



L-Università  
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MATSEC  
Examinations Board



## Marking Scheme

SEC Health and Social Care Unit 2

**Main Session 2026**

**7<sup>th</sup> May 2025**

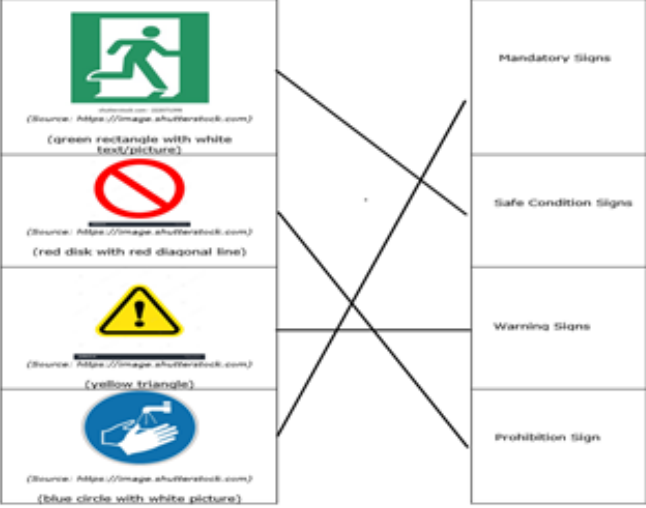
Marking schemes published by the MATSEC Examination Board are not intended to be standalone documents. They are an essential resource for markers who are subsequently monitored through a verification process to ensure consistent and accurate application of the marking scheme.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with the MATSEC Examinations Board when in doubt.

Marking Scheme (Main Session 2026): SEC Health and Social Care Unit 2

Criteria Reference	The candidate should be able to:	Section & Question Number	Maximum marks that can be achieved	Allocation of marks NOT to be subdivided any further than indicated below	Examples of expected answer  Other valid answers are to be accepted unless stated otherwise
<b>K-5</b>		<b>Section A</b>			
		<b>Q1</b>	<b>4</b>		
	MQF 1: List different types of hazards that might be found in Health and Social Care environments.	1a	1	Award 0.5 marks for each different type of hazard listed.	<p>Candidate is expected to list <b>TWO</b> types of hazards, such as:</p> <p>Examples of types of hazards: Sanitary conditions and hygiene, ergonomic hazards, physical hazards, work practices, untrained staff, hazardous agents.</p> <p>Slip-trip-fall hazards and work conditions are not to be considered correct.</p>
	MQF 2: Describe potential hazards in Health and Social Care environments and their associated risks.	1b	1	Award 0.5 for each correct description of hazard. Description must include <b>ONE</b> associated risk.	<p>Candidate is expected to describe the given <b>TWO</b> hazards including <b>ONE</b> associated risk for each.</p> <p>Example of a description: Slip-trip-falls hazards are related to the physical environment that can cause one to slip, trip or fall: such as due to wet floors, obstructed floor ways, uneven surfaces and inadequate lightning. One risk from this hazard is fractures.</p>
MQF 3: Identify the safety measures to keep in mind when planning a specific room in a Health and Social Care environment.	1c	2	Award 0.5 marks for each correct safety measure identified.	<p>Candidate is expected to identify <b>FOUR</b> safety measures from the scenario given.</p> <p>The following are to be identified from the scenario: Gate around play area, rubber on the ground, fixing swings and slides to the ground, fixing a First Aid box to the wall.</p> <p>Other answers should not be accepted.</p>	

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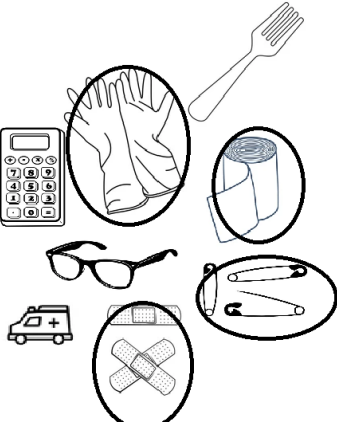
Criteria Reference	The candidate should be able to:	Section & Question Number	Maximum marks that can be achieved	Allocation of marks NOT to be subdivided any further than indicated below	Examples of expected answer Other valid answers are to be accepted unless stated otherwise
K-6	MQF 1: Match signs and symbols used in a Health and Social Care environment to their meaning.	Q2  2a	4  1	0.25 marks for each correct answer.	 <p>Other answers should not be accepted.</p>
	MQF 2: Identify which safety equipment should be used to minimise or eliminate the risks.	2b	1	0.25 marks for each correct answer.	<p>Candidate is expected to identify the below <b>FOUR</b> safety equipment which can be used to minimise or eliminate risks.</p> <p>bed rails, hoist, antibacterial disinfectants, safe disposal boxes.</p> <p>Other answers should not be accepted.</p>

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	MQF 3: Determine the right equipment and symbols that must be at hand to ensure safety in a particular scenario.	2c	2	0.5 marks for each right equipment and symbol determined.	Candidate is expected to determine <b>TWO</b> pieces of equipment and <b>TWO</b> symbols such as: Equipment: <ul style="list-style-type: none"> <li>• protective wear,</li> <li>• antibacterial disinfectant,</li> </ul> Symbols: <ul style="list-style-type: none"> <li>• Symbol showing handwashing is required,</li> <li>• Symbol showing that only authorised persons may enter.</li> </ul>
<b>K-10</b>		<b>Q3</b>	<b>4</b>		
	MQF 1: Outline the importance of working in a team in an emergency situation.	3a	1	Award 1 mark for a valid reason outlined.	Candidate is expected to outline <b>ONE</b> reason such as: <ul style="list-style-type: none"> <li>• increased safety of service users,</li> <li>• increased efficiency in reaching targets</li> </ul> Example of an outline: Increased efficiency in reaching targets: If the team is working together, the patient would be provided with faster, more accurate and safer care.
	MQF 2: State all the information needed when calling for help in an emergency situation.	3b	1	0.2 marks for each correct answer.	Candidate is expected to give the following <b>FIVE</b> answers: <ul style="list-style-type: none"> <li>• exact address of emergency or any noticeable landmarks</li> <li>• directions to the scene of emergency;</li> <li>• telephone number from where call is taking place;</li> <li>• details of incident such as number of people involved,</li> <li>• description of injuries and any known pre-existing medical conditions.</li> </ul>

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	MQF 3: Identify the situations which might require someone to summon help from a health care professional.	3c	2	1 mark for each correct situation identified.	Candidate is expected to identify the following <b>TWO</b> situations.  Correct answers: Situation 1 & 4  Other answers should not be accepted.
<b>C-5</b>		<b>Q4</b>	<b>6</b>		
	MQF 1: Identify the different roles that different individuals can assume when there is an emergency situation.	4a	2	1 mark for each role identified.	Candidate is expected to identify the following roles: ii. someone to call 112; iii. someone to help in moving away any vulnerable individuals;
	MQF 2: Describe the procedure to treat an individual who has had a minor accident.	4b	2	2 marks for the correct description.	Candidate is expected to describe the procedure to treat a minor nose bleed.  Example of description: Ask person to sit down and lean head forward, to breathe through their mouth and pinch the soft part of their nose. After 10 minutes, release the pressure on their nose. If blood has not stopped repeat the procedure.

Criteria Reference	The candidate should be able to:	Section & Question Number	Maximum marks that can be achieved	Allocation of marks NOT to be subdivided any further than indicated below	Examples of expected answer  Other valid answers are to be accepted unless stated otherwise
	MQF 3: Explain the First Aid application/ procedure needed in a major accident.	4c	2	2 marks for a good explanation of the procedure.	<p>The candidate is expected to explain the First aid procedure needed in relation to an individual who is having a cardiac arrest.</p> <p>Example of an explanation: The first aider should first go through the procedure of checking for danger, response, airway, breathing and circulation. Then if the patient is not breathing and has no pulse he will need CPR. 112 needs to be called. In the meantime, the first aider kneels down next to the patient who is turned face up on a flat surface. The hands are placed in the centre of the chest. Elbows need to be locked. Compressions of around 4 cm deep start at a rate of 100 – 120 per minute. This will continue until help arrives, or a defibrillator is brought.</p>
K-9		<b>Q5</b>	<b>4</b>		
	MQF 1: Identify the different items that are necessary in a First Aid box.	5a	1	0.25 marks for each correct answer.	<p>Candidate is to identify the <b>FOUR</b> necessary items</p>  <p>Other answers should not be accepted.</p>

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	MQF 2: Outline the function of each item in the First Aid box.	5b	1	0.5 marks for each correct answer.	<p>Candidate is to outline <b>TWO</b> items from surgical gloves, safety pins, roller bandages and adhesive dressings.</p> <p>Example of an outline: Surgical gloves protect the person wearing them and the patient from germs that could cause infections or illness.</p>
	MQF 3: Describe why it is important to know how to use the items in the First Aid box.	5c	2	1 mark for each valid reason described.	<p>Candidate is expected to describe <b>TWO</b> reasons, such as: to be able to use the items for the correct purpose, to prevent infection and control, to prevent further harm.</p> <p>Example of a description: In an emergency one needs to be able to use the items in the box. If for example a joint is twisted, like the ankle, one must know how to support it well with a bandage so that there will not be further damage to the ligaments and soft tissue around.</p>

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		<b>Section B</b>			
		<b>Q6</b>	<b>4</b>		
<b>K-4</b>	MQF 1: List a sign/symptom that might be present when readings of each vital sign is outside the acceptable range.	6a	1	Award 0.25 marks for each relevant sign/symptom listed.	<p>Candidate is expected to list <b>ONE</b> sign/symptom for each vital sign when reading is:</p> <p>i. Above the normal range e.g.:</p> <p>Pulse: irregular beathing rhythm <b>or</b> dizziness <b>or</b> fainting. Breathing rate: irregular breathing rhythm <b>or</b> skin colour and texture <b>or</b> wheezing</p> <p>ii. Below the normal range e.g.:</p> <p>Blood pressure: fainting <b>or</b> dizziness <b>or</b> feeling cold. Temperature: skin colour and texture <b>or</b> feeling cold.</p>
	MQF 2: Identify a consideration that must be taken before measurements of each vital sign are taken.	6b	1	Award 0.25 marks for each consideration identified.	<p>Candidate is expected to identify the following considerations for <b>EACH</b> of the readings, that need to be taken.</p> <p>i. Breathing: ensure individual is at rest. ii. Temperature: assess the most adequate place from where to take the reading; iii. Pulse: ask individual whether s/he is an athlete; iv. Blood Pressure: Settle the patient down and reassure him/her.</p>

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	MQF 3: Indicate the underlying factors that influence the reading of the vital signs.	6c	2	Award 0.5 marks for each correct underlying factor indicated.	Candidate is expected to indicate <b>ONE</b> factor for each, such as:  High blood pressure: narrowing of blood vessels, Irregular breathing: lung condition Rapid pulse: heart condition Low body temperature: extreme exposure to cold
<b>C-1</b>		<b>Q7</b>	<b>6</b>		
	MQF 1: Outline how different systems interact with each other.	7a	2	Award 2 marks for a correct outline.	Candidate is expected to outline how the musculoskeletal and nervous system interact with each other.  Example of an outline: The musculoskeletal and nervous systems work closely together to enable movement and maintain posture, coordination, and balance.
	MQF 2: Describe how different systems interact with each other.	7b	2	Award 2 marks for a correct description including one organ from each system.	Candidate is expected to describe how the musculoskeletal and nervous systems interact with each other including at least one organ from each system.  Example of a description: The musculoskeletal and nervous system support one another when it comes to control of muscles and coordination and feedback amongst others e.g. the brain receives and processes sensory input from the muscles and joints to coordinate smooth and precise movements whilst the brain also plans and initiates voluntary movements, sending commands through the spinal cord to the appropriate muscles.

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	MQF 3: Explain how different systems interact with each other in a given scenario.	7c	2	Award 2 marks for an explanation in relation to the given scenario.	<p>Candidate is expected to explain how the musculoskeletal and nervous system interacted in Rita's situation.</p> <p>Example of an explanation: When Rita saw the aggressive dog, her eyes detected the dog coming towards her. This message was quickly sent to her brain. Her brain detected the dog as dangerous and sent messages through her nervous system throughout her whole body to her muscles to kick off and start running away.</p> <p>Do not accept answers not related to the scenario.</p>
<b>C-4</b>		<b>Q8</b>	<b>6</b>		
	MQF 1: Identify the potential health problems which people with mobility impairment are likely to experience.	8a	2	0.5 marks for each correctly identified potential health problem.	<p>Candidate is expected to identify the <b>FOUR</b> below potential health problems: unsteadiness, obesity, pain, muscle weakness, infections</p> <p>Other answers should not be accepted.</p>

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	MQF 2: Discuss the causes of pressure sores and where they are likely to develop in a given case scenario.	8b	2	0.5 marks for each cause and 0.5 marks for each area discussed.	<p>Candidate is expected to discuss <b>TWO</b> causes of pressure sores and <b>TWO</b> areas where they are likely to develop, such as:</p> <p>Causes of pressure sores: friction, compression, shearing tearing.</p> <p>Areas where they are formed: ears, head, shoulder blades, back bone, elbows sacrum, buttocks, knees, heels, ankles.</p> <p>Example of discussion of compression: Maria is spending a lot of time in bed. Due to the constant pressure on specific areas of the body, there will be less blood going to the area. The skin may be brittle and can break causing pressure sores to develop. An area which can be affected is the sacrum.</p> <p>Do not accept answers not related to the scenario.</p>
	MQF 3: Explain how pressure sores can be prevented in a given scenario.	8c	2	1 mark for each correct explanation.	<p>Candidate is expected to explain <b>TWO</b> ways how pressure sores can be prevented.</p> <p>Example of explanation: Change position frequently: The lack of movement and pressure on certain body parts contribute to the development of pressure sores. Regular repositioning is important. Blood circulation keeps the skin healthy and if a sore starts to develop it helps the healing process. Therefore, when positioning and movement is encouraged, the circulation of blood moves better around the skin and there will be less damage.</p> <p>Do not accept answers not related to the scenario.</p>