

Cambridge Technicals

Health and Social Care

Unit 2C: Health and safety in practice

Level 2 Cambridge Technical in Health and Social Care
05880 - 05881

Mark Scheme for June 2024

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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.

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MARKING INSTRUCTIONS

MARKING INSTRUCTIONS – FOR MARKING ON-SCREEN AND FOR PAPER BASED MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the on screen 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the on screen messaging system, or by email.
5. Crossed Out, Rubric Error (Optional Questions) and Multiple Responses

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.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate). *When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.












6. Always check the additional pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen. The 'link page' check box should be used within on screen marking to link candidate responses in additional objects to the corresponding question number.
 - a. Where additional objects are present, all pages must contain an annotation, or the system will not allow you to submit the script. Where no response is given by a candidate on a whole page the 'BP' annotation **must** be applied.
 - b. Where generic answer booklets are used, all pages must contain an annotation, or the system will not allow you to submit the script. Where no response is given by a candidate on a whole page the 'BP' annotation **must** be applied.
 - c. Where structured answer booklets are used, the 'BP' annotation **must** be applied to all pages where no response is given by a candidate.
7. There is a NR (No Response) option. Award NR (No Response)
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the questionNote: Award 0 marks – for an attempt that earns no credit (including copying out the question)

8. The on screen comments **box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the system messaging system, or e-mail.
9. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

Descriptor	Award mark
<ul style="list-style-type: none">On the borderline of this level and the one below	<ul style="list-style-type: none">At bottom of level
<ul style="list-style-type: none">Just enough achievement on balance for this level	<ul style="list-style-type: none">Above bottom and either below middle or at middle of level (depending on number of marks available)
<ul style="list-style-type: none">Meets the criteria but with some slight inconsistency	<ul style="list-style-type: none">Above middle and either below top of level or at middle of level (depending on number of marks available)
<ul style="list-style-type: none">Consistently meets the criteria for this level	<ul style="list-style-type: none">At top of level

10. Annotations

These are the annotations to be used when marking Unit 2.

Annotation	Meaning
	Tick – correct answer
	Cross – incorrect answer
	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
 or 	Noted but no credit given


11. Subject-specific marking instructions





Question	Answer	Marks	Guidance
1	<p data-bbox="264 228 331 260">(a)</p> <p data-bbox="360 228 943 260">Two marks for the description. One required</p> <p data-bbox="360 292 1061 355">Health and safety management can include any of the following:</p> <ul style="list-style-type: none"> <li data-bbox="360 395 1111 595">• Organised efforts and procedures to identify: <ul style="list-style-type: none"> <li data-bbox="416 467 719 499">➤ Workplace hazards <li data-bbox="416 499 701 531">➤ Reduce accidents <li data-bbox="416 531 1111 595">➤ Reduce risk of exposure to harmful situations and substances <li data-bbox="360 635 1099 1145">• Training staff in: <ul style="list-style-type: none"> <li data-bbox="416 707 719 738">➤ Accident prevention <li data-bbox="416 738 701 770">➤ Accident response <li data-bbox="416 770 801 802">➤ Preparing for emergencies <li data-bbox="416 802 869 834">➤ Providing necessary equipment <li data-bbox="405 874 1099 1145">• Other relevant aspects: <ul style="list-style-type: none"> <li data-bbox="416 946 981 978">➤ Identifying who has overall responsibility <li data-bbox="416 978 734 1010">➤ Monitoring processes <li data-bbox="416 1010 1099 1074">➤ Ensuing that all procedures and policies are up to date <li data-bbox="416 1074 1099 1137">➤ The development of new policies and procedures in light of up dated legislation 	<p data-bbox="1144 228 1252 292">2 (1 x 2)</p>	<p data-bbox="1274 228 1973 323">Annotation: The number of ticks must match the number of marks awarded.</p> <p data-bbox="1274 363 2029 459">Two marks For a clear and relevant description of the term health and safety</p> <p data-bbox="1274 499 2018 627">One mark For an identification or brief description of the term health and safety. Answers may be short, with very limited or no descriptive content, or vague.</p> <p data-bbox="1274 667 1951 730">For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1285 751 1704 852" style="border: 1px solid black; padding: 5px; text-align: center;"> ⋈ TV REP SEEN </div>


Question		Answer	Marks	Guidance
1	(b)	<p>One mark for each correct answer. One required</p> <p>Legislation relevant to health and safety:</p> <ul style="list-style-type: none"> Health and Safety at Work Act / HASAWA Control of Substances Hazardous to Health / COSHH Reporting of Injuries, Diseases and Dangerous Occurrences Regulations / RIDDOR Manual Handling Operations Regulations / MHOR 	<p>1 (1 x 1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: flex; gap: 10px;"> ^ TV REP SEEN </div>

Question		Answer	Marks	Guidance						
1	(c)	<p>One mark for each correct answer. Two required</p> <p>Only the two highlighted responses are correct</p> <table><tr><td>The importance of legislation</td></tr><tr><td>Ensures adequate training</td></tr><tr><td>Gives suggestions for working practices</td></tr><tr><td>Monitors all staff</td></tr><tr><td>Prevents all accidents and injuries</td></tr><tr><td>Protects individuals</td></tr></table>	The importance of legislation	Ensures adequate training	Gives suggestions for working practices	Monitors all staff	Prevents all accidents and injuries	Protects individuals	<p>2 (2 x 1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div><div>^</div><div>TV</div><div>REP</div><div>SEEN</div></div>
The importance of legislation										
Ensures adequate training										
Gives suggestions for working practices										
Monitors all staff										
Prevents all accidents and injuries										
Protects individuals										

Question	Answer	Marks	Guidance
1	<p>(d)</p> <p>Two marks for the description. One required How hazardous substances could pose a risk to children in a nursery:</p> <ul style="list-style-type: none"> • Skin: burnt / possibility of skin drafts • Eyes: irritation / irreparable damage / loss of sight • Drinking / swallowing substance: damage to mouth, throat and digestive system / irreparable damage • Mistaking the substance as a drink • Mistaking the substance as a drink and giving it to another child • Difficulty in breathing / asphyxiation • Allergic reaction • Death • Incorrect storage / easy access for the children <p>The following information on COSHH may provide useful background or context in marking this question: COSHH covers substances that are hazardous to health. Substances can take many forms and include:</p> <ul style="list-style-type: none"> ▪ chemicals ▪ products containing chemicals ▪ fumes ▪ dusts ▪ vapours ▪ mists ▪ nanotechnology ▪ gases and asphyxiating gases and ▪ biological agents (germs). If the packaging has any of the hazard symbols then it is classed as a hazardous substance. ▪ <u>germs that cause diseases</u> such as leptospirosis or legionnaires disease 	<p>2 (1 x 2)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>Two marks For a clear and relevant description of how hazardous substances could pose a risk to children in a nursery</p> <p>One mark For an identification or brief description of how hazardous substances could pose a risk to children in a nursery. Answers may be short, with very limited or no descriptive content or vague in places</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1283 887 1704 987" style="border: 1px solid black; padding: 5px; text-align: center;"> ^ TV REP SEEN </div> <p>It is not necessary to state a hazardous substance; marks are awarded for the description of risk</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • illness


Question	Answer	Marks	Guidance
1	<p data-bbox="264 292 331 323">(e)</p> <p data-bbox="360 292 999 323">One mark for each correct answer. Two required</p> <p data-bbox="360 355 965 387">Hazards that could occur in a public space:</p> <ul data-bbox="416 427 887 1177" style="list-style-type: none"> • Infection or disease • Fire • Flood / water • Electricity • Gas leaks • Security of premises • Building structure • Equipment • Furnishings and fittings • Hazardous substances • broken pavements / slabs / wires • Broken glass / bottles • Dog Faeces • Dogs not on a lead • Uneven steps • Rubbish • Drug cannisters • Broken seats / benches • Slipping hazards – wet floor • Aggressive / intoxicated people • Hidden weapons <p data-bbox="360 1217 1117 1281">Accept any other appropriate answer if answer clearly represents a possible hazard in a public space.</p>	<p data-bbox="1144 292 1252 355">2 (2 x 1)</p>	<p data-bbox="1279 292 1973 387">Annotation: The number of ticks must match the number of marks awarded.</p> <p data-bbox="1279 499 1951 563">For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1285 580 1704 683" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p data-bbox="1285 738 2063 802">A public space are places where large crowds of people gather</p> <p data-bbox="1285 842 1491 874">Do not accept:</p> <ul data-bbox="1335 882 1944 1050" style="list-style-type: none"> • Roads • Being hit by a vehicle on a road • Generic answers – environmental hazards / biological hazards • Tripping / falling – without being qualified


Question		Answer	Marks	Guidance
1	(f)	<p>One mark for each correct answer. One required</p> <p>Activities where hazards might arise in a nursing home:</p> <ul style="list-style-type: none"> • Food / hot drink preparation • Lifting and manual handling • Moving around the setting • Cleaning • Educational activities e.g. craft: colouring / painting • Recreational activities e.g. gardening, cooking and dancing • Care routines/personal care e.g. bathing / showering / toileting 	<p>1 (1 x 1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;">     </div>

Question	Answer	Marks	Guidance
2 (a)	<p>Two marks for the description. One required</p> <p>Procedures in a hot drinks policy:</p> <ul style="list-style-type: none"> • No hot drinks in any rooms where there are or may be children • In rooms where there are only adults present hot drinks may be available. • Hot drinks supplied for adult meetings should be dispensed from safety flasks / insulated containers in the room of the meeting. • To ensure safety, flasks should be moved around the building carefully on a trolley and not carried. • Hot drinks should not be carried around the building from one room to another unless they are in safety cup with a lid. • To ensure that there are protective safety bands around disposable cups • When issuing hot drinks ensure that they have cooled down sufficiently to reduce the risk of burning 	<p>2 (1 x 2)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>Two marks For a clear and relevant description of a procedure that is relevant to a hot drinks policy</p> <p>One mark For an identification or brief description of a procedure that is relevant to a hot drinks policy. Answers may be short, with very limited or no descriptive content or vague.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1283 724 1704 826">  </div>


Question		Answer	Marks	Guidance
2	(b)	<p>Two marks for the description. One required</p> <p>Procedures in an emergency planning policy:</p> <ul style="list-style-type: none"> • Reporting the emergency – fire / police / ambulance • Having an emergency evacuation procedure in place – accept any point here that links to evacuation, e.g. not going back in to collect personal belongings • Procedures for accounting for everyone – head count / registers / designated assembly point • Having individual roles and responsibilities, e.g. marshals / first aiders / supporting individuals with mobility / learning issues • Having clear communication procedures – alarms / signage • Knowing when to employ an emergency lockdown • Having unannounced emergency drills • Training all staff 	<p>2 (1 x 2)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>Two marks For a clear and relevant description of a procedure that is relevant to an emergency planning policy.</p> <p>One mark For an identification or brief description of a procedure that is relevant to an emergency planning policy. Answers may be short, with very limited or no descriptive content or vague.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: flex; gap: 10px;"> ^ TV REP SEEN </div>
Question		Answer	Marks	Guidance
2	(c)	<p>One mark for each correct answer. Two required:</p> <p>The policies that settings have will depend on the particular HAZARDS identified in the setting .</p> <p>Policies set out the procedures to promote health and safety and minimise RISK</p>	<p>2 (2 x 1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: flex; gap: 10px;"> ^ TV REP SEEN </div>

Question		Answer	Marks	Guidance
2	(d)	<p>One mark for each correct answer. One required</p> <p>Inspection agencies who can give a negative judgement for not following policies:</p> <ul style="list-style-type: none"> Care Quality Commission / CQC Office for Standards in Education, Children's Services and Skills / Ofsted Health and Safety Executive / HSE 	<p>1 (1 x 1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: flex; gap: 10px;"> ⤴ TV REP SEEN </div>

Question	Answer	Marks	Guidance
2	<p data-bbox="266 228 315 260">(e)</p> <p data-bbox="360 228 1003 260">One mark for each correct answer. One required</p> <p data-bbox="360 292 1003 355">Consequences for an employee if policies are not followed:</p> <ul data-bbox="360 395 1037 746" style="list-style-type: none"> • Disease or infection • Disciplinary action – verbal and written warnings • Enhanced supervision / monitoring • Dismissal • Financial loss, e.g. fines / loss of income • Low morale • Removal from professional register • Loss of personal reputation • Re training • Could face legal action / prosecution as an individual 	<p data-bbox="1144 228 1252 292">1 (1 x 1)</p>	<p data-bbox="1274 228 1973 323">Annotation: The number of ticks must match the number of marks awarded.</p> <p data-bbox="1274 395 1955 459">For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1285 480 1704 580" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p data-bbox="1274 635 1518 699">Do not accept:</p> <ul data-bbox="1274 675 1518 699" style="list-style-type: none"> • Injury or harm


Question	Answer	Marks	Guidance
2	<p data-bbox="264 228 309 260">(f)</p> <p data-bbox="360 228 1111 260">Two marks for the outline. One required</p> <p data-bbox="360 296 1111 360">How risk can be reduced when disposing of used bandages in a hospital ward</p> <ul data-bbox="360 400 1111 1190" style="list-style-type: none"> • Wearing protective disposable gloves / PPE when handling waste. Do not touch anything other than the infectious waste once you have put them on, and make sure you remove and dispose of them hygienically once you're done. • Minimise contact, i.e. handle materials as little as possible and transfer them via routes that minimise exposure to others. • Discard materials into a suitable container or bag. It must conform to the required standards (e.g. UN approved). • Use bags that are marked or coloured for infectious waste. • Transfer non-disposable infectious materials safely to the sterilisation department for decontamination. You must adhere to the local policy for cleaning the equipment. • Never fill a bag or container more than $\frac{3}{4}$ full. • Never over fill waste receptacles. • Remove waste in accordance with local clinical waste disposal policy; it may be collected by the relevant authorities, removed by an infection control team, or incinerated. 	<p data-bbox="1144 228 1252 292">2 (1 x 2)</p>	<p data-bbox="1274 228 2074 323">Annotation: The number of ticks must match the number of marks awarded.</p> <p data-bbox="1274 363 2074 459">Two marks For a clear and relevant outline of how risk can be reduced when disposing of bandages in a hospital ward.</p> <p data-bbox="1274 499 2074 667">One mark For an identification or brief outline of how risk can be reduced when disposing of bandages in a hospital ward. Answers may be short, with very limited or no descriptive content or vague.</p> <p data-bbox="1274 738 2074 802">For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1285 818 1704 922">  </div>

Question		Answer	Marks	Guidance	
				Content	Levels of response
3	(a)*	<p>The language used by the candidates may not match that given above.</p> <p>Hazards within the pharmacy:</p> <ul style="list-style-type: none"> • Prescription medicine easily accessible to service users • Young children can access cough medicine / paracetamol • Door left open, children could run out • Cleaning materials accessible by children • Broom left out – could trip over • Heater wire – easily tripped over • Injections on open table – could be misused • Door to room with injections is accessible • Overflowing bin – used dressings – spread of infection • Used dressings – spread of infection • Heater – children could touch • Electric socket – children could poke fingers / items into the socket <p>Actions taken to eliminate / reduce risk:</p> <ul style="list-style-type: none"> • Prescription medicine easily accessible to service users – have a locked door to the dispensing area • Young children can access cough medicine / paracetamol – ensure these are stored higher or behind locked glass doors 	8	<p>This is a level of response question – marks are awarded on the quality of the response given. The focus of the question is Assess.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 – checklist:</p> <ul style="list-style-type: none"> • Detailed assessment • Detailed description of actions to eliminate / reduce risk • Factually accurate • Correct use of terminology • QWC – high <p>Level 2 checklist:</p> <ul style="list-style-type: none"> • Sound assessment of hazards • Sound description of actions to eliminate / reduce risk • Factually accurate • QWC – mid <p>Level 1 checklist:</p> <ul style="list-style-type: none"> • Limited / basic assessment of hazards • Likely to identify points <p>QWC – low</p>	<p>Level 3: 7- 8 marks</p> <p>There will be an detailed assessment of (3- 4) hazards found in the pharmacy along with a detailed description of actions (3- 4) taken to eliminate or reduce risk. Answers will be factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2: 4-6 marks</p> <p>There will be an sound assessment of hazards (2 - 3) found in the pharmacy along with a sound description of actions (2-3) taken to eliminate or reduce risk. Answers will be factually accurate. There may be some noticeable errors of grammar, punctuation and spelling. Sub max of 4 for either hazards or actions done well</p> <p>Level 1: 1-3 marks</p> <p>Answers a basic assessment / description. Answers may be list like or 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>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> Door left open, children could run out – door to close and lock on closing / high handle for adults use only Cleaning materials accessible by children – store at a higher level or behind locked cabinet doors Broom left out – store in a locked room Heater wire – easily tripped over – have a wall mounted heater higher up Injections on open table – ensure these are in a locked secure storage Door to room with injections is accessible – ensure this is locked or has a pin lock to open Overflowing bin – have a lid and empty regularly Used dressings – dispose of in correct bin with a lid Heater – children could touch – have a wall mounted heater higher up Electric socket – use covers 		<p><u>Annotation</u></p> <p> hazards</p> <p>E.g. = actions to reduce or eliminate risk</p>	<p>Do not accept generic terms, e.g. biological and environmental unless qualified</p>

Question		Answer	Marks	Guidance
3	(b)	<p>Two marks for the outline. One required</p> <p>How a risk assessment would be reviewed:</p> <ul style="list-style-type: none"> • Check staff are following safe working practices – monitoring / spot checks • Take into consideration any new working practices / activities or equipment / premises and processes – carry out a risk reassessment • Calculate the cost of implementing solutions • Analyse any injuries / accidents linked to specific risk assessments • Considering what worked well / what didn't work well and what changes are needed 	<p>2 (1 x 2)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>Two marks For a clear and relevant outline of how a risk assessment would be reviewed.</p> <p>One mark For an identification or brief outline of how a risk assessment would be reviewed. Answers may be short, with very limited or no descriptive content or vague.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: flex; gap: 10px;"> ^ TV REP SEEN </div>

Question		Answer	Marks	Guidance	
				Content	Levels of response
4	(a)*	<p>The language used by the candidates may not match that given above.</p> <p>How a manager would respond to a bomb threat:</p> <ul style="list-style-type: none"> • Deciding priorities <ul style="list-style-type: none"> ➤ Report to the police – their advice must be followed ➤ If a telephone call, note the number of the caller ➤ If a recorded message, retain for the police ➤ Contact the security team, if one is in place in the organisation • Following procedures – emergency policy • Carrying out evacuation plans – vertical and horizontal evacuations, evacuating people with mobility difficulties / accept any relevant action linked to evacuation, e.g. raising the alarm • Reporting incidents – Ofsted, CQC, emergency services • Recording incidents • Review risk assessments and policies after incidents – were they being followed? To make change if necessary 	8	<p>This is a level of response question – marks are awarded on the quality of the response given. The focus of the question is Explain.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 – checklist:</p> <ul style="list-style-type: none"> • Detailed explanation of how a manager would respond • Specific to the event of a bomb threat • Factually accurate • Correct use of terminology • QWC – high <p>Level 2 checklist:</p> <ul style="list-style-type: none"> • Sound explanation of how a manager would respond • Some link to the event of a bomb threat • Factually accurate • QWC – mid <p>Level 1 checklist:</p> <ul style="list-style-type: none"> • Limited / basic discussion • May lack relevance to a bomb threat • Likely to identify points • QWC – low 	<p>Level 3: 7- 8 marks There will be a detailed explanation of how a manager would respond in the event of a bomb threat. Answers will be factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2: 4-6 marks There will be a sound explanation of how a manager would respond in the event of a bomb threat. Answers will be factually accurate. There may be some noticeable errors of grammar, punctuation and spelling. Sub-max of 4 for one response done well</p> <p>Level 1: 1-3 marks Answers provide a basic explanation. Answers may be list like or 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>

Question	Answer	Marks	Guidance
(b)	<p>Two marks for the description. One required</p> <p>First aider responsibilities:</p> <p>Assess the situation / Assess for danger</p> <ul style="list-style-type: none"> Breathing checks / PPP (Preserve Prevent Promote) Call for emergency services / ambulance Circulation checks May need to shout for help / seek additional support Identification of hazards <p>Protect from further harm</p> <ul style="list-style-type: none"> Do not move the casualty unnecessarily Place casualty into the recovery position if appropriate Clear the area <p>Prevent infection</p> <ul style="list-style-type: none"> Wash hands Use mouth guards Use plastic gloves Use clean dressings <p>Comfort and reassure</p> <ul style="list-style-type: none"> Talk to the casualty Hold their hand Stroke their head if appropriate Keep them calm <p>Give first aid treatment</p> <ul style="list-style-type: none"> Stop any bleeding / Apply pressure to wound Immobilise the injured area Apply ice packs Treat for shock 	<p>2 (1 x 2)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>Two marks For a clear and relevant description of a responsibility of a first aider.</p> <p>One mark For an identification or brief description of a responsibility of a first aider. Answers may be short, with very limited or no descriptive content or vague.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1283 786 1704 887">  </div>

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