

**General Certificate of Secondary Education**  
**Health and Social Care**  
**Unit A914: Safeguarding and Protecting**  
**Individuals**  
**Specimen Paper**

## A914

Time: 1 hour

Candidates answer on the question paper.  
**Additional materials:** None

Candidate  
Forename

Candidate  
Surname

Centre  
Number

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Candidate  
Number

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### INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer **all** the questions.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

### INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is 60.

FOR EXAMINER'S USE			
1		9	
2		10	
3		11	
4		12	
5		13	
6		14	
7		15	
8		16	
<b>TOTAL</b>			

This document consists of **8** printed pages and **4** blank pages.

Answer **all** questions.

1 Identify **two** types of service user who are likely to feel at risk if they are left to look after themselves.

1 .....

2 ..... [2]

2 Give **one** effect on a service user of being shouted at regularly.

..... [1]

3 Identify **two** procedures which could help to prevent the spread of infection.

1 .....

2 ..... [2]

4 Identify each sign below.



A



B



C

A .....

B .....

C ..... [3]

5 Name **one** disease that must be reported under The Reporting of Injuries, Diseases and Dangerous Occurrences Act (RIDDOR) 1995.

..... [1]

6 Describe **one** check that should be made by a first aider before beginning first aid.

.....  
..... [2]

7 Describe **one** action to take when providing first aid treatment for a burn.

.....  
..... [2]

8 Give **two** pieces of information that should be given when calling the emergency services.

1 .....  
2 ..... [2]

9 Identify **three** responsibilities of a first aider and explain why each is important.

1.....  
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.....  
2.....  
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3.....  
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..... [6]

10 Describe **one** action that should be taken when a fire breaks out. Why is this action important?

Action .....

Why necessary .....

..... [3]

**11** Describe **one** security measure that could be put in place in a nursing home.

.....  
..... [2]

**12** Analyse ways in which the government green paper, Every Child Matters, could help children to achieve their full potential.

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..... [5]

**13** Analyse how providing staff training could help to reduce risks to individuals living in a residential home.

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..... [8]

14 Explain why written records of accidents are kept in care settings.

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..... [5]

15 Evaluate safety features that could prevent young children leaving a nursery.

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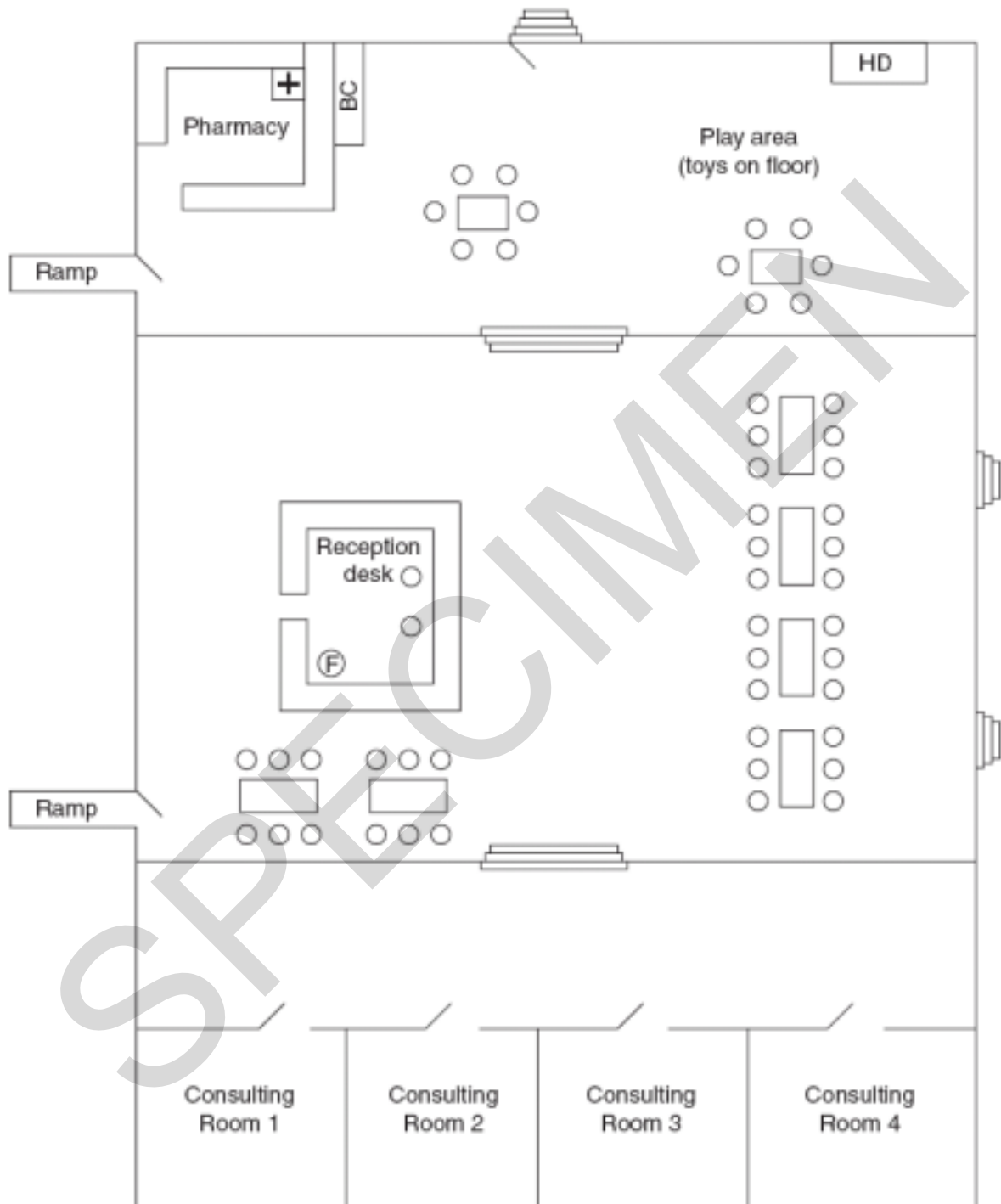
.....

.....

..... [8]

SPECIMEN

## Plan of Hospital Outpatients Department




BC - bookcase

HD - hot drinks machine


○ - chair

□ - table

 - stairs

 - door

 - First Aid box

 - fire extinguisher





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Unit A914: Safeguarding and Protecting Individuals in Settings

**Specimen Mark Scheme**

The maximum mark for this paper is [60].

Question Number	Answer	Max Mark
1	<p><b>One</b> mark for each, TWO required from</p> <ul style="list-style-type: none"> <li>• older person/elderly/older adult/late adulthood/ grandparent</li> <li>• children/child</li> <li>• infant/baby</li> <li>• someone with a disability</li> </ul> <p><i>Accept any other valid response.</i></p>	2x1
2	<p><b>One</b> mark for ONE from</p> <ul style="list-style-type: none"> <li>• they could become withdrawn</li> <li>• they could lack confidence</li> <li>• they could become a bully</li> <li>• they could cry a lot</li> <li>• they may not feel valued</li> <li>• they may have a low self-esteem</li> </ul> <p><i>Accept any other valid response.</i></p>	1x1
3	<p><b>One</b> mark for each, TWO required from</p> <ul style="list-style-type: none"> <li>• wear apron/wear gloves/wear mask/put on overshoes/wear protective clothing</li> <li>• tie hair back</li> <li>• do not wear jewellery</li> <li>• wash hands after dealing with each service user</li> <li>• keep infected people in isolation</li> <li>• make sure infected service users have their own plates, cutlery/towels etc</li> <li>• having good oral/face hygiene</li> <li>• keep the environment clean/sterilised</li> <li>• mop up spills immediately</li> <li>• dispose of waste correctly</li> </ul> <p><i>Accept any other valid response.</i></p>	2x1

Question Number	Answer	Max Mark
4	<p><b>One mark for each, THREE:</b></p> <p>A No Entry  B Toxic (accept <i>Poison</i>)  C Fire Exit</p>	3x1
5	<p><b>One mark for each, ONE required from</b></p> <ul style="list-style-type: none"> <li>• malaria</li> <li>• measles</li> <li>• plague</li> <li>• rabies</li> <li>• rubella</li> <li>• salmonella</li> <li>• sexually transmitted disease</li> <li>• smallpox</li> <li>• tetanus</li> <li>• tuberculosis</li> <li>• typhoid and paratyphoid</li> <li>• typhus</li> </ul> <p><i>Accept any other valid response.</i></p>	1x1
6	<p><b>Two marks</b> for full description  <b>One mark</b> for description lacking detail</p> <ul style="list-style-type: none"> <li>• make the area as safe as possible</li> <li>• assess the situation for danger to themselves and casualty</li> <li>• listen to the casualty if they are talking</li> <li>• look for signs and symptoms</li> </ul> <p><i>Accept any other valid response.</i></p>	1x2
7	<p><b>Two marks</b> for full description  <b>One mark</b> for description lacking detail</p> <ul style="list-style-type: none"> <li>• run under running cold water for 10 mins</li> <li>• treat for shock if necessary</li> <li>• check a b c if necessary</li> <li>• obtain medical help</li> </ul> <p><i>Accept any other valid response.</i></p>	1x2
8	<p><b>One mark</b> for each, TWO required from</p> <ul style="list-style-type: none"> <li>• state which service(s) required</li> <li>• location/address</li> <li>• phone number</li> <li>• name</li> <li>• number of casualties</li> <li>• age of casualties</li> <li>• sex of casualties</li> <li>• what has happened</li> </ul>	2x1

Question Number	Answer	Max Mark
	<ul style="list-style-type: none"> <li>• nature of injuries</li> <li>• any first aid treatment already given</li> <li>• any special equipment required eg for mother in labour</li> <li>• conscious or not conscious</li> </ul> <p><i>Accept any other valid response.</i></p>	
9	<p><b>One</b> mark for identifying a responsibility and <b>one</b> mark for explaining why that action is important, THREE required from</p> <ul style="list-style-type: none"> <li>• clear the immediate environment</li> <li>• make the area safe</li> <li>• attempt only what they know can be done safely</li> <li>• give immediate assistance to casualties</li> <li>• summon ambulance or other professional help</li> </ul> <p><i>Reasons</i></p> <ul style="list-style-type: none"> <li>• aim to preserve life</li> <li>• aim to limit worsening of condition</li> <li>• aim to promote recovery</li> </ul>	<p><b>3x1</b> <b>3x1</b></p>
10	<p><b>One mark</b> for action <b>Two marks</b> for reason why action is important (sub-max of 1 for identification only)</p> <ul style="list-style-type: none"> <li>• sound the alarm – <i>to alert everybody to risk</i></li> <li>• evacuate all residents – <i>to prevent injury/loss of life</i></li> <li>• call the fire brigade/emergency service – <i>to bring assistance</i></li> <li>• close doors and windows – <i>to reduce risk of fire spreading</i></li> <li>• meet in assembly place/call a register of attendance – <i>to account for all/identify missing persons</i></li> <li>• turn off electrical appliances – <i>to reduce risk of explosions/fire spreading</i></li> <li>• do not use lifts – <i>as the electric/hydraulic system cannot be relied upon in an emergency situation</i></li> </ul> <p><i>Note: descriptions not exhaustive and can be interchangeable</i> <i>Accept any other valid response.</i></p>	<p><b>1x1</b> <b>1x2</b></p>
11	<p><b>Two</b> marks for full description, <b>one</b> mark for description lacking detail, ONE required from</p> <ul style="list-style-type: none"> <li>• a sign in/out book to monitor movement of visitors/ workers</li> <li>• working alarm systems to alert staff to intruders</li> <li>• CCTV systems to monitor movement of people</li> <li>• tagging systems which alert workers when residents leave</li> <li>• alarm systems which draw attention to intruders</li> </ul> <p><i>Accept any other valid response.</i></p>	<p><b>1x2</b></p>
12	<p><b>Level 3: 5 marks</b></p> <p>Candidates will give a detailed analysis of <b>at least two</b> ways. Responses will relate explicitly to children achieving their full potential.</p>	<p><b>[5]</b></p>

Question Number	Answer	Max Mark
	<p>Answers will be developed logically, with use of technical terminology.</p> <p><b>Level 2: 3-4 marks</b></p> <p>Candidates will give basic analysis of <b>at least two</b> ways. Responses likely to be general and have limited application to children fulfilling their full potential. Limited use of technical terminology.</p> <p><b>Level 1: 0-2 marks</b></p> <p>Candidates give a limited analysis. Responses likely to lack detail, showing limited understanding of ECM.</p> <p>Every Child matters:</p> <ul style="list-style-type: none"> <li>• be healthy</li> <li>• stay safe</li> <li>• enjoy and achieve</li> <li>• make a positive contribution</li> <li>• achieve economic well-being</li> <li>• parent/child/care workers working to the same aims.</li> <li>• individualised care is the emphasis/individual learning plans to set targets/achieve targets</li> <li>• increased awareness of healthy eating could help stimulate the mind</li> <li>• children who feel safe and secure make greater progress in their development</li> <li>• children need to feel valued and contribute to society</li> <li>• all children are entitled to an education and this will in turn support them obtaining employment and their economic well being.</li> <li>• 'joined up services' could provide an holistic approach to children's well being</li> </ul> <p><i>Accept other valid points</i></p>	
13	<p><b>Level 3: 7-8 marks</b></p> <p>Candidates will analyse in detail how the training is likely to affect how staff work in the residential home <b>and</b> how this will reduce the risk to individuals. Clear understanding is evident, with links made to risks in a residential home. Answers will be developed logically, with use of technical terminology.</p> <p><b>Level 2: 4-6 marks</b></p> <p>Candidates will give a basic analysis of how staff training is likely to effect how staff work in the residential home. Some understanding of the importance of reducing risks to individuals. Limited use of technical terminology.</p> <p><b>Level 1: 0-3 marks</b></p> <p>Candidates give a limited analysis. Responses likely to lack detail, showing limited understanding of the importance of staff training.</p> <p><b>Training:</b> could include: first aid, moving and handling; risk assessment; basic food hygiene courses; safety and security procedures: CCTV; signing in and out procedures; security systems; emergency evacuation procedures; personal protective equipment; warning signs</p> <p><b>Reasons:</b></p> <ul style="list-style-type: none"> <li>• staff must be trained to be aware of dangers in their environment to themselves and the people that they care for.</li> </ul>	[8]



Question Number	Answer	Max Mark
	<ul style="list-style-type: none"><li>• acquire new knowledge / new requirements</li><li>• staff have time to reflect on procedures, can think through what they would do and identify strengths and weaknesses.</li><li>• know how to deal with any hazard</li><li>• know how to seek advice from a member of staff/line manger</li><li>• know the procedures of reporting all health and safety matters.</li><li>• understand and be able to deal with any hazard or emergency that may arise in the course of their job.</li><li>• all staff must contribute to a safe environment</li><li>• ensures that health and safety is not compromised.</li><li>• all employees must be given training when they first start a job so not working in ignorance.</li><li>• understanding of the codes of practice</li></ul>	

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Question Number	Answer	Max Mark
14	<p><b>Level 3: 5 marks</b></p> <p>Candidates will give a fully developed explanation. Responses will relate explicitly to the importance of written records. Clear understanding of the importance of written records is evident. Answers will be developed logically, with use of technical terminology.</p> <p><b>Level 2: 3-4 marks</b></p> <p>Candidates will give basic explanation. Responses likely to be general and have limited application. Limited use of technical terminology.</p> <p><b>Level 1: 0-2 marks</b></p> <p>Candidates give a limited explanation. Responses likely to lack detail, showing limited understanding of the importance of keeping written records</p> <p>(a) Written report so that a record can be put on file <i>because it can be used for future reference</i></p> <p>(b) Records the situation that has occurred</p> <p>(c) The time and the date the incident occurred</p> <p>(d) Signature of the person reporting the accident</p> <p>(e) Written report <i>because it is a Legal requirement that records are kept of all incidents and injuries</i></p> <p>(f) (RIDDOR regulation Registered Homes Inspectors requirement, Health and Safety at Work Act )</p> <p>(g) Written report <i>because when safety audits are carried out it is useful to look over past records to see if there is a pattern to incidents: ( may highlight a particular piece of equipment needs repairing, accidents often take place in a specific area; a need to make improvements/ changes; individuals who are prone to accidents.)</i></p> <p>(h) Written report <i>so that Line managers know what has happened and can take action to prevent further accidents</i></p>	[5]
15	<p><b>Level 3: 7-8 marks</b></p> <p>Candidates will use examples of at least two safety features, evaluating both advantages and disadvantages of each safety feature in detail. Safety features will be appropriate for use in a nursery, with the candidate making explicit links between the SF and children. Answers will be developed logically, with use of technical terminology. Conclusion/ judgements required for full marks.</p> <p><b>Level 2: 4-6 marks</b></p> <p>Candidates will use examples of at least two safety features when giving a basic evaluation of each safety feature. Responses likely to be general and have limited application. Limited use of technical terminology.</p> <p><b>Level 1: 0-3 marks</b></p> <p>Responses likely to lack detail, showing limited understanding of the relative merits of safety features.</p>	8

Question Number	Answer	Max Mark
	<p><b>Features:</b></p> <ul style="list-style-type: none"> <li>• safety gates/barriers</li> <li>• locks on windows/doors</li> <li>• staff</li> <li>• fencing</li> </ul> <p><i>Accept any other valid response.</i></p>	
16	<p><b>Level 3 response:</b> 7-8 marks Candidates make detailed and well argued judgements showing clear links between the hazards, the service users and/or care workers and indicate consideration of precautions that are already in place. <i>Candidates must have two groups of 1, 2 and 3 statements related to specific hazards to attain this level.</i></p> <p><b>Level 2 response:</b> 4-6 marks Candidates identify hazards and make sound links between the service users (and possibly care workers) and the risks. They will show some consideration of precautions already in place. <i>Candidates must have two linked statements 1 and 2 to attain this level.</i></p> <p><b>Level 1 response:</b> 0-3 marks Candidates identify hazards but make few links between the service users and the specific risks. The work may consist of a simple list of hazards with little awareness shown of the precautions already in place.</p> <ul style="list-style-type: none"> <li>• overcrowded seating area – so people may slip/trip</li> <li>• ramp impeded by seating – so service users with mobility problems may slip/fall</li> <li>• service users must go outside to use ramps between waiting area and play area/pharmacy – so get cold etc – or may attempt stairs instead with potential for falls etc</li> <li>• no ramps to access consulting rooms – risk of falls etc</li> <li>• play area close to main door – children may get out of building – toys may cause obstacles on floor to other users</li> <li>• hot drinks etc close to play area – children may collide – drinks may spill and burn children</li> <li>• pharmacy close to play area – children may access pharmacy- danger from medications</li> <li>• no toilet – obvious problems with children</li> <li>• one first aid box – in pharmacy – inadequate for number of potential accident sites</li> <li>• one fire extinguisher in reception – not adequate for number of rooms – can't be accessed quickly enough</li> <li>• bookcase – may fall and hurt children if pull/climb on it if not fastened to wall</li> </ul> <p><b>Marking Notation:</b> First hazard identified =A, second = B etc A1 means hazard identified for first situation A2 means person at risk has been assessed A3 means consideration given to adequacy of precautions There may be more than one symbol awarded for points 2 or 3 for any one hazard depending on the detail of the answer given.</p>	[8]
<b>Paper Total</b>		<b>[60]</b>