style-type: none"> • date of accident • time of accident • place where accident occurred • name of the person injured • details of how the accident happened • when help was called and what type • when help arrived • names and contact details of witnesses • condition of casualty after accident • details of any first aid treatment given • name of the first aider giving treatment • name of the person completing the report • nature of the injury/injuries 	4x1	[4]	

Question	Expected Answer	Mark	Total	Rationale
2 (d)	The transfer of infection/bacteria/germs from one person/surface/object to another.	1x1	[1]	
(e)	<p>One mark for each way, THREE required One mark for a clear explanation, THREE required</p> <ul style="list-style-type: none"> • wiping work surfaces clean – prevents accumulation of infective agents which could transfer to hands/food • removing spillages – prevent bacterial growth • basic disinfection – kills bacteria preventing infection • regular cleaning of toilet areas – harbour large numbers of (coliform) bacteria/transfer to hands and mouth can be very dangerous • cleaning of sinks/baths/bathrooms – similar to toilets + intimate contact with wounds potentially • routine hand washing before and after tasks – removes bacteria so preventing spread from one to another • mopping floors – prevent accumulation of dust etc which could harbour germs • vacuuming carpeted areas – removal of dust & debris which could include contamination eg fungal spores • washing painted surfaces intermittently – prevents grime & grease build up in which bacteria could grow • wearing disposable gloves – prevents bacteria from one patient being spread to next patient • wearing disposable apron – prevents contamination on clothing being passed to next patient • wearing face mask – prevents breathing/re-breathing of air-borne infection <p>Do not accept 'overshoes/shoe covers' as no longer used.</p>	3x1 3x1	[6]	<p>The second mark must make it clear how the transfer is prevented</p> <p>Accept</p> <ul style="list-style-type: none"> • correct disposal of waste (for one mark) – second mark for explanation • isolate contagious person • changing clothes (as cross-infection can be relevant between home and workplace) • dispose of infected equipment <p>Allow 'protective clothing' but only once – cannot be rewarded for saying protective clothing (1 mark) and then disposable apron (0 marks).</p>

Question	Expected Answer	Mark	Total	Rationale
3 (a)	<p>Level 3 response: 11–15 marks Candidates make detailed and well argued judgements showing clear links between identified hazards, the pwus and/or practitioners 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 response: 6–10 marks Candidates identify hazards and make sound links between the pwus (and possibly practitioners) 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 noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 response: 0–5 marks Candidates identify hazards but make few links between the pwus 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> <ul style="list-style-type: none"> • fire extinguisher in corner of waiting area – inaccessible – everyone could be at risk in case of fire – needs moving to more central place – need more) one per ‘arm’ of the area? • first aid box in office – inaccessible to everyone – office may be locked – all at risk due to slow response – should be stored more centrally – maybe should be more than one • booking area impeded by furniture – anyone with mobility problems/pushchairs/young children/ could trip or slip – remove or re-organise chairs • only 1 toilet at extreme right hand end of corridor – young children/ elderly may be distressed to move that far – may be accidents – unlikely to be adequate for numbers attending – 		[15]	<p>Fully developed argument about one point (all three stages) annotate L3 (minimum 3 L3s to reach Level 3)</p> <p>Including two stages of risk assessment – annotate L2</p> <p>Simplistic/brief id of hazard – annotate L1</p> <p>Accept ‘ramps’ in correct context – ie not related to access</p>

	<p>anyone with mobility problems may slip or trip on the stairs – consider more toilets or better siting</p> <ul style="list-style-type: none">• information stand in front of coffee machine/near busy area – may cause trips – may be unstable – everyone at risk, particularly young children or disabled – may be better against a wall in less obstructive place• coffee machine close to toy box – children may be playing and leave toys about – may cause trips and falls – anyone could be injured – separate these two things• same point – children (or others) may be scalded if someone with hot drink trips over toys on floor – same remedy• only two exits – people could be come trapped in consulting rooms <p>Accept any other well-argued point Do not accept answers relating to fair access</p>			
--	--	--	--	--

Question	Expected Answer	Mark	Total	Rationale
3 (b)	<p>Level 3 response: 5 marks Candidates give a clear analysis of the importance of reviewing the assessment. Answers will be developed logically and show evidence of application of knowledge. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2 response: 3–4 marks Candidates show some understanding of the value of reviewing the assessment. Answers will show some evidence of application of knowledge. There may be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 response: 0–2 marks Candidates show very limited understanding of the value of reviewing the assessment. Answers are likely to be muddled and show little understanding. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <ul style="list-style-type: none"> • ongoing nature or review • risk assessment is an ongoing process which is never completed • staff and pwus input to review process – formal or ad hoc • if any accidents occur, the review will consider them and what changes should occur as a result • advice from professional organisations/research/consumer groups etc • examples (eg baby sleeping positioning advice changed based on research findings or advice on vaccination changes depending on level of vaccination in population etc) • equipment or pwus may change - so may require amendments 		[5]	Note – avoid awarding marks for a good description of what risk assessment is, as some candidates are approaching this question in this way

Question	Expected Answer	Mark	Total	Rationale
4 (a)	<p>One mark for</p> <ul style="list-style-type: none"> • hoist • slide board • wheelchair • or reasonable alternative <p>Do not accept equipment such as bed ladder which is intended for self-help.</p>	1x1	[1]	
(b)	<p>Manual Handling Operations regulations OR Lifting Operations and Lifting Equipment Regulations (accept LOLER).</p>	1x1	[1]	Can allow if 'regulations' is missed. If candidate puts both name and acronym and only one is correct – allow.
(c)	<p>One mark for each identification, FOUR required One mark for each explanation, FOUR required</p> <ul style="list-style-type: none"> • carry out a risk assessment (does the pwus require this assistance) – pwus who are able should be encouraged to be independent and not put at risk by an unnecessary procedure • is this the correct equipment for the pwus condition – to ensure no damage is done to pwus due to inappropriate equipment being used • have I (the practitioner) been properly trained – to ensure that I know the correct way to perform the manoeuvre • am I correctly dressed (or examples) – to ensure I don't slip/get clothes caught in machinery/get injured • has the equipment been checked/maintained – to ensure that it is safe to use/not damaged • is there another trained practitioner available to help – to meet requirements of good practice for the improved safety of pwus and practitioner • is the area around the equipment clear of obstructions – to prevent collisions/delays during the procedure • does the pwus understand the procedure – to reduce risk of 	8x1	[8]	

Question	Expected Answer	Mark	Total	Rationale
	<p>inappropriate movement/behaviour from pwus during manoeuvre</p> <ul style="list-style-type: none"> • does the pwus agree to the manoeuvre – so they don't struggle and possibly harm themselves • is the pwus correctly positioned/stable before manoeuvre begins – minimise risk of them slipping • is the sling the correct colour/size for the weight of the pwus (hoist only) – to prevent breakage during procedure and harm to pwus • are the brakes on before the pwus is placed in position (hoist only) – to keep equipment stable/prevent it swinging about until pwus is in place <p><i>Do not accept</i></p> <ul style="list-style-type: none"> • 'continuing to talk to pwus throughout move' as this is not before the event • aspects of values of care 			

Question	Expected Answer	Mark	Total	Rationale
4 (d)	<p>Level 3 response: 8–10 marks Detailed analysis of at least two of the measures required for the care setting chosen. Detailed analysis is given to how the measures relate to the needs of the pwus. Answers will be developed logically with evidence of application of knowledge. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2 response: 5–7 marks The response indicates some understanding of the specific needs of the care setting, but examples lack depth of discussion and are superficial in places. Answers will show some evidence of application of knowledge. There may be noticeable errors of grammar, punctuation and spelling. <i>Sub-max of 5 for 1 measure done well.</i></p> <p>Level 1 response: 0–4 marks Responses may simply list security measures generically, but will not attempt any analysis linking them to the care setting specifically. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>Residential Home</p> <ul style="list-style-type: none"> • residents may be confused or have impaired memory function so effective monitoring of comings and goings essential • residents themselves may need to be restricted in their movements if they are a danger to themselves • dangerous areas such as kitchens may need to be ‘exclusion zones’ to protect residents from harm • residents may be too trusting of visitors or staff so some control may have to be taken of, say, their money centrally to protect them from theft or fraud • residents may have memory impairment so systems need to be of high level as they may themselves be unable to recall any violations of their rights 		[10]	<p>To reach L3 candidates must make specific reference to the particular needs of the pwus</p> <p>Do not credit answers related to safety, eg covers for electricity sockets. Privacy can be credited, as linked to security in the specification.</p>

Question	Expected Answer	Mark	Total	Rationale
	<p><i>Candidates discussing privacy for residents must be given credit for these answers as this falls within the overall heading of security within the specification. They will not be penalised if they do not deal with this area.</i></p> <p>Nursery</p> <ul style="list-style-type: none"> • children unaware of many dangers so need adults to take responsibility for their security • 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 • children naturally adventurous so need eg high or secure door fasteners that they cannot use 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 security of other children with whom they are playing etc 			

Question	Expected Answer	Mark	Total	Rationale
5 (a)	<p>Level 3 response: 5 marks Candidates demonstrate a clear understanding of at least two key features of RIDDOR. 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 response: 3–4 marks Candidates show some understanding of at least two key features of RIDDOR. Answers will show some evidence of application of knowledge. There may be noticeable errors of grammar, punctuation and spelling. <i>Sub-max of 2 for 1 feature done well.</i></p> <p>Level 1 response: 0–2 marks Candidates show very limited understanding of the key features of RIDDOR. Answers are likely to be muddled and show little understanding. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <ul style="list-style-type: none"> • intended to safeguard employees from dangerous situations at work • provides useful information to prevent future similar accidents • shows trends across time – may lead to research, enforcement proceedings or future legislation • notifiable occurrences will lead to investigation to HSE to ascertain blame • gives a level of protection to employees from dangerous working conditions • discrimination between different levels of incidents brings most serious incidents to notice most quickly <p>Most candidates may use accidents/occurrences etc indiscriminately. This should not be penalised. No marks are to be awarded for a knowledge of what are notifiable incidents (that is 5b).</p>		[5]	

Question	Expected Answer	Mark	Total	Rationale
5 (b)	<p data-bbox="315 209 797 240">One mark for each, THREE required</p> <ul data-bbox="315 277 1173 1262" style="list-style-type: none"> • death • fracture - except fingers, thumbs and toes • serious scald to patient • fall from height causing serious injury • illness caused at work causing more that 3 days absence from work • back injury due to lifting patient – causing more than 3 days off work • serious assault on staff member • amputation • electric shock causing unconsciousness or requiring resuscitation • loss of sight (permanent or temporary) • dislocation of knee, hip shoulder or spine • burn or penetrating injury to eye • injury leading to hypothermia, heat-induced illness or unconsciousness • occupational asthma or respiratory sensitisation • acute illness requiring medical treatment or loss of consciousness due to absorption by inhalation, ingestion, through skin, or by exposure to biological agent • accidental release of serious biological hazard • accidental release of any substance which may damage health • collapse of lifts etc • explosion of vessels/pipe work • electrical short circuit causing fire or explosion • explosion or fire closing workplace for more than 24 hours • an outbreak of a notifiable infectious disease <p data-bbox="315 1299 1180 1430">Candidates may specify different incidents/situations which should be allowed provided they match the RIDDOR criteria. Do not accept vague answers such as ‘any illness’ or ‘an accident at work’. Catching a cold or a paper cut does not qualify.</p>	3x1	[3]	

Question	Expected Answer	Mark	Total	Rationale
5 (c)	<p>Level 3 response: 5 marks Candidates demonstrate a clear understanding of at least two key features of COSHH. 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 response: 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 noticeable errors of grammar, punctuation and spelling. <i>Sub-max of 2 for 1 feature done well.</i></p> <p>Level 1 response: 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> <ul style="list-style-type: none"> • to prevent disease/illness as a result of workplace exposure to hazardous substances • require an adequate assessment of the risks to health • require adequate control measures and equipment associated with them (including PPE) • monitoring the effectiveness of the measure and the health of employees • controls storage, handling, transportation of these materials • sets safe quantitative limits for exposure, storage etc <p>Do not give credit for examples of substances controlled by this legislation (that is 5(d)).</p>		[5]	

Question	Expected Answer	Mark	Total	Rationale
5 (d)	<p data-bbox="315 240 768 272">One mark for each, TWO required</p> <ul data-bbox="315 312 1084 523" style="list-style-type: none">• bleach/bleaching agent• caustic agents (cleaning agents, including trade-names)• flammable substances• oxidising agents• poisons/toxic materials• solvent based or super glue – not ‘glue’ on its own <p data-bbox="315 560 1140 624">Do not accept: disinfectant, acid, drugs, medicines or any other vague term.</p> <p data-bbox="315 660 1128 724">If a specific drug is named, eg morphine the answer should be credited.</p>	2x1	[2]	

Question	Expected Answer	Mark	Total	Rationale
6 (a)	<p>One mark for each correctly identified piece of equipment, FOUR required</p> <p>One mark for each correct explanation, FOUR required</p> <ul style="list-style-type: none"> • sprinkler system – douses fire in early (smouldering stages) before spreads • fire (closure) doors – close to reduce oxygen and prevent fire moving along corridors • fire retardant doors – slow to burn so preventing rapid movement of fire through building • smoke alarm/fire alarm/specialist alarm – gives early warning to allow fire to be put out at early stage and allowing early evacuation • fire retardant furniture – slow to burn so reduces speed of spread of fire • 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 	4x1 4x1	[8]	If cand names 'fire doors' but includes explanations for both closure doors and retardant doors, then award three marks (but only if not attempting one of the others.

Question	Expected Answer	Mark	Total	Rationale
6 (b)	<p>Level 3 response: 6 – 7 marks Candidates can give a detailed analysis of at least two of the benefits of holding regular fire drills. The benefits will apply to both pwus and practitioners. 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 response: 4 – 5 marks Candidates can attempt to analyse/give a description of at least two of the benefits of regular fire drills. Answers will show some evidence of application of knowledge. There may be noticeable errors of grammar, punctuation and spelling. <i>Sub max of 4 if discussion only deals with pwus or practitioners.</i></p> <p>Level 1 response: 0 – 3 marks Candidates may simply list why fire drills are good without any logical argument. There may be no relating of this information to care setting, pwus or practitioners. 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>(Some benefits may vary from those given depending on which care setting being described).</p> <p>Practitioners</p> <ul style="list-style-type: none"> • staff will know clearly what to do in an emergency – increased competence and confidence • staff have opportunity to find out specific problems with individual pwus and to write alterations into plan • staff can make knowledge semi-automatic – so don't hesitate if real thing happens • if something goes wrong during fire drill – helps to identify training needs 		[7]	

Question	Expected Answer	Mark	Total	Rationale
	<ul style="list-style-type: none"> • allows for new staff/temporary staff to learn drill – increases safety for residents • by staff being aware frequently of escape routes, means they are less likely to leave obstacles on evacuation routes <p>People who use services</p> <ul style="list-style-type: none"> • if confused (residential home) – frequent practice may aid retention of system in memory • frequent practice means pwus less likely to panic in case of real fire (quite likely with young children or the elderly – reduces risk in case of real emergency) • knowledge of drills increases confidence on part of pwus and their relatives/parents (as appropriate) • individuals have opportunity to identify particular problems they have e.g inability to hear fire alarm/difficulty moving down steps (and so on) – gives chance to amend procedure to suit individuals – gives opportunity to allocate named workers to assist those with difficulties • reduce risk of death – applicable to all • frequent drills means that alarm system is tested regularly – benefits everyone – increased confidence in system 			

Question	AO1	AO2	AO3	AO4
1a	3	3		
1b	8			
1c	1			
2a		2		
2b	1			
2c	1			
2d		4		
2e	1			
2f	3	3		
3a		5	5	5
3b			2	3
4a	1			
4b	1			
4c		4	4	
4d			4	6
5a		2	2	1
5b	3			
5c		2	2	1
5d	2			
6a	4	4		
6b			2	5
Total	29	29	21	21

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity



OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553