

**GCSE**

**Health and Social Care**

Unit **A914**: Safeguarding and Protecting Individuals

General Certificate of Secondary Education

**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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## Annotations

	Blank Page – this annotation <b>must</b> 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.
	Good response/positive
	Negative
	Benefit of doubt
	Cross
	Level 1
	Level 2
	Level 3
	Repeat
	Noted but no credit given
	Tick
	Too vague
	Omission mark
	Development of point
	Example

Where a candidate has attempted a response but the response is not worthy of credit, 0 marks should be given and a **SEEN** annotation should be used on the script. Where a candidate has included unrelated material e.g. doodle a No Response should be selected. Where candidates have used the additional space a **SEEN** annotation should be included to verify the response has been marked.

Question		Answer	Mark	Guidance
1		<p><b>One</b> mark for each correct identification. <b>Three</b> required from:</p> <ul style="list-style-type: none"> <li>• Difficulty breathing</li> <li>• Wheezing</li> <li>• Difficulty/struggling speaking/talking/communicating</li> <li>• Grey/blue lips</li> <li>• Pale/clammy skin</li> <li>• Distress/panic</li> <li>• Coughing</li> </ul>	3	<p>Accept gasping/struggling for breath/turning blue</p> <p>Do not accept out of breath/short of breath</p>

Question		Answer	Mark	Guidance
2		<p><b>One</b> mark for each correct initial. <b>Three</b> required</p> <p>Initials ABC:</p> <ul style="list-style-type: none"> <li>• Airway</li> <li>• Breathing</li> <li>• Circulation</li> </ul>	3	Correct order of initials only

Question	Answer	Marks	Guidance	
3		6	Content	Levels of response
	<p>First aid procedures for choking casualty:</p> <ul style="list-style-type: none"> <li>• Encourage person to cough – <b>to dislodge obstruction</b></li> <li>• Give up to 5 ‘back slaps’ between shoulder blades with palm of hand (stop if obstruction is cleared)- <b>to dislodge obstruction</b></li> <li>• Give up to 5 abdominal thrusts (stop if obstruction is cleared) - <b>to dislodge obstruction</b></li> <li>• If obstruction still not clear repeat actions 3 times – <b>correct first aid procedure to dislodge obstruction</b></li> <li>• Dial 999 for ambulance – <b>for professional assistance.</b></li> </ul> <p>First aid procedures for a cut hand:</p> <ul style="list-style-type: none"> <li>• Check for danger – <b>to keep casualty and first aider from further injury</b></li> <li>• First aider to wash hands –<b>to reduce cross contamination</b></li> <li>• First aider to put on disposable gloves – <b>to reduce infection</b></li> <li>• Clean wound – <b>to reduce infection/wash blood away</b></li> <li>• Pat wound dry – <b>to keep dry for plaster/bandage</b></li> <li>• Remove objects/debris – <b>to reduce infection/make more comfortable</b></li> <li>• Cover with sterile dressing/plaster – <b>to keep clean/reduce infection/aid healing process</b></li> <li>• Obtain medical help if necessary – <b>for professional assistance</b></li> </ul>		<p>The priority is the choking casualty (ABC)</p> <p>This is a levels of response question – marks must be awarded on the quality of response given. The number of ticks will not necessarily correspond to the marks awarded. The focus of the question is explanation</p> <p><b>Level 3- Check list</b></p> <ul style="list-style-type: none"> <li>• Detailed explanation</li> <li>• Both casualties addressed</li> <li>• Developed answer - dependency of procedure/reason</li> <li>• Consideration of priority</li> <li>• QWC high</li> </ul> <p><b>Level 2- Check list</b></p> <ul style="list-style-type: none"> <li>• More descriptive (low end) explanatory (upper end)</li> <li>• Both casualties addressed</li> <li>• Implicit priority</li> <li>• QWC-mid – likely to be some errors</li> </ul> <p><b>Level 1- Check list</b></p> <ul style="list-style-type: none"> <li>• Limited explanation</li> <li>• List like answers</li> <li>• No priority</li> <li>• <b>QWC – likely to be poor</b></li> </ul>	<p><b>Level 3: (5-6 marks)</b> Candidates will give a <b>detailed</b> explanation of the treatment for both casualties. Consideration will be given to priority of casualty (I will prioritise this casualty because...) Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the work. There will be few errors of grammar, punctuation and spelling.</p> <p><b>Level 2: (3-4 marks)</b> Candidates will describe (low end) or explain (upper end) treatment of both casualties with implicit priority of casualty management. Answers will be factually accurate. There will be evidence of coherence within the answers. There may be some errors of grammar, punctuation and spelling. <b>Sub-max 3 for :</b></p> <ul style="list-style-type: none"> <li>• <b>one casualty done well and with limited prioritising of casualty management.</b></li> <li>• <b>Prioritising casualty management done well</b></li> </ul> <p><b>Level 1: (1-2 marks)</b> Candidates will give a <b>limited</b> explanation of the treatment of one casualty. 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 will be noticeable and intrusive. No priority of casualty management</p> <p><b>0 marks – no response or no response worthy of credit</b></p>

Question	Answer	Mark	Guidance
4	<p><b>One</b> mark for each correct answer, <b>three</b> required from:</p> <ul style="list-style-type: none"> <li>• Individually wrapped sterile plasters/plasters</li> <li>• Sterile eye pads</li> <li>• Triangular bandages/sling bandages</li> <li>• Safety pins</li> <li>• Wound dressings/gauze</li> <li>• Sterile wipes</li> <li>• Disposable gloves</li> <li>• Mouth shield</li> <li>• Blue plasters for food handlers</li> <li>• Antiseptic wipes/cream</li> <li>• Micropore Tape</li> <li>• Sterile eye wash</li> <li>• Heat retaining blanket</li> <li>• Blunt-ended scissors</li> <li>• First aid leaflet</li> <li>• Tweezers</li> </ul>	3	<p>Do not accept medication/tablets</p> <p>Accept one word answers e.g. gloves; dressings;</p>



Question	Answer	Mark	Guidance
5	<p><b>Two</b> marks for each correct description. <b>Two</b> required:</p> <p><b><u>Disinfection</u></b></p> <ul style="list-style-type: none"> <li>• Use <b>chemicals/disinfectants</b> or <b>heat to clean</b> to <b>reduce</b> the number of <b>microbes/germs/bacteria</b></li> </ul> <p><b><u>Sterilisation</u></b></p> <ul style="list-style-type: none"> <li>• Use of <b>steam/dry/heat/radiation</b> for <b>complete destruction/kill</b> <b>microbes/germs/bacteria</b></li> </ul>	4	<p>For disinfection do not accept:</p> <ul style="list-style-type: none"> <li>• reduce spread of infection</li> <li>• stop spread of germs</li> <li>• make sure it is clean</li> <li>• kill/get rid of/remove germs/bacteria</li> </ul> <p>Accept:</p> <ul style="list-style-type: none"> <li>• branded names for chemicals/disinfectant</li> </ul>

Question	Answer	Mark	Guidance
6	<p><b>One</b> mark for each correct identification, <b>four</b> required from:</p> <p>General cleaning:</p> <ul style="list-style-type: none"> <li>• Floor should be vacuumed/hovered/mopped every day</li> <li>• Spillages / vomit should be cleaned up immediately</li> <li>• Walls/blinds/windows and curtains should be cleaned regularly</li> <li>• Coffee tables/dining tables/chairs/hard surfaces should be cleaned/polished/dusted/disinfected-every day</li> <li>• Cleaning items / dusters / cleaning cloths should be changed regularly</li> <li>• Empty bins every day/remove rubbish</li> <li>• Remove dirty crockery</li> </ul>	4	<p>Do not accept:</p> <ul style="list-style-type: none"> <li>• reference to the person, e.g., wear PPE/cover wounds/tie hair back</li> <li>• washing dishes</li> </ul> <p>No repeats – e.g: wash walls, wash curtains, wash blinds floors hovered; mopped</p>
7	<p><b>One</b> mark for each correct identification. <b>Four</b> required from:</p> <ul style="list-style-type: none"> <li>• Wash hands</li> <li>• Cover sores/cuts/spots with high colour adhesive dressing</li> <li>• No smoking during food preparation</li> <li>• Avoid preparation if you have any illness</li> <li>• Cover food to protect from insects</li> <li>• Do not cough/sneeze over food</li> <li>• Wipe spillages immediately</li> <li>• Keep raw food separate from cooked food</li> <li>• Check 'use by'/'best before dates</li> <li>• Good personal hygiene/ no jewellery/no nail varnish/hair tied back</li> <li>• Clean worktops/cookers/floors/equipment/utensils</li> <li>• Personal protective clothing</li> <li>• Correct coloured chopping boards</li> <li>• Wash fruit and vegetables</li> </ul>	4	<p>Accept any other appropriate answer.</p> <p>Do not accept answers related to food storage</p>

Question		Answer	Mark	Guidance
8		<p><b>One</b> mark for correct legislation:</p> <ul style="list-style-type: none"> <li>• Health and Safety at Work Act</li> <li>• The Reporting of Injuries, Diseases and Dangerous Occurrences regulations Act</li> <li>• Food Safety Act</li> <li>• The Food Safety (General Food Hygiene) Regulations</li> </ul>	1	<p>Correct title of legislation required</p> <p>Dates not needed</p> <p>Accept RIDDOR – must be correct order of initials</p> <p>Do not accept COSHH</p>

Question		Answer	Mark	Guidance
9		<p><b>One</b> mark for each correct answer, <b>two</b> required from:</p> <ul style="list-style-type: none"> <li>• Children</li> <li>• Children in care</li> <li>• Older people</li> <li>• People with disabilities</li> <li>• People with learning difficulties</li> <li>• People with mental illness</li> <li>• People who reside in care settings</li> </ul>	2	<p>No repeats – all answers should be different</p> <p>Do not accept elderly/babies/infants</p> <p>Accept disabled people</p>






Question	Answer	Marks	Guidance	
10	<p>Strengths and weaknesses of the Disability Discrimination Act</p> <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Raises people’s awareness, <i>to the issues faced by disabled people.</i></li> <li>• Provides legal rights, <i>which gives disabled a voice/platform to complain.</i></li> <li>• <b>Enables people to complain, to enable fair and equal treatment.</b></li> <li>• Enables people to take their case to court, <i>in order to receive compensation for unfair treatment.</i></li> <li>• Reduces pay differences, <i>between disabled and able-bodied people within the workplace.</i></li> <li>• <i>More opportunities /access for service users, making fair and equal treatment</i></li> </ul> <p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Hard to change negative attitudes, <i>therefore people will continue to discriminate against disabled people</i></li> <li>• Fear of victimisation, <i>which means disabled people may not complain/suffer in silence.</i></li> <li>• Takes time and money to take cases to court, <i>so disabled people may not bother and continue to be discriminated.</i></li> <li>• Difficult to define ‘reasonable’ adjustments in the workplace or large institutions, <i>therefore disabled people continue to deal with environmental barriers.</i></li> </ul>	6	<p><b>Content</b></p> <p>This is a levels of response question – marks must be awarded on the quality of response given. The number of ticks will not necessarily correspond to the marks awarded. The focus of the question is evaluation.</p> <p>If a candidate has only given a strength or a weakness of the Act response, the maximum that they can achieve is 3.</p> <p><b>Level 3 Check list</b></p> <ul style="list-style-type: none"> <li>• 1 strength</li> <li>• 1 weakness</li> <li>• Links aspects of the Act to people with disabilities</li> <li>• Detailed evaluation</li> <li>• Developed answer - dependency of effect/consequences</li> <li>• QWC high</li> </ul> <p><b>Level 2 Check list</b></p> <ul style="list-style-type: none"> <li>• 1 strength</li> <li>• 1 weakness</li> <li>• Basic evaluation</li> <li>• QWC – mid – likely to be some errors</li> </ul> <p><b>Level 1 Check list</b></p> <ul style="list-style-type: none"> <li>• Identification / list like</li> <li>• Strength or weakness</li> <li>• QWC – likely to be poor</li> </ul> <p> = positive       = negative</p>	<p><b>Levels of response</b></p> <p><b>Level 3: (5-6 marks)</b> Candidates will give a detailed evaluation of the Disability Discrimination Act. (At least one strength and one weakness will be given). Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the work. There will be few errors of grammar, punctuation and spelling.</p> <p><b>Level 2: (3-4 marks)</b> Candidates will give a <b>basic</b> evaluation of the Disability Discrimination Act. (One strength and one weakness will be given). Will link the aspects of the DDA to disabled people. Answers will be factually accurate. There will be evidence of coherence within the answers. There will be noticeable errors of grammar, punctuation and spelling. <b>Sub max 3 marks for evaluation of just strengths or just weaknesses.</b></p> <p><b>Level 1: (1-2 marks)</b> Candidates will give a <b>limited</b> evaluation of the Disability Discrimination Act. 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 will be noticeable and intrusive.</p> <p><b>0 marks</b> – no response or no response worthy of credit</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
11		<p>Example of effects to include: cause and effect</p> <ul style="list-style-type: none"> <li>• Low self esteem/low self concept <b>because of the unkind comments.</b></li> <li>• Uncooperative/irritable <b>because she feels disempowered and useless</b></li> <li>• Withdrawn/isolated <b>because she may not have any friends</b></li> <li>• Blame herself/feel guilty <b>because she thinks it's her fault she gets laughed at</b></li> <li>• Become aggressive towards others/bully others /become angry and <b>may not make friends.</b></li> <li>• Stop communicating/become sullen/moody <b>because she feels devalued/unimportant/unwanted/unloved.</b></li> <li>• Low self confidence <b>because she feels different to other people.</b></li> <li>• Frightened/scared/worried <b>because she gets laughed at.</b></li> <li>• Will not trust people and <b>will be unable to form friendships with others.</b></li> <li>• Feel depressed/sad/upset which <b>will lower her self esteem</b></li> <li>• Feel embarrassed/humiliated <b>because the neighbours laugh at her</b></li> <li>• Mental health may deteriorate <b>because she feels worried about the situation</b></li> <li>• May self harm <b>because of low self esteem/low self concept</b></li> </ul>	6	<p>This is a levels of response question so the number of ticks will not necessarily correlate to the marks awarded The focus of this question is explanation.</p> <p>Level 3 -check List</p> <ul style="list-style-type: none"> <li>• <b>Detailed explanation</b></li> <li>• Developed answer - dependency of effect/cause</li> <li>• <b>At least two effects</b></li> <li>• QWC high</li> </ul> <p><b>Level 2 –check list</b></p> <ul style="list-style-type: none"> <li>• More descriptive (low end) explanatory (upper end)</li> <li>• Two effects</li> <li>• QWC mid – likely to be some errors</li> </ul> <p><b>Level 1 - check list</b></p> <ul style="list-style-type: none"> <li>• Limited explanation</li> <li>• List like</li> <li>• QWC – likely to be poor</li> </ul>	<p><b>Level 3: (5-6 marks)</b> Candidates will give a <b>detailed</b> explanation of <b>at least two effects</b>. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the work. There will be few errors of grammar, punctuation and spelling.</p> <p><b>Level 2: (3-4 marks)</b> Candidates will describe (low end) or explain (upper end) two effects. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the work. There will be few errors of grammar, punctuation and spelling errors of grammar, punctuation and spelling. <b>Sub max of 3 if one effect explained well.</b></p> <p><b>Level 1: (1-2 marks)</b> Candidates will give a <b>limited</b> explanation. 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 will be noticeable and intrusive.</p> <p><b>0 marks – no response or no response worthy of credit</b></p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
12		<p>Safety features in a bathroom of a nursing home.</p> <ul style="list-style-type: none"> <li>No electrical equipment such as hair dryers – <b>to prevent electrocution</b></li> <li>No cracked mirrors – <b>to prevent injury</b></li> <li>Water not too hot/cold water drawn first/water temperature regulator – <b>to prevent scalding</b></li> <li>No ruffled mats/rugs – <b>to prevent falls/trips</b></li> <li>No medicines – <b>to prevent poisoning/overdose</b></li> <li>No cleaning materials – <b>to prevent poisoning</b></li> <li>Bathmats – <b>to prevent slipping/falls</b></li> <li>Call bell/buzzer – <b>for emergency assistance</b></li> <li>Electrical equipment must be serviced annually – <b>to prevent accidents through poorly maintained equipment</b></li> <li>Hoists/moving &amp; handling equipment must be serviced annually – <b>to prevent injury/accidents through poorly maintained equipment</b></li> <li>Warning signs/hot water signs/slippy surface signs – <b>to prevent injury/accidents/scalds</b></li> <li>Staff training - <b>to raise awareness of risk and potential injury through flood/faulty equipment</b></li> <li>Conduct risk assessments- <b>to reduce potential accidents to people who use services/staff</b></li> <li>Spillages to be cleaned up – <b>to reduce the risk of slips/falls</b></li> <li>Grab handles/hand rails/shower seat/raised toilet seat – <b>to prevent slips/falls</b></li> </ul>	6	<p>This is a level of response question – the number of ticks will not necessarily correspond with the number of marks awarded. The focus of this question is explanation</p> <p><b>Level 3 check list</b></p> <ul style="list-style-type: none"> <li>Three safety features</li> <li>Detailed explanation</li> <li>Developed answer - dependency of feature/consequences</li> <li>QWC- high</li> </ul> <p><b>Level 2 check list</b></p> <ul style="list-style-type: none"> <li>Two safety features</li> <li>Attempt explanation</li> <li><b>QWC mid likely to be some errors.</b></li> </ul> <p><b>Level 1 check list</b></p> <ul style="list-style-type: none"> <li>Identification/list like</li> <li>Limited explanation</li> <li><b>QWC likely to be poor</b></li> </ul>	<p><b>Level 3: (5-6 marks)</b> Candidates will give a <b>detailed</b> explanation of three safety features. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the work. There will be few errors of grammar, punctuation and spelling.</p> <p><b>Level 2: (3-4 marks)</b> Candidates will <b>attempt</b> to explain two safety features. Answers will be factually accurate. There will be evidence of coherence within the answers. There will be noticeable errors of grammar, punctuation and spelling. <b>Sub-max 3 if one feature answered well</b></p> <p><b>Level 1: (1-2 marks)</b> Candidates will give a <b>limited</b> explanation of safety features. 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 will be noticeable and intrusive.</p> <p><b>0 marks</b> – no response or no response worthy of credit</p>

Question	Answer	Mark	Guidance
13	Reasons for Risk Assessments: <ul style="list-style-type: none"> <li>• Staff/service users/visitors have a right to be protected/kept safe from harm</li> <li>• Examine/check/assess what could cause harm to people/hazards/risks</li> <li>• To prevent accidents/illness/danger</li> <li>• To reduce insurance costs</li> <li>• To reduce litigation/court cases</li> <li>• Staff/service users/visitors will feel confident knowing risk assessments are carried out</li> <li>• Staff trained to spot risks likely to reduce risks/accidents</li> <li>• To look at precautions that are already in place</li> </ul>	4	No repeats

Question	Answer	Marks	Guidance	
14	<p>Hazards:</p> <ul style="list-style-type: none"> <li>• Resource cupboard too close to fire exit – <b>fire hazard/not safe exit/risk of falls</b></li> <li>• Book corner and activity area too close – <b>people may collide/trip/fall</b></li> <li>• Sand/water too close to electric sockets – <b>potential danger with water and electricity</b></li> <li>• Electric sockets near where children are playing- <b>socket protectors not explicit</b></li> <li>• Steps leading to reception – <b>dangerous for parents and carers with pushchairs/buggies/wheelchairs</b></li> <li>• Fire extinguisher in cloakroom – <b>not accessible/not adequate for number of rooms</b></li> <li>• Only one first aid box – <b>inadequate for potential accidents</b></li> <li>• Hot drinks machine - <b>in poor location could cause scalds through people tripping/colliding</b></li> <li>• Fire doors facing inwards – <b>prevent efficient escape route</b></li> </ul> <p><b>Precautions already in place:</b></p> <ul style="list-style-type: none"> <li>• First aid box – <b>situated for easy access</b></li> <li>• Fire blanket in kitchen – <b>good practice/good location</b></li> <li>• Toilets opposite nursery rooms – <b>close proximity and easy access</b></li> <li>• Toilets opposite reception/cloakroom – <b>easy access/good location</b></li> <li>• Good location of reception – <b>to monitor people entering the nursery</b></li> </ul> <p><b>Who might be harmed:</b></p> <ul style="list-style-type: none"> <li>• Nursery staff</li> <li>• Children</li> <li>• Cleaners</li> <li>• Parents/carers</li> <li>• Visitors</li> <li>• People with disabilities/wheelchairs</li> </ul>	8	<p><b>Content</b></p> <p>This is a level of response question – the number of ticks will not necessarily correspond with the number of marks awarded. The focus of this question is assessment.</p> <p><b>Level 3 Check List:</b></p> <ul style="list-style-type: none"> <li>• At least 3 hazards linked to who and precautions needed</li> <li>• Developed answer - dependency of effect/consequences</li> <li>• Consideration of precautions already in place</li> <li>• QWC High</li> </ul> <p><b>Level 2 Check List:</b></p> <ul style="list-style-type: none"> <li>• Sound links- hazard who is at risk</li> <li>• Some consideration of precautions</li> <li>• QWC mid -likely to be some errors</li> </ul> <p><b>Level 1 Check List:</b></p> <ul style="list-style-type: none"> <li>• Identification/list like</li> <li>• Limited awareness of precautions</li> <li>• <b>QWC- likely to be poor</b></li> </ul> <p>Annotation:</p> <p> = hazard</p> <p> = for who is at harm</p> <p> = adequate precautions.</p>	<p><b>Levels of response</b></p> <p><b>Level 3: (7-8 marks)</b> Candidates will make detailed and well argued judgements showing clear links between the hazards and the care workers and the individuals. Explicit reference to the safety issues of the children will be included. Candidates will indicate consideration of precautions that are already in place.</p> <p><b>Level 2: (4-6 marks)</b> Candidates will identify hazards and make sound links between the care workers and the individuals and the risks. Likely to be no explicit reference to the safety issues of the children. Candidates will show some consideration of precautions.</p> <p><b>Level 1: (1-3 marks)</b> 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.</p> <p><b>0 marks</b> – no response or no response worthy of credit</p>

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