

GCSE

Health and Social Care

Unit **A914**: Safeguarding and Protecting Individuals

General Certificate of Secondary Education

Mark Scheme for June 2018

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, 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 2018

These are the annotations which are to be used when marking A914

Annotation	Meaning of annotation
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Tick – correct answer
	Cross – incorrect answer
	Development of point (use only on questions where stated in the mark scheme)
	Level 1
	Level 2
	Level 3
	Benefit of doubt (This does count as a mark – so do not ‘tick’ as well)
	Omission mark
	Too vague
	Repeat
	Noted but no credit given
	Example

ADDITIONAL OBJECTS: You **must** annotate responses on any additional objects, using the above annotations. If no credit is to be awarded for the answer on the additional object, please use the annotation ‘seen’. If the page is blank use ‘BP’.

Question	Answer	Marks	Guidance
1	<p>One mark for an identification. Three required. One mark for a reason. Three required.</p> <p>Personal hygiene:</p> <ul style="list-style-type: none"> • clean hair • clean teeth • clean clothes / uniform • correct hand washing technique / wash hands • use of hand gel • open wounds covered • no jewellery • no nail polish • piercings covered / removed • use of disposable gloves/apron/overall • hair tied back / hairnet / hygiene hat <p>Reasons:</p> <ul style="list-style-type: none"> • no jewellery - removes places for bacteria to be trapped • nail polish / hair can't drop into food and contaminate it • oral hygiene – prevents infections / bad breath • barrier method reduces / prevents transfer of bacteria • ensures high level of cleanliness • prevents transfer of bacteria • destroys bacteria / kills germs • stops others coming into contact with bacteria/germs • carries less bacteria/germs • reduces opportunity for spreading bacteria/germs • showering – removes bacteria 	<p>6 (3x1 + 3x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>Some answers are interchangeable – but do not credit repetition.</p> <p>Must state type of 'gloves' – plastic/disposable/rubber</p>



Question	Answer/Indicative content	Mark	Guidance
2 (i)	<p>One mark for identification. Two required.</p> <p>Diseases/illnesses that must be reported:</p> <ul style="list-style-type: none"> • Anthrax • Food poisoning • Hepatitis • Legionella / Legionnaire's disease • Malaria • Measles • Meningitis • Salmonella • Tetanus • Tuberculosis / TB • Typhoid • Typhus • Occupational diseases eg: <ul style="list-style-type: none"> - carpal tunnel syndrome - tendonitis - occupational asthma - asbestosis - occupational dermatitis / skin cancer 	2 (2x1)	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1352 411 1718 493" style="border: 1px solid black; padding: 5px; text-align: center;"> ^ TV REP SEEN </div> <p>Credit a named disease from the list or 'occupational diseases' on its own.</p> <p>A full list of all reportable occupational diseases can be found at: http://www.hse.gov.uk/riddor/occupational-diseases.htm</p>

Question		Answer/Indicative content	Mark	Guidance
2	(ii)	<p>One mark for identification. Two required.</p> <p>Problems with the building or environment that must be reported:</p> <ul style="list-style-type: none">• overflowing drains / sewage system flooding• chemical spills• chemical leaks• gas leaks	2 (2x1)	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;">^ TV REP SEEN</div>

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
3	<p>Dealing with a body fluid spillage on the floor of a hospital ward:</p> <ul style="list-style-type: none"> • should be dealt with immediately • cordon off area • put on protective clothing - disposable gloves and apron • stop any further spillage • cover spillage with a disinfectant solution • cover with paper towels and leave, if possible for 30 minutes • put the paper towels in a plastic bag, tie it closed • dispose of the plastic bag into a yellow biohazard bag which should be sealed and labelled 'clinical waste' • clean the spill site thoroughly with detergent and hot water <p>How the risk of infection is reduced:</p> <ul style="list-style-type: none"> • prevents cross infection • removes the biohazard • disinfectant - destroys bacteria • stops others coming into contact with the bodily fluid • protective clothing - barrier method prevents transfer of bacteria 	6	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is explanation.</p> <p>Level 3 - check List</p> <ul style="list-style-type: none"> • detailed explanation • correct priority • clear understanding of the method with two or more actions described • reference to reducing the spread of infection • relevant to a hospital ward / body fluid • QWC – high <p>Level 2 - check list</p> <ul style="list-style-type: none"> • sound explanation • some understanding of the method with one or more actions described • some knowledge of reducing the spread of infection • some reference to a hospital ward / body fluid • QWC – mid <p>Level 1 - check list</p> <ul style="list-style-type: none"> • basic explanation • one or more actions identified • lacks clarity or relevance • may be list like 	<p>Level 3: (5-6 marks) Candidates will give a detailed explanation of at least two actions the staff should take to deal with a body fluid spillage on a hospital ward, with reference to reducing the risk of infection. 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>Level 2: (3-4 marks) Candidates will explain one or more actions the staff should take to deal with a body fluid spillage on a hospital ward, with some reference to reducing the risk of infection. There will be evidence of coherence within the answers. There may be some errors of grammar, punctuation and spelling. Sub max of 3 - if one action described well or several identified but not fully developed.</p> <p>Level 1: (1-2 marks) Candidates will give a basic explanation of actions the staff should take to deal with a body fluid spillage on a hospital ward, which may not reference reducing the risk of infection. Answers may be list like. Understanding will be superficial. Answers are likely to be muddled, demonstrating little knowledge or understanding. Errors</p>

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
			<ul style="list-style-type: none"> • QWC – low <p>Do not accept:</p> <ul style="list-style-type: none"> • clean / mop the floor 	<p>of grammar and spelling may be noticeable and intrusive.</p> <p>0 marks = response not worthy of credit</p> <p>SEEN for a zero mark response</p>

Question	Answer/Indicative content	Mark	Guidance
4	<p>Two required. One mark each.</p> <p>The regulations require employers in care settings to:</p> <ul style="list-style-type: none"> • carry out risk assessments to identify the level of first aid provision required • train and appoint staff to give first aid • provide appropriate first aid equipment and facilities for giving first aid / first aid box in every care setting • keep a record of accidents and incidents that require first aid intervention • have an adequate number of first aid trained personnel: <ul style="list-style-type: none"> - small workplace – one named appointed person - larger workplaces one first aider for every 50 employees 	2 (2x1)	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>Any two points.</p> <p>Wording of answers does not have to exactly match that on the mark scheme.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • specified contents of first aid box

Question	Answer/Indicative Content	Mark	Guidance	
			Content	Levels of response
5	<p>Breathing difficulties - Procedures and reasons:</p> <p>Reassure casualty – to reduce panic in the casualty</p> <p>Sit casualty down – so they feel safe (do not lie casualty down)</p> <p>Ask casualty to lean forward – to aid breathing</p> <p>Loosen tight clothing around the neck – to make breathing less restricted</p> <p>Keep casualty calm – so they do not become exhausted</p> <p>**see note below for asthma/choking</p> <p>Call 999 if no improvement / if casualty is getting worse – for professional medical attention</p> <p>**If casualty has asthma:- Help casualty to use inhaler – to open their airways and relieve symptoms After 3 - 5 minutes use inhaler again</p> <p>**If casualty is choking, to remove any blockage from their airway:- Instruct to cough hard Five sharp slaps between shoulder blades Heimlich manoeuvre/abdominal thrusts – repeat until help arrives</p> <p>It is not expected that every action listed in the mark scheme will be given by the candidate. However the</p>	6	<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p>This is a levels of response question – marks must be awarded on the quality of the response given. The focus of the question is explanation.</p> <p>Level 3 – Check List</p> <ul style="list-style-type: none"> • detailed explanation • correct priority – with reasons • correct use of technical language • QWC high <p>Level 2 – Check List</p> <ul style="list-style-type: none"> • sound explanation • appropriate priority • at least one reason • QWC mid <p>Level 1 – Check list</p> <ul style="list-style-type: none"> • descriptive (upper end), list like (low end) • minimal or no reasons • errors in priority • QWC low <p>Annotation:</p> <p> procedure</p> <p> reason</p>	<p>Level 3 (5-6 marks)</p> <p>Candidates will give a detailed explanation of the first aid procedure for the casualty. 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>Level 2 (3-4 marks)</p> <p>Candidates will give a sound explanation of the first aid procedure for a casualty with breathing difficulties. There will be evidence of coherence within the answers. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1 (1-2 marks)</p> <p>Candidates give a limited explanation of the first aid procedure for the casualty. Answers may be descriptive or at the bottom end list like. Answers may be muddled, demonstrating little knowledge or understanding. There may be errors in the priority of treatment. Errors of grammar and spelling may be noticeable and intrusive.</p> <p>0 marks = no response worthy of</p>

Question	Answer/Indicative Content	Mark	Guidance	
			Content	Levels of response
	order of priority for the actions provided must be appropriate.		Appropriate order of priority is required for level 2.	credit NR = no response

Question	Answer	Marks	Guidance																
6	<p>Six points required. One mark each.</p> <p>Answers are in bold:</p> <table border="1" data-bbox="338 352 1487 1350"> <thead> <tr> <th data-bbox="338 352 913 416">First aid action</th> <th data-bbox="913 352 1487 416">Reason why</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 416 913 539"><i>Ask someone to call 999 and get a first aid kit as soon as possible.</i></td> <td data-bbox="913 416 1487 539"><i>To obtain professional help as bleeding is severe.</i></td> </tr> <tr> <td data-bbox="338 539 913 662">Clothing should be removed from the area of the wound.</td> <td data-bbox="913 539 1487 662"><i>To expose the wound and give a clear view of it.</i></td> </tr> <tr> <td data-bbox="338 662 913 810"><i>Do not remove the glass from the wound.</i></td> <td data-bbox="913 662 1487 810">Removing it could cause the bleeding to get worse if the glass is acting as a plug preventing further bleeding.</td> </tr> <tr> <td data-bbox="338 810 913 959">Sterile dressings should be placed each side of the glass in the wound to build up padding on either side.</td> <td data-bbox="913 810 1487 959"><i>So that pressure can be applied on either side of the wound to try and slow down the bleeding, without pushing the glass further in to the arm.</i></td> </tr> <tr> <td data-bbox="338 959 913 1082"><i>The wounded arm should be raised above the heart and supported.</i></td> <td data-bbox="913 959 1487 1082">To help reduce the blood flow to the arm and slow down the blood loss.</td> </tr> <tr> <td data-bbox="338 1082 913 1204">The casualty should be helped to lie down on a blanket if available.</td> <td data-bbox="913 1082 1487 1204"><i>The casualty may be feeling faint and it will be easier to elevate their arm from this position.</i></td> </tr> <tr> <td data-bbox="338 1204 913 1350"><i>If the blood continues to seep through, a second dressing can be put on top of the first dressing.</i></td> <td data-bbox="913 1204 1487 1350">To keep the pressure continuous.</td> </tr> </tbody> </table>	First aid action	Reason why	<i>Ask someone to call 999 and get a first aid kit as soon as possible.</i>	<i>To obtain professional help as bleeding is severe.</i>	Clothing should be removed from the area of the wound.	<i>To expose the wound and give a clear view of it.</i>	<i>Do not remove the glass from the wound.</i>	Removing it could cause the bleeding to get worse if the glass is acting as a plug preventing further bleeding.	Sterile dressings should be placed each side of the glass in the wound to build up padding on either side.	<i>So that pressure can be applied on either side of the wound to try and slow down the bleeding, without pushing the glass further in to the arm.</i>	<i>The wounded arm should be raised above the heart and supported.</i>	To help reduce the blood flow to the arm and slow down the blood loss.	The casualty should be helped to lie down on a blanket if available.	<i>The casualty may be feeling faint and it will be easier to elevate their arm from this position.</i>	<i>If the blood continues to seep through, a second dressing can be put on top of the first dressing.</i>	To keep the pressure continuous.	6 (6x1)	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross.</p> <p>Wording of answers does not have to exactly match that on the mark scheme.</p>
First aid action	Reason why																		
<i>Ask someone to call 999 and get a first aid kit as soon as possible.</i>	<i>To obtain professional help as bleeding is severe.</i>																		
Clothing should be removed from the area of the wound.	<i>To expose the wound and give a clear view of it.</i>																		
<i>Do not remove the glass from the wound.</i>	Removing it could cause the bleeding to get worse if the glass is acting as a plug preventing further bleeding.																		
Sterile dressings should be placed each side of the glass in the wound to build up padding on either side.	<i>So that pressure can be applied on either side of the wound to try and slow down the bleeding, without pushing the glass further in to the arm.</i>																		
<i>The wounded arm should be raised above the heart and supported.</i>	To help reduce the blood flow to the arm and slow down the blood loss.																		
The casualty should be helped to lie down on a blanket if available.	<i>The casualty may be feeling faint and it will be easier to elevate their arm from this position.</i>																		
<i>If the blood continues to seep through, a second dressing can be put on top of the first dressing.</i>	To keep the pressure continuous.																		

Question	Answer/Indicative content	Mark	Guidance
7	<p>One mark for identification. One required.</p> <ul style="list-style-type: none"> Financial abuse 	<p>1 (1x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross.</p> <p>Accept:</p> <ul style="list-style-type: none"> theft

Question	Answer/Indicative content	Mark	Guidance
8	<p>One mark for a reason. Two required.</p> <ul style="list-style-type: none"> lack of training / unqualified staff inexperienced care workers lack of policies / procedures no mentoring system for help and advice the care workers are in a position of power – the service users need their help/are dependent on them care workers feel they are in control so they can do what they like see the service users as weak and easy to exploit / take advantage of lose patience with them cut corners – to make their job easier, quicker overworked – too many individuals to provide care for discrimination – individuals receiving care are seen as inferior, less valued 	<p>2 (2x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> ^ TV REP SEEN </div>

Question	Answer	Marks	Guidance
9	<p>One mark for identification. One required.</p> <p>Equality Act 2010</p> <p>Previous legislation: Disability Discrimination Act 2005 Chronically Sick and Disabled Persons Act 1986 NHS and Community Care Act 1990</p>	<p>1 (1x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross.</p> <p>Date not required.</p> <p>Must state 'Act'. Must give the correct name of the Act</p> <p>If Act is named incorrectly: – use omission mark for missing word – highlight plural e.g. 'equalities' 'disabilities'</p>

Question	Answer	Marks	Guidance
10 (i)	<p>One mark for an identification. Two required.</p> <p>Ill-treatment:</p> <ul style="list-style-type: none"> • physical – slapping • verbal abuse - regular shouting • bullying – making fun of • emotional - deliberately confusing them • psychological – humiliating them 	<p>2 (2x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross.</p> <p>Accept:</p> <ul style="list-style-type: none"> • just 'physical', 'verbal' etc • just the example e.g. 'hitting', 'making fun of'

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
10 (ii)	<p>Examples of effects:</p> <p>Low self-esteem and low self-confidence – due to the unkind treatment from Martin making fun of them, shouting at them and slapping them</p> <p>Become aggressive towards others – because they are angry, may start to bully others</p> <p>May blame themselves – start to think it is their own fault for being laughed at and made fun of</p> <p>Will not trust people – and so will find it difficult to form friendships / have relationships with others</p> <p>Frightened / scared / worried – mental health may deteriorate, feel under threat, uncertain</p> <p>Embarrassed / humiliated – because of the way Martin laughs at them and confuses them</p> <p>Disempowered / feel useless – self-fulfilling prophecy, they begin to believe they are useless because of Martin confusing them</p> <p>Withdrawn / isolated / stop communicating – because they feel devalued, unimportant and not wanted</p> <p>May self-harm – because of the situation they are in where they lack any control</p> <p>Physical injuries – due to the violent treatment from Martin</p>	6	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is explanation.</p> <p>Level 3 -check List</p> <ul style="list-style-type: none"> • detailed explanation – dependency of effect/cause • two or more effects • QWC – high <p>Level 2 –check list</p> <ul style="list-style-type: none"> • sound explanation • one or two effects • may identify several effects but explanation not fully developed • QWC – mid <p>Level 1 - check list</p> <ul style="list-style-type: none"> • basic explanation / description • may be list like • QWC – low <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p>	<p>Level 3: (5-6 marks) Candidates will give a detailed explanation of at least 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.</p> <p>Level 2: (3-4 marks) Candidates will provide a sound explanation of one or two effects. There will be evidence of coherence within the answers. There may be some errors of grammar, punctuation and spelling. Sub max of 3 - if one effect explained well or several identified but not fully developed</p> <p>Level 1: (1-2 marks) Candidates will give a basic analysis of the effects. Answers may be list like. Understanding will be superficial. Answers may be muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p>



Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
	Mental health – anxiety, depression, eating disorders Accept other appropriate effects.			0 marks = response not worthy of credit SEEN for a zero mark response

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
11	<p>Ways wider society helps to protect vulnerable individuals:</p> <p>Legislation – raises awareness of issues in society, gives people rights that can be enforced by law</p> <p>DBS checks (CRB) – safer recruitment, prevents unsuitable people working with vulnerable groups</p> <p>POVA – list of people who are banned from working with vulnerable individuals</p> <p>CQC inspections – monitors quality of service provision, identifies good / poor practice, can put setting into ‘special measures’ and prosecute cases where individuals are harmed or placed in danger of harm</p> <p>Staff training / qualified staff – staff know how to provide quality care, are aware of safeguarding issues</p> <p>Referrals –neighbours reporting concerns to social services</p> <p>Inter-agency working – staff liaising, NHS, social services etc</p> <p>Charities – raising awareness, volunteers</p>	4	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is explanation.</p> <p>Level 2 checklist</p> <ul style="list-style-type: none"> • detailed description • two ways • use of correct terminology • QWC – High <p>Level 1 checklist</p> <ul style="list-style-type: none"> • basic description that lacks clarity • one or more ways • limited terminology • QWC – Mid - low 	<p>Level 2 (3–4 marks) Answer provides a detailed description of two ways wider society helps to protect vulnerable individuals. Answers will be coherent, using correct terminology.</p> <p>Level 1 (1–2 marks) Answer provides a basic description of one or two ways wider society helps to protect vulnerable individuals. List like or muddled answers should be placed in this band. Limited use of terminology.</p> <p>0 marks = response not worthy of credit</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>SEEN for a zero mark response</p>

Question	Answer	Marks	Guidance
12	<p>One mark for a correct point. Three required.</p> <p>Pan fire e.g. chip pan / oil</p> <ol style="list-style-type: none"> 1. Turn off the heat source if it is safe to do so (Do not attempt to move the pan) 2. Pull the tapes to release the fire blanket from its container 3. Hold the blanket in a shield position and if possible wrap the blanket around your hands for protection 4. Place the blanket gently over the pan/container to smother the fire 5. Leave the pan to cool completely – do not attempt to uncover until it is completely cool <p>Personal clothing fires</p> <ol style="list-style-type: none"> 1. Pull the tapes to release the blanket from its container 2. Hold the blanket in a shield position and if possible wrap the blanket around your hands for protection 3. Wrap the fire blanket around the person who is on fire to smother the flames 	<p>3 (1x1 + 2x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> ^ TV REP SEEN </div> <p>1 mark available for a correct situation</p> <p>plus</p> <p>2 marks for any two steps describing use of a fire blanket, in the correct order.</p> <p>Accept:</p> <ul style="list-style-type: none"> • answers for either a pan fire or clothing fire • any steps in the correct order <p>Do not accept:</p> <ul style="list-style-type: none"> • dampening or wetting the fire blanket

Question	Answer			Marks	Guidance
13	One mark for an identification. Three required.			3 (3x1)	<p>Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1697 432 2063 512" style="border: 1px solid black; padding: 5px; text-align: center;"> A TV REP SEEN </div> <p>If more than one answer is given in the box: No mark should be awarded.</p> <p>Crossed Out Responses Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.</p>
Colour	Used for:	Type of extinguisher			
cream marking	flammable liquids	foam			
red marking	wood, paper, textiles	water			
blue marking	electrical fires	dry powder			

Question	Answer/Indicative Content		Mark	Guidance	
				Content	Levels of response
14	Hazards:			<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p>This is a levels of response question – marks must be awarded on the quality of the response given.</p> <p>Level 3 Check List:</p> <ul style="list-style-type: none"> at least 3 hazards linked to risks consideration of at least one precaution already in place – adequate? explanation of at least one additional precaution QWC – high <p>Level 2 Check List</p> <ul style="list-style-type: none"> sound links – hazards linked to risks some consideration of precautions – existing &/or additional QWC –mid <p>Level 1 Check List</p> <ul style="list-style-type: none"> identification of hazards/risks may be list-like limited awareness of precautions QWC – low 	<p>Level 3 (7-8 marks) Candidates will make detailed and well-argued judgements of at least 3 hazards with clear links to why and how people might be at risk. They will consider precautions that are already in place and explain additional precautions. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2 (4-6 marks) Candidates will describe hazards making sound links between the hazards and how people might be at risk. They will give some consideration of the precautions needed. Answers will be factually accurate. Some use of technical terminology. There will be evidence of coherence within the answers. There may be noticeable errors of grammar, punctuation and spelling.</p>
	Hazard:	Risk:			
	Electric cables from lamps – lounge and sunroom	<i>Trip hazard because of their position</i>			
	Electric cables trailing from TV	<i>Trip hazard for residents moving in and out of lounge area</i>			
	Furniture arrangement in lounge area	<i>No clear route to walk through, the tables and chairs are obstacles</i>			
	Rugs in hallway and in front of door to lounge/dining room	<i>Risk of tripping over them Difficult for those with mobility issues / wheelchairs</i>			
	No fire extinguisher in the kitchen	<i>Most likely area for a fire to break out</i>			
	Front entrance and garden doors have steps	<i>Lack of ramps for quick exit in an emergency</i>			
	Fire escape route blocked by dining tables/chairs	<i>Dangerous for elderly residents, those in wheelchairs – slows down evacuation</i>			
	Fire exit door opens inwards	<i>Restricts / slows / obstructs exit</i>			
Fire extinguisher in sun room	<i>Not very accessible in an emergency</i>				
Staff, residents, visitors, relatives – all at risk					

Question	Answer/Indicative Content	Mark	Guidance											
			Content	Levels of response										
	<p><u>Are existing precautions adequate?:</u></p> <table border="1"> <thead> <tr> <th>Precaution:</th> <th>Adequate?</th> </tr> </thead> <tbody> <tr> <td>Ramp outside dining area fire exit</td> <td>safe, easy access especially for wheelchair users and those with mobility difficulties</td> </tr> <tr> <td>Two first aid boxes</td> <td>situated in reception and kitchen for easy access</td> </tr> <tr> <td>Fire blanket in kitchen</td> <td>good practice /appropriate location / easy access</td> </tr> <tr> <td>Round edged tables</td> <td>no sharp corners to cause injury</td> </tr> </tbody> </table>	Precaution:	Adequate?	Ramp outside dining area fire exit	safe, easy access especially for wheelchair users and those with mobility difficulties	Two first aid boxes	situated in reception and kitchen for easy access	Fire blanket in kitchen	good practice /appropriate location / easy access	Round edged tables	no sharp corners to cause injury		<p>Annotation:</p> <p> = hazard / risk identified</p> <p> = explanation of hazard / risk / precaution</p> <p>EG = identifying existing precaution OR additional precaution</p> <p>Do not credit: hazards or precautions that are not shown on the plan. e.g. hot drinks machine</p>	<p>Sub max 4 – if no consideration of precautions (existing or additional)</p> <p>Level 1 (1-3 marks) Candidates will identify hazards/risks but make few links between the why people might be at risk and the precautions needed. Answers may be list like. Understanding will be superficial. Answers may be muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p>0 marks – response not worthy of credit</p>
Precaution:	Adequate?													
Ramp outside dining area fire exit	safe, easy access especially for wheelchair users and those with mobility difficulties													
Two first aid boxes	situated in reception and kitchen for easy access													
Fire blanket in kitchen	good practice /appropriate location / easy access													
Round edged tables	no sharp corners to cause injury													

Question	Answer/Indicative Content	Mark	Guidance																	
			Content	Levels of response																
	<p><u>Suggested additional precautions:</u></p> <table border="1"> <thead> <tr> <th>Additional precaution:</th> <th>Why?</th> </tr> </thead> <tbody> <tr> <td>Fire extinguisher by every exit</td> <td><i>good practice / good location / easy access</i></td> </tr> <tr> <td>Ramp outside front entrance and garden doors</td> <td><i>easy access, in the event of an emergency, for wheelchair users and those with mobility difficulties</i></td> </tr> <tr> <td>Rearrange tables and chairs in lounge area</td> <td><i>easier access, reduces risk of people colliding, tripping etc safer in in an emergency</i></td> </tr> <tr> <td>Fire extinguisher in the kitchen</td> <td><i>good practice – area most likely to catch fire</i></td> </tr> <tr> <td>Remove rugs</td> <td><i>reduces risk of trips and falls which could injure residents particularly</i></td> </tr> <tr> <td>Have a TV unit with cable management & rearrange lamps so no cables are trailing</td> <td><i>removes trip hazards</i></td> </tr> <tr> <td>Remove table and chairs from in front of fire exit</td> <td><i>Leaves a clear route through the room for staff/visitors/ residents and to fire exit in an emergency</i></td> </tr> </tbody> </table>	Additional precaution:	Why?	Fire extinguisher by every exit	<i>good practice / good location / easy access</i>	Ramp outside front entrance and garden doors	<i>easy access, in the event of an emergency, for wheelchair users and those with mobility difficulties</i>	Rearrange tables and chairs in lounge area	<i>easier access, reduces risk of people colliding, tripping etc safer in in an emergency</i>	Fire extinguisher in the kitchen	<i>good practice – area most likely to catch fire</i>	Remove rugs	<i>reduces risk of trips and falls which could injure residents particularly</i>	Have a TV unit with cable management & rearrange lamps so no cables are trailing	<i>removes trip hazards</i>	Remove table and chairs from in front of fire exit	<i>Leaves a clear route through the room for staff/visitors/ residents and to fire exit in an emergency</i>			
Additional precaution:	Why?																			
Fire extinguisher by every exit	<i>good practice / good location / easy access</i>																			
Ramp outside front entrance and garden doors	<i>easy access, in the event of an emergency, for wheelchair users and those with mobility difficulties</i>																			
Rearrange tables and chairs in lounge area	<i>easier access, reduces risk of people colliding, tripping etc safer in in an emergency</i>																			
Fire extinguisher in the kitchen	<i>good practice – area most likely to catch fire</i>																			
Remove rugs	<i>reduces risk of trips and falls which could injure residents particularly</i>																			
Have a TV unit with cable management & rearrange lamps so no cables are trailing	<i>removes trip hazards</i>																			
Remove table and chairs from in front of fire exit	<i>Leaves a clear route through the room for staff/visitors/ residents and to fire exit in an emergency</i>																			

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

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; The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA
Registered Company Number: 3484466
OCR is an exempt Charity

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

© OCR 2018

