

Health and Social Care

General Certificate of Secondary Education

Unit **A914**: Safeguarding and Protecting Individuals

Mark Scheme for June 2011

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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.

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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 Answers	Marks	Rationale
1	One mark for correct answer, ONE required <ul style="list-style-type: none">• to reduce bacteria / germs to safe level• to reduce spread of infection	1x1 [1]	Do not accept <ul style="list-style-type: none">• to get rid of / stop / kill bacteria / germs
2	One mark for each correct reason, TWO required <ul style="list-style-type: none">• jewellery may fall into food• jewellery may get caught / fall in equipment• bacteria collects in jewellery and causes contamination	2x1 [2]	Accept <ul style="list-style-type: none">• stop germs spreading Do not accept <ul style="list-style-type: none">• unhygienic / infection• fall off

Question	Expected Answers	Marks	Rationale
3	<p>One mark for each disease, FOUR required</p> <ul style="list-style-type: none"> • acute encephalitis • anthrax • chicken pox • cholera • diphtheria • dysentery • food poisoning / salmonella • hepatitis • legionella • leprosy • malaria • meningitis • measles • mumps • plague • rabies • rubella (German measles) • scarlet fever • smallpox • tetanus • tuberculosis / TB • typhoid • typhus • viral hepatitis • whooping cough • yellow fever 	<p>4x1</p> <p>[4]</p>	<p>Accept</p> <ul style="list-style-type: none"> • asbestosis / asbestos • swine / bird flu • Legionnaire's disease <p>Do not accept</p> <ul style="list-style-type: none"> • aids • e-coli • flu (on its own) <p>1 mark only for food poisoning / salmonella</p>

Question	Expected Answers	Marks	Rationale
4	<p>One mark for each correct answer, TWO required</p> <ul style="list-style-type: none"> • bins should have tight fitting lids • report incident to supervisor / pest control officer / put poison down / lay traps • clear up all food spills immediately • cover drains / external vents • remove all waste packages • disinfect the area / clean regularly • store food correctly 	<p>2x1</p> <p>[2]</p>	<p>Accept one word answers, eg cleaning</p>
5	<p>Level 3 5 - 6 marks Candidates will give a detailed evaluation of at least two aims of legislation that aims to prevent the spread of infection. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the work. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 3 - 4 marks Candidates will give a basic evaluation of two aims of legislation that aims to prevent the spread of infection. Answers will be factually accurate. There will be evidence of coherence within the answers. There may be noticeable errors of grammar, punctuation and spelling. <i>Sub-max of 3 for positives / negatives only, OR one aim done very well. Sub-max of 4 if the evaluation does not relate to preventing the spread of infection.</i></p> <p>Level 1 0 - 2 marks Candidates will give a limited evaluation of the legislation that aims to prevent the spread of infection. Answers are likely to be list like. Understanding will be superficial. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p>	<p>[6]</p>	<p>Levels checklist – focus of Q is what is the legislation trying to achieve</p> <p>Level 3 detailed evaluation 2 negs, 2 pos 2 aims of legislation accurate, appropriate terminology clear understanding high level QWC</p> <p>Level 2 basic evaluation 2+1, 1+2, 1+1 2 aims of legislation accurate some understanding some errors - QWC</p> <p>Level 1 list-like, more descriptive 1+1, 1 lacks understanding low level QWC Allow one mark for identifying the legislation only. Interchangeable answers are acceptable.</p>

Question	Expected Answers	Marks	Rationale
	<p>Legislation and evaluation</p> <p><i>Reporting of Injuries, Diseases and Dangerous Occurrences regulations 1995 (RIDDOR)</i></p> <ul style="list-style-type: none"> • employers need to control exposure to hazardous substances, such as cleaning agents, disinfectants and soiled linen • reporting of diseases linked to people with infections <p><i>Food safety Act 1990</i></p> <ul style="list-style-type: none"> • the aim is to reduce the cases of food poisoning • it is an offence to sell / produce food that could harmful to health • food should be labelled correctly • food should not be contaminated <p><i>General Food Hygiene 1995</i></p> <ul style="list-style-type: none"> • produce standards for kitchens and equipment • standards for personal hygiene / hand-washing • food handlers must be trained • equipment must be clean / PPE • hand washing facilities must be provided • the control of pests 		<p>Award marks even if legislation is not identified.</p> <p>Dates not needed.</p> <p>Do not accept</p> <ul style="list-style-type: none"> • wash hands • wear apron <p><i>Sub-max of 4 if the evaluation does not relate to preventing the spread of infection.</i></p> <p>An example of a level 2 response might be:</p> <p><i>The General Food Hygiene Regulations is one piece of legislation that aims to prevent the spread of infection. The regulation says the equipment should be clean and in good working order. There should also be somewhere for workers to wash their hands and the area should be free from pets.</i></p>

Question	Expected Answers	Marks	Rationale
6	<p>One mark for each correct answer, FIVE required</p> <ul style="list-style-type: none"> • individually wrapped sterile plasters / plasters • sterile eye pads • triangular bandages / sling bandages • safety pins • wound dressings • sterile wipes • disposable gloves • mouth shield • blue plasters for food handlers • antiseptic wipes • micropore tape • cotton wool • sterile eye wash • (blunt)scissors • HSE leaflet 	<p>5x1</p> <p>[5]</p>	<p>Do not accept</p> <ul style="list-style-type: none"> • medication / tablets / thermometer <p>Accept one word answers, eg</p> <ul style="list-style-type: none"> • plasters / bandages / gloves / dressings / wipes <p>Mark first five answers only, irrespective of placement, eg if candidate puts three answers on one line, these are marked as three separate responses.</p>

Question	Expected Answers	Marks	Rationale
7	<p>Level 3 5 - 6 marks Candidates will give a detailed explanation of the treatment of a burn in a logical sequence. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the work. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 3 - 4 marks Candidates will give a basic explanation the treatment of a burn in a mostly logical sequence. Answers will be factually accurate. There will be evidence of coherence within the answers. There may be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 0 - 2 marks Candidates will give a limited explanation of the treatment of a burn. Answers are likely to be list like. Understanding will be superficial. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <ul style="list-style-type: none"> • check for danger – <i>to ensure no hazards / safety issues</i> • cool the burn immediately under running water for 10 minutes – <i>to ease the pain and stop the burn from getting any worse</i> • talk to the casualty – <i>to reassure them and comfort them</i> • jewellery should be removed before swelling appears – <i>to prevent restriction to blood flow</i> • always use disposable gloves – <i>to prevent infection</i> • do not remove clothing that may have stuck to the skin – <i>danger of removing skin with clothing</i> • dress the wound with a sterile dressing / cling film – <i>to protect from infection</i> • if burn is severe, ring for an ambulance / seek hospital treatment – <i>for medical advice / help</i> 	[6]	<p>Levels checklist</p> <p>Level 3 detailed explanation logical sequence for treatment of a burn accurate, appropriate terminology clear understanding high level QWC</p> <p>Level 2 basic explanation mostly logical sequence for treatment of a burn accurate some understanding some errors - QWC</p> <p>Level 1 list-like, more descriptive sequence not always logical for treatment of a burn lacks understanding low level QWC</p> <p>An example of a level 3 response might be: <i>First of all the first aider should wear disposable gloves as this will reduce cross contamination. The burn should be cooled under running water for 10 minutes, as this will prevent the burn from getting worse. If possible jewellery should be removed to prevent any swelling. The wound should be dressed with a sterile dressing, as this will prevent infection entering the wound. If the burn is really bad then an ambulance should be called for medical attention. Whilst waiting for the ambulance the first aider should monitor the casualty for signs of deterioration.</i></p>

Question	Expected Answers	Marks	Rationale
	<ul style="list-style-type: none"> • monitor the casualty's vital signs level of response, pulse breathing regularly – <i>to check for signs of deterioration</i> • if necessary, treat for shock – to prevent casualty from falling due to feeling faint / dizzy 		Do not award marks for the application of creams. Marks awarded <i>for explanation of reasons why</i> . Must explain both parts for full marks.
8	<p>Level 2 3 – 4 marks Candidates will give a detailed description of preventing infection. Answers will be factually accurate, using appropriate terminology related to that of a first aider. There will be evidence of synthesis within the work. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 1 0 - 2 marks Candidates will give a basic description how to prevent infection. Answers are likely to be list like. Understanding will be superficial and related to their own actions. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p><i>Preventing infection</i></p> <ul style="list-style-type: none"> • first aider to wash own hands • first aider to wear disposable gloves • clean wound under running water • cover wound with sterile dressing, do not touch inside sterile pad of the dressing • to clean kitchen area where cut happened • treat away from food preparation area • dispose of any contaminated food 	[4]	<p>Levels checklist – focus is not on the <i>treatment</i>, but on <i>preventing infection</i></p> <p>Level 2 detailed description accurate clear understanding high level QWC</p> <p>Level 1 basic description, likely to be list-like lacks understanding low level QWC</p> <p>An example of a level 2 response might be:</p> <p><i>The first aider should wash their own hands and wear disposable gloves. They should then wash the cut under running water as this help to clean the wound and reduce bacteria. The cut should be dressed to keep it clean. The area should be cleaned to mop up any blood on the floor or worktops and the gloves should be wrapped in paper towels and disposed of in a bin.</i></p> <p>Emphasis of this question is to prevent infection, not first aid procedure.</p>

Question	Expected Answers	Marks	Rationale
9	<p>One mark for correct answer, ONE required</p> <ul style="list-style-type: none"> • NHS Community Care Act • Protection of Vulnerable Adults [POVA] • Disability Discrimination Act • Mental Health Act 	<p>1x1</p> <p>[1]</p>	<p>Dates not required.</p> <p>Accept</p> <ul style="list-style-type: none"> • RIDDOR – because it can be used to identify trends to change practice
10	<p>One mark for each correct answer, THREE required</p> <p>This list is not exhaustive</p> <ul style="list-style-type: none"> • lack of confidence • become abusive to others / become angry / bully others • a change of personality • withdrawn / isolated / lonely • fear / scared • uncooperative / irritable • blame themselves / feel guilty • stop communicating / become moody / sullen • depressed / upset / sad / humiliated • lack of trust • worried • low self-esteem / low self-concept / worthless • unwanted / unloved / devalued • feels insecure 	<p>3x1</p> <p>[3]</p>	<p>Accept any suitable effect that relates to the situation.</p> <p>Three different effects = 3 marks.</p> <p>Do not accept</p> <ul style="list-style-type: none"> • repeated effects • neglect on its own, must be ‘feel neglected’

Question	Expected Answers	Marks	Rationale
11	<p>Level 3 5 - 6 marks Candidates will give a detailed analysis of at least two possible effects on Mara. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the work. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 3 - 4 marks Candidates will analyse at least two effects on Mara. Answers will be factually accurate. There will be evidence of coherence within the answers. There may be noticeable errors of grammar, punctuation and spelling. <i>Sub-max of 3 for one effect analysed very well.</i></p> <p>Level 1 0 - 2 marks Candidates will attempt to analyse on the effects on Mara. Answers are likely to be list-like. Understanding will be superficial. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p><i>Ill treatment</i></p> <ul style="list-style-type: none"> • no food • no heating • left alone for long periods • lack of love and care from daughter <p><i>Example of effects to include</i></p> <ul style="list-style-type: none"> • low self-esteem / low self-concept • uncooperative / irritable • withdrawn / isolated / lonely • blame themselves / feel guilty • become aggressive towards others / bully others / become angry • stop communicating / become sullen / moody 	[6]	<p>Levels checklist</p> <p>Level 3 detailed analysis 2 effects on Mara accurate, appropriate terminology clear understanding high level QWC</p> <p>Level 2 sound analysis (upper end), basic analysis (lower end) 2 effects on Mara accurate some understanding some errors – QWC <i>sub-max of 3 for one effect analysed very well</i></p> <p>Level 1 attempts analysis, likely to be more list-like 1 effect on Mara lacks understanding low level QWC</p> <p>The emphasis is analysing the effects of neglect. An acceptable answer could be:</p> <p><i>Mara has been left all day with no food or warmth, because her mobility is poor she cannot get up easily to move around and keep warm, this may result in hypothermia. As Mara has no food this will make her ill because she isn't getting a balanced diet and the nutrients she needs. Mara may feel angry towards her daughter and feel unloved. Mara may also blame herself because she can no longer do things for herself.</i></p>

Question	Expected Answers	Marks	Rationale
	<ul style="list-style-type: none"> • low self-confidence • fear / scared • poor health • feel unloved / abandoned • hypothermia / cold / pneumonia • depressed / sad / upset • feels neglected • feels hungry 		
12	<p>One mark for each aim, TWO required One mark for each explanation [must relate to safeguarding young people] TWO required</p> <p><i>Every Child Matters</i></p> <ul style="list-style-type: none"> • be healthy – <i>no ill-health / after school PE activities / good emotional health / confident young people / balance diet at school / awareness of drugs and alcohol</i> • stay safe – <i>safe from harm / safe from neglect / safe from bullies / feeling secure / safe from accidents / school council</i> • enjoy and achieve – <i>school / educational success / quality teaching and learning / good GCSE results / meeting goals and targets / be happy (only if qualified)</i> • make a contribution to society – <i>working with local communities / school council / good role model / involvement with local church / faith based group</i> • achieve economic well-being – <i>getting a well paid job / fund raising / school support with funding / school council</i> 	<p>2x1 2x1 [4]</p>	<p>Example answer would be:</p> <p><i>Enjoy and achieve will make young people happy and feel good about themselves, safeguarding them from depression or feeling undervalued.</i></p> <p>Accept other relevant answers.</p> <p>Marks can be awarded for explanation alone (sub-max of 2).</p>
13	<p>One mark for each correct answer, TWO required</p> <p>A no access (entry) for pedestrians / no authorised persons B safety gloves must be worn</p>	<p>2x1 [2]</p>	<p>Accept</p> <ul style="list-style-type: none"> • no access • wear gloves <p>Do not accept</p> <ul style="list-style-type: none"> • 'no entry' on its own

Question	Expected Answers	Marks	Rationale
14	<p>One mark for each safety feature identified, THREE required One mark for each description showing how they could prevent vulnerable people leaving their residential home, THREE required</p> <p><i>Safety features</i></p> <ul style="list-style-type: none"> • safety windows / locks on windows / doors – so older people cannot climb out / walk out • alarms on doors – to alert staff that a person has left the building • sufficient staff – to keep older people occupied / to have activities / duty of care • double safety handles on doors – to prevent older people from walking out • CCTV – to monitor the movements of older people • signing in and out book – to monitor whether staff are out with the older people • coded doors – to prevent older people leaving unsupervised • swipe cards – so older people cannot leave the building • receptionist - to monitor the older people leaving on their own 	<p>3x1 3x1 [6]</p>	

Question	Expected Answers	Marks	Rationale
15	<p>Level 3 7 - 8 marks Candidates will make detailed and well-argued judgements, showing clear links between the hazards and the care workers and the individuals. Candidates will indicate consideration of precautions that are. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the work. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 4 - 6 marks Candidates will identify hazards and make sound links between the care workers and the individuals and the risks. Candidates will show some consideration of precautions. Answers will be factually accurate. There will be evidence of coherence within the answers. There may be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 0 - 3 marks Candidates will identify hazards but make few links between the care workers and the individuals and the risks. The work may consist of a simple list of hazards with limited awareness shown of the precautions. Answers are likely to be list like. Understanding will be superficial. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p><i>Precautions already in place</i></p> <ul style="list-style-type: none"> • main entrance – steps and ramp for easy access • first aid boxes – adequate number for potential accidents • Health Visitors room and antenatal room – situated for close proximity, good for related appointments • fire extinguishers – adequate for number of rooms 	[8]	<p>Levels checklist</p> <p>Level 3 2 hazards / risks identified detailed and well-argued judgements clear links between hazards and careworkers / pwus consideration of precautions accurate, appropriate terminology clear understanding high level QWC</p> <p>Level 2 2 hazards / risks identified sound links between hazards and careworkers / pwus some consideration of precautions accurate some understanding some errors – QWC</p> <p>Level 1 hazards / risks identified limited ability to link these to careworkers / pwus limited awareness of precautions tends to be list-like lacks understanding low level QWC</p> <p>Annotation:</p> <p>✓ for hazard, eg for who is at harm ✓+ for whether precautions are adequate EG for who might be harmed</p> <p>All three required for Level 3</p>

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	<p><i>Hazards</i></p> <ul style="list-style-type: none"> • fire extinguishers – not easily accessible in open plan area and treatment room 3 • toilets next to pharmacy – not hygienic dispensing medicines • fire escape – no ramp for people with disabilities / poorly placed by children’s area • children’s play area obscured by office, speech therapy room and antenatal room therefore children may not be supervised • hot drinks machine – dangerous near children’s play area, risk of scalding / people tripping over children • no main access into separate treatment rooms – no privacy / confidentiality • counter to reception too close to the steps and ramp / too many chairs – dangerous congestion for patients entering and leaving the Health Centre <p><i>Who might be harmed</i></p> <ul style="list-style-type: none"> • administration staff at the health centre • practitioners / medical staff • cleaners • patients / pwus / clients / people with disabilities • visitors • children • parents 		

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

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

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