

Cambridge TECHNICALS LEVEL 3

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HEALTH AND SOCIAL CARE

Feedback on the June 2018 exam paper
(including selected exemplar candidate answers
and commentary)

Unit 7 – Safeguarding
Version 1



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GENERAL EXAMINER COMMENTS ON THE PAPER

The vast majority of candidates attempted all questions, with a few no responses for question 4. Candidates showed the ability to apply their answers to the question, in terms of using the scenarios given (e.g. questions 2 and 4a). Quite impressive knowledge of safeguarding individuals with dementia was shown by candidates. Similar to other years some of the weaker responses were in regards to the legislation based question (question 5a).

Resources which might help address the examiner comments:

From the link below, you'll find 'The OCR guide to examinations' (along with many other skills guides)

<http://www.ocr.org.uk/i-want-to/skills-guides/>

Command verbs definitions

<http://www.ocr.org.uk/Images/273311-command-verbs-definitions.pdf>

Questions 1(a) and (b)

Answer **all** the questions.

1 Service providers should be aware of the different types of abuse and possible signs of abuse.

(a) Complete the table below by identifying **four** types of abuse and a different sign of abuse for each.

Type of abuse	Sign of this abuse
<p>One mark for identification of type of abuse. Four required. One mark for each sign of abuse given. Four required.</p> <p>Types of abuse:</p> <ul style="list-style-type: none"> • bullying • discrimination • emotional/psychological • exploitation/mate crime • institutional (e.g. sexual, physical and neglect) • neglect • sexual • financial • physical. 	
<p>Signs of abuse:</p> <ul style="list-style-type: none"> • anxiety • avoidance of undressing/ embarrassment • bedsores • unexplained injuries (e.g. burns, fractures, bleeding/physical injuries, broken bones, bruises, bite marks, burns, bruising, cuts) • malnourishment/eating disorders • changes in behaviour • dehydration • dirty clothing • disturbed sleep • exclusion • fear of certain people or situations • inappropriate or sexualised behaviour • lack of confidence • low self esteem • malnourishment/malnutrition • self-harm • STIs/pregnancy • unexplained injuries, e.g. bleeding/ physical injuries, e.g. broken bones, bruises, bite marks, burns • unexplained loss of money or possessions. 	
	[8]

(b) Identify **three** non-professionals who may suspect or be told about abuse.

1..	One mark for each non –professional identified. Three required:	...
2..	• peers/friends	...
3..	• parent/guardian	...
	• family	...
	• siblings: brother/sister	...
	• members of the public, e.g. neighbours	[3]
	• Individuals e.g.:	
	• mother	
	• father	
	• uncle	
	• aunt	
	• work colleague.	

Mark Scheme Guidance

Question 1(a):

Wording for examples does not have to be exactly the same as in indicative content. Examples may be interchangeable.

Annotation:

The number of ticks must match the number of marks awarded.

Do not credit repeats – the question asks for **different** types and signs of abuse.

The sign of abuse given by candidates must match to the type of abuse.

Accept other appropriate examples.

Question 1(b):

Do not accept repeated answers.

Annotation:

The number of ticks must match the number of marks awarded.

Examiner comments

Question 1(a) – This was well answered with the vast majority of candidates gaining full marks. Candidates who lost marks tended to respond with other types or other definitions of abuse in the 'signs' column.

Question 1(b) – The most common correct answers given were family and siblings. A few candidates incorrectly stated teachers (or other professionals).

Mark Scheme Guidance

Content	Levels of response
<p>This is a levels of response question – marks are awarded on the quality of the response given. Focus is on analysis.</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 analysis • Confidence/resilience addressed • Clear and explicit understanding of the link to looked after children • Positive risk taking and promoting choice addressed • Well-developed line of reasoning • Logically structured • QWC - high <p>Level 2 – checklist</p> <ul style="list-style-type: none"> • Sound analysis • Link to confidence and resilience may be implicit. • Positive risk taking and promoting choice addressed. • A line of reasoning in the most part relevant to looked after children • QWC - mid <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • Limited analysis • Basic information presented in an unstructured way • QWC – low 	<p>Level 3: 7–8 marks</p> <p>Answers provide detailed analysis of how both supporting positive risk taking and promoting choice can help develop the confidence/resilience of looked after children. Both positive risk taking and promoting choice must be addressed. Link to confidence and resilience will be explicit as will link to looked after children. 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</p> <p>There will be sound analysis of how supporting positive risk taking and promoting choice can help develop the confidence and resilience of looked after children. Answers will be factually accurate. There may be some errors of grammar, punctuation and spelling. Sub max 4 if only positive risk taking or promoting choice.</p> <p>Level 1: 1–3 marks</p> <p>There will be an attempt at an analysis of how supporting positive risk taking and promoting choice can help develop the confidence and resilience of looked after children. List like answers should be placed in this band. Answers may be muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>0 marks – response not worthy of credit.</p>

Examiner comments

Question 1(c) – There was an improvement in candidates' ability to analyse compared to previous sessions, in particular in regard to positive risk taking. Many candidates did give clear examples to illustrate their point (although this was not required). The main limiter of marks was in regard to not linking their answer to looked after children.

Exemplar candidate work

Question 1(c) – Low level answer

(c)* Analyse how each of the following can help to develop the confidence and resilience of looked after children:

- Supporting positive risk-taking
- Promoting choice.

Supporting positive risk-taking and promoting choice can help to develop the confidence and resilience of looked after children because they have good life experience, also they have difficulties in that small adult or adult and are less likely to report abuse.

Promoting choice help because they can feel that their decision or thinks are important and also they can not feel force to do something that they don't want to.

Supporting positive risk-taking can help them to feel more safe and not in dangerous situations.

[8]

Commentary

This answer does attempt an analysis but initially in reference to reporting abuse with no direct link between this issue and positive risk taking and/or promoting choice. The candidate does provide some creditworthy material in regards to how promoting choice can help children think their decisions are important and so be less likely to comply to instructions that may cause abuse (this link though is not analysed and is implicit). To improve the response (and gain the medium level band) the candidate could have expanded on how promoting choice helps empower looked after children and be in control of their life. Alternatively, in terms of positive risk taking the response could have analysed how risk taking may help looked after children to become less dependent on others.

Exemplar candidate work

Question 1(c) – Medium level answer

(c)* Analyse how each of the following can help to develop the confidence and resilience of looked after children:

- Supporting positive risk-taking
- Promoting choice.

~~Promoting choice~~
 Build their confidence which empowers them to chose what they wish to do letting them learn from the risks and choices that they make teaching them to independently take control and learn right from wrong in multiple actions. This builds their resilience and confidence as it teaches them the right actions and what is acceptable and unacceptable by learning from their actions and learning from mistakes.

[8]

Commentary

This candidate does provide a sound analysis how promoting choice can help children to be independent and learn from them. It also does link to resilience and how children may learn from their actions. The answer is factually correct and is beyond an attempt at analysis. In order to improve this response, the candidate could have made the link to positive risk taking explicit and/or how this would apply to looked after children. For example, how positive risk taking may help them develop life skills and become less dependent on others.

Exemplar candidate work

Question 1(c) – High level answer

(c)* Analyse how each of the following can help to develop the confidence and resilience of looked after children:

- Supporting positive risk-taking
- Promoting choice.

One way supporting positive risk-taking will help develop the confidence and resilience of looked after children is by showing children that they have someone who supports them. For example if the child is trying a new activity. This will develop the confidence of looked after children because they are going out of their comfort zone in a positive way which will increase their self-esteem and will make looked after children more resilient because they are not having someone make the decision for them. Therefore supporting positive risk-taking will help to develop confidence and resilience.

A second way promoting choice will help develop the confidence and resilience of looked after children is by teaching them ^{that} their choice is ^{part of their} consent. This means that ^{looked} ^{after} children will be ^{about such as} protected by sex abuse and can be safeguarded ^{correctly} - Promoting choice will boost looked after children's confidence because they will feel like they have control of their decision. [8]

Commentary

This answer includes a detailed analysis and throughout the candidate links to children with correct use of terminology, e.g. "... increase their self-esteem." and how looked after children may become more resilient. The candidate addresses both confidence and resilience and uses appropriate terminology e.g. consent. The answer does link to looked after children in regards to promoting choice and positive risk taking although the latter is less detailed, with an improved analytical link to positive risk taking and looked after children the response could have gained full marks

Mark Scheme Guidance

Content	Levels of response
<p>This is a level of response question – marks are awarded on the quality of the response given. The focus of the question is description.</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"> • clear understanding of the increased likelihood of abuse will be evident • explicitly linked to both individuals – dementia and communication difficulties • well-developed line of reasoning • logically structured • QWC - high <p>Level 2 – checklist</p> <ul style="list-style-type: none"> • sound description • reference to dementia/communication difficulties may be implicit • balance – may be one-sided with only dementia or communication difficulties done well • QWC - mid <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • limited description • dementia or communication difficulties • lacking an understanding of the situation • basic information presented in an unstructured way • QWC - low 	<p>Level 3: 8 - 10 marks</p> <p>There will be a detailed description of why there is an increased likelihood of abuse for individuals with dementia and communication difficulties. Links to individuals with dementia and communication difficulties will be explicit. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2: 5 - 7 marks</p> <p>Answer provides a sound description of why there is an increased likelihood of abuse for individuals with dementia and communication difficulties. Answers will be factually correct. There may be some errors of grammar, punctuation and spelling.</p> <p>sub-max 5: if response relates only to dementia or communication difficulties.</p> <p>Level 1: 1 - 4 marks</p> <p>Answer provides a limited or basic description of why there is an increased likelihood of abuse for individuals with dementia and communication difficulties. Answers may be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>0 marks – response not worthy of credit.</p>

Examiner comments

There were some excellent responses provided for dementia, showing a comprehensive understanding of how it may increase the likelihood of an individual being at risk of abuse. The responses provided for communication difficulties were often more limited and so many candidates could not gain access to the highest-level mark band.

Question 3(a)

3 Read the following scenario.

John is an adult with learning disabilities and physical disabilities. His social worker is visiting him in his new care home.

Looking through the care log book, the social worker notices that there is no record of John having been given the medication he requires.

When the social worker speaks to John in his own room, he says his head hurts and that he would like some more medication. John says he was told by one of the carers that someone else in the home needed it more than him. John becomes aggressive and starts throwing objects at the social worker.

(a) How should the social worker respond to this situation?

Choose the four **most appropriate** actions from the list below.

Tick **four** only.

Response letter:	Possible actions	Tick (✓) four only
A	Report the situation to a line manager.	✓
B	Ask John's friends if they know if he has had his medication.	
C	Leave the room.	✓
D	Provide John with his own supply of medication and advise him to keep it hidden.	
E	Call other professionals to stop John hurting himself or others.	✓
F	Note down in the care log book that John may need to be checked on more often.	
G	As soon as possible support and comfort John informing him that you will respond to his concerns.	✓
H	Contact the local newspaper to inform them about John's lack of care.	

[4]

Mark Scheme Guidance

Annotation:

The number of ticks must match the number of marks awarded.

No other answers are acceptable.

If more than four boxes are ticked:

Mark the first four only.

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.

Examiner comments

This was well answered with many candidates identifying at least 3 of the 4 correct responses. A few incorrectly identified option H as an appropriate action.

Questions 3(b) and (c)

(b) Give a reason to justify why you chose **two** of the actions in question 3(a).

Response letter.. **One** mark for each correct answer, **two** required.

A - Report the situation to a line manager:

Reason • good practice – so they are aware
 • to ensure appropriate action is taken
 • ensures correct procedures are followed
 • allows further investigation.

Response letter..

C - Leave the room.

Reason • personal safety
 • to diffuse the situation
 • to fetch help. **[2]**

E - Call other professionals to stop John hurting himself or others.

- specialist staff trained to deal with this type of situation
- to ensure correct/appropriate restraint procedures are used if necessary
- to gain control of the situation
- to obtain appropriate help and support for John.

G - As soon as possible support and comfort John informing him that you will respond to his concerns.

- to meet John's care needs
- to provide emotional support for John
- provides him with reassurance
- helps make him feel valued.

Accept other appropriate and valid justifications.

(c) Explain why adults with learning disabilities and physical disabilities are at risk of abuse.

Three marks for an explanation.

Adults with physical/learning disabilities at risk of abuse due to:

- lack of suitable, trained, staff
- lack of resources/funding/time
- lack of mobility/ability to raise concerns
- dependency on others, may feel powerless
- may feel a burden so may refrain from complaining or raising concerns
- less likely to report abuse/speak up/raise concerns
- may be easily manipulated
- taking advantage of lack of mental capacity. **[3]**

Mark Scheme Guidance

Question 3(b):

Annotation:

The number of ticks must match the number of marks awarded.

Wording does not have to be exactly the same as in the indicative content.

Error carried forward from 3(a) – Credit valid justification points even if 3(a) is incorrect.

Question 3(c):

Wording does not have to be exactly the same as in the indicative content.

Three marks:

A detailed explanation that shows understanding of how the individual circumstances may make abuse more likely. Link to physical/learning disabilities is explicit and shows understanding.

Two marks:

A sound explanation that clearly shows understanding. May provide an example to illustrate point(s) made. Link to physical/learning disabilities may be implicit.

One mark:

A basic explanation that lacks clarity/relevance to individuals with physical/learning disabilities.

Annotation:

The number of ticks must match the number of marks awarded.

Examiner comments

Question 3(b) – Most candidates gave a clear reason for their chosen action, with a few able to gain marks even when an incorrect option for part (a) had been given.

Question 3(c) – The most common responses explained how adults with learning disabilities and physical disabilities may depend on others, with many explaining this fully in the context of either physical disabilities or learning disabilities.

Exemplar candidate work

Question 3(c) – Low level answer

- (c) Explain why adults with learning disabilities and physical disabilities are at risk of abuse.

One reason as to why they are at risk of abuse is that they may not be able to identify the fact that the abuse is occurring which means that they won't report it and the abuse will continue. [3]

Commentary

The candidate's response lacks any detail in regards to adults with learning and/or physical disabilities, instead gives a generic response making an implicit link to the adults not being able to identify the fact abuse is occurring. To improve the response the candidate needed to show understanding in regards to the service user groups identified in the question, this could be linking the groups(s) being dependent on others and/or being easily manipulated. This could have been linked to the candidate's initial point in relation to not being able to identify abuse and/or report it.

Question 3(c) – High level answer

- (c) Explain why adults with learning disabilities and physical disabilities are at risk of abuse.

Adults with learning disabilities may not understand that they are being abused or are too easily scared and manipulated into not speaking out and depending themselves. Adults with physical disabilities ~~can~~ can also not depend themselves making them vulnerable to abuse. [3]

Commentary

The answer provides a sound explanation of why adults with learning disabilities are at risk of abuse, developing their initial point. Whilst not the only way to gain full marks, the candidate could have expanded their explanation in regards to adults with physical disabilities beyond the link of not being able to "depend on themselves".

Question 4

- 4 Staff recruitment, training policies and using the disclosure and barring service can help social care providers safeguard adults from abuse.

Identify **two** other policies and describe a different way it can help protect adults from abuse.

Policy 1:[1]

How this policy can help protect adults from abuse:

.....

.....

.....

.....[3]

Policy 2:[1]

How this policy can help protect adults from abuse:

.....

.....

.....

.....[3]

One mark for identification of a policy. **Two** required.

Policies:

- Accessible complaints procedure
- Confidentiality policy
- Designated child protection officer
- Designated protection officer
- Multi agency approach
- Risk assessments
- Safeguarding policy.

Points to make regarding how policies can help to protect adults from abuse:

- offers guidelines for staff/kept up-to-date
- system of redress for both providers and service users
- information kept secure to help safeguard individuals/follow legislative guidelines
- lead/named person – suitably qualified – know what to do and can be consulted
- allows overview by range of professionals – more likely to spot abuse
- reviewed and managed risks
- raises awareness/ability to raise concerns
- support given to staff and service users – may be in the form of training
- formal supervision provided by key contacts/workers.

Accept other appropriate description

Mark Scheme Guidance

Wording does not have to be exactly the same as in the indicative content.

Three marks:

A detailed description that shows understanding. Link to protection from abuse is explicit.

Two marks:

A sound description that clearly shows understanding. May provide an example to illustrate point(s) made. Link to protection from abuse may be implicit.

One mark:

A basic description that lacks clarity/relevance to protection from abuse.

Annotation:

The number of ticks must match the number of marks awarded.

Do not credit repetition; the question asks for different answers.

Do not credit staff recruitment, training and disclosure.

Examiner comments

This question was not attempted by a noticeable number of candidates, with no policy given at all. The more able candidates did read the stem of the question and so responded with a policy not mentioned in the stem. As has been the case in other years, a few candidates incorrectly responded with laws instead of policies, e.g. the *Children Act*.

Question 5(a)

- 5 (a)* Outline key features of the Data Protection Act that aim to protect information stored about individuals in health and social care settings.

The features of the Data Protection Act are in bold with evidence of how the feature aims to protect information stored on individuals given underneath.

Processed fairly and lawfully – this protects as only information that is provided by the service user has to have their permission for it to be used. Personal information can only be used on a ‘need to know basis’.

Used only for the purposes for which it was intended – this protects as the information cannot be used for other purposes thus maintaining the confidentiality of the personal information.

Adequate and relevant but not excessive – this protects as unnecessary private and personal information will not be provided and therefore this will protect the service user.

Accurate and kept up to date – this protects due to any inaccurate information will need to be destroyed and any past personal data, e.g. address can be destroyed and no longer available.

Kept for no longer than is necessary – this protects as once this information is no longer needed it can be permanently destroyed, meaning that no one can access this.

Processed in line with the rights of the individual – this protects as the service user will be made aware of the information that is held about them; they would have the right to challenge this if they considered the information breached their rights.

Secured – this protects as non-authorised personnel will not have access to this data.

Not transferred to other countries – this protects as their data cannot be transferred outside the EU without their permission.

.....

 [8]

Mark Scheme Guidance

Content	Levels of response
<p>This is a levels of response question – marks are awarded on the quality of the response given.</p> <p>No mark for naming legislation</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 outline of the DPA • Must link to how it protects information stored on individuals • Well-developed line of reasoning • Logically structured • QWC - high <p>Level 2 – checklist</p> <ul style="list-style-type: none"> • Clear outline of the DPA • Some reference on how it protects information stored on individuals. • A line of reasoning in the most part relevant • QWC - mid <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • Basic information presented in an unstructured way • QWC - low 	<p>Level 3: 7 - 8 marks</p> <p>There will be a detailed outline of the main features of the Data Protection Act. Reference must be made on how it protects information stored on individuals. 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</p> <p>There will a clear outline of the main features of the Data Protection Act. Some reference is made on how it protects information stored on individuals. Answers will be factually accurate. There may be some errors of grammar, punctuation and spelling.</p> <p>Sub max 4 for only one feature done well.</p> <p>Level 1: 1 - 3 marks</p> <p>There will be an attempt at an outline of the main features of the Data Protection Act. List like answers should be placed in this band. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>0 marks – response not worthy of credit.</p> <p>Do not credit ways to keep information confidential e.g. locked cabinets.</p>

Examiner comments

Many level 1 responses were given by candidates here, with 'need to know basis' being the most common aspect of the Data protection Act to be stated. Some candidates clearly knew the law and used key terminology correctly. Weaker responses tended to describe ways to keep information safe and to describe day-to-day practices rather than to describe aspects of the law itself.

Exemplar candidate work

Question 5(a) – Low level answer

- 5 (a)* Outline key features of the Data Protection Act that aim to protect information stored about individuals in health and social care settings.

Key features of the Data Protection Act that protect information stored about individuals in health and social care settings include; informing others about a specific individual only on a "need to know" basis. This is so, if a situation needs guidance and advice, it can be allowed. Also, records and details of an individual should be kept in a locked filing cabinet or a computing system which has a protected password. For example; this can include an appointment with an individual attending a GP surgery. Their records will contain symptoms and prescribed medication. Also, details of an individual should be kept confidential. Such as not telling other members of staff about a person's condition in an inappropriate way. [8]

Commentary

The question requires candidates to provide a response outlining key features of the Data Protection Act this response briefly outlines the need to know aspect (under the feature of information being processed fairly and lawfully). The examples given are about ways that information may be stored to protect a data breach but by themselves are not creditworthy as examples are not required or asked for in the question. In order to gain access to the medium level mark band the candidate could have either clearly outlined one other feature, e.g. information not being transferred outside the EU without permission or one feature done well alongside other features.

Exemplar candidate work

Question 5(a) – Medium level answer

- 5 (a)* Outline key features of the Data Protection Act that aim to protect information stored about individuals in health and social care settings.

Data Protection Act ensures that the safety of an individual is protected. It ensures that information about individuals are kept and locked away for example information on the computer needs to be locked with a secure password that the professionals who are in charge can only know. Information written down also needs to be securely locked away and the key in a safe place. The professionals are required to maintain the confidentiality of an individual and only share it out on a need-to-know basis with people. This can only be done to other professionals caring for the individual as some information about the individual is required to be shared with the care setting, care of them. Information can only be passed out if it involves the risk of an individual ~~and~~ for example a child being sexually molested by a grown man needs to be shared with other professionals due to their safety. [8]

Commentary

The command verb of the question requires an outline of features of the Data Protection Act. The candidate does provide evidence of knowledge of two features, i.e. information being secured and being on a need to know basis, with the latter being more clearly linked to the question (i.e. Data Protection Act). In order to gain access to the higher marks the candidate could have used appropriate terminology from the Act itself and showing understanding of each chosen feature (at least two). These features could be: not keeping information for longer than is necessary, or information not being transferred outside the EU without permission.

Exemplar candidate work

Question 5(a) – High level answer

- 5 (a)* Outline key features of the Data Protection Act that aim to protect information stored about individuals in health and social care settings.

One key feature of the Data protection Act is keeping information up to date. Keeping information up to date for example through a care plan is important in updating any new medication or needs an individual may have. This protects individuals as correct care suited towards a person's individual needs can be given meaning a person's given the correct medication/dosage. Keeping information that is relevant is also important as information it can relate to an individual's needs as irrelevant information may make an individual's care plan complex or confusing. One other key feature is locking away information in a cabinet or under password on the computer. This ensures unauthorised individuals cannot access information and perpetrators are unable to use this information to abuse/manipulate an individual. Another feature of the Data protection Act is only sharing information with other professionals if an individual is at risk of harming others or themselves. This can help to protect other individuals from harm as well as protecting the individual.

showing info harming

- up to date and relevant to individual's care
- information is locked away / under password

Commentary

This candidate has provided a detailed analysis of at least two features of the Data Protection Act and the response has a well-developed line of reasoning and is logically structured. The candidate does also link to information stored on individuals in health and social care settings particularly well in regards to keeping information up to date. This detailed response could be improved by less focus on ways information is kept safe and more on detail of the features of the Act.

Mark Scheme Guidance

Content	Levels of response
<p>This is a level of response question - marks are awarded on the quality of the response given. The focus of the question is discussion.</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"> • clear understanding of the link to adults will be evident • well-developed line of reasoning • logically structured • QWC - high <p>Level 2 – checklist</p> <ul style="list-style-type: none"> • sound discussion • a line of reasoning in the most part relevant • QWC - mid <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • descriptive (upper end) list like (low end) • lacking an understanding of the situation • basic information presented in an unstructured way • QWC - low 	<p>Level 3: 5 - 6 marks</p> <p>Answer provides a detailed discussion about how invasion of privacy may make abuse of adults more likely. Links to adults will be explicit. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2: 3 - 4 marks</p> <p>Answer provides a sound discussion about how invasion of privacy may make abuse of adults more likely. Answers will be factually accurate. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1: 1 - 2 marks</p> <p>Answer provides a limited or basic discussion about how invasion of privacy may make abuse of adults more likely. List like answers should be placed in this band. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p>0 marks – response not worthy of credit.</p>

Examiner comments

Some good examples about invasion of privacy were given by candidates, although many gave no indicator of what personal information they were discussing, or discussed privacy in terms of the use of screens in hospitals when undressing, rather than actual personal information.



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