



## **Cambridge Technicals**

### **Health and Social Care**

Unit 7: Safeguarding

Level 3 Cambridge Technical Certificate/Diploma in Health and Social Care  
**05830 - 05871**

## **Mark Scheme for January 2017**

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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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Question		Answer	Mark	Guidance						
1	(a)	<p>One mark for each correct answer, <b>three</b> required.</p> <table border="1"> <tr> <td style="text-align: center;">✓</td> <td>Record what has happened as soon as possible.</td> </tr> <tr> <td style="text-align: center;">✓</td> <td>Offer to take Jamie somewhere safe immediately.</td> </tr> <tr> <td style="text-align: center;">✓</td> <td>Notify the schools' child protection officer as soon as possible.</td> </tr> </table>	✓	Record what has happened as soon as possible.	✓	Offer to take Jamie somewhere safe immediately.	✓	Notify the schools' child protection officer as soon as possible.	<p><b>3</b> (3x1)</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p><b>No other answers are acceptable.</b></p> <p><b>If more than three boxes are ticked:</b> Mark the first three only.</p> <p><b>Crossed Out Responses:</b> Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.</p>
✓	Record what has happened as soon as possible.									
✓	Offer to take Jamie somewhere safe immediately.									
✓	Notify the schools' child protection officer as soon as possible.									

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
1	b)	<p><b>Record what has happened as soon as possible:</b></p> <ul style="list-style-type: none"> <li>allows others to access the information when needed</li> <li>recording of facts rather than opinion</li> <li>policy/legal requirements</li> <li>Staff protected from accusations</li> </ul> <p><b>Offer to take Jamie somewhere safe Immediately:</b></p> <ul style="list-style-type: none"> <li>needs medical attention</li> <li>in distress</li> <li>need for safety</li> <li>access counselling/support</li> </ul> <p><b>Notify the schools' child protection officer as soon as possible:</b></p> <ul style="list-style-type: none"> <li>need to know basis</li> <li>other services may have to be informed/contacted/e.g. police</li> <li>check procedures/seek advice</li> <li>teacher to receive help/support</li> </ul> <p><b>Do not credit any re-iteration of the situation.</b></p> <p>Credit valid justification points if 1(a) is incorrect</p>	6	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is justification.</p> <p><b>Level 3 checklist</b></p> <ul style="list-style-type: none"> <li>detailed justification of at least two of the chosen answers</li> <li>related to Jamie</li> <li>clear understanding of the situation will be evident</li> <li>well-developed line of reasoning</li> <li>logically structured</li> <li>QWC - high</li> </ul> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>sound justification of one or two of the chosen answers</li> <li>related to Jamie</li> <li>understanding of the situation will be evident</li> <li>a line of reasoning in the most part relevant</li> <li>QWC - mid</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>descriptive (upper end) list like (low end)</li> <li>lacking an understanding of the situation</li> <li>basic information presented in an unstructured way</li> <li>may not be specifically linked to Jamie</li> <li>QWC – low</li> </ul>	<p><b>Level 3: 5 - 6 marks</b> There will be a detailed justification which clearly addresses the situation. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling</p> <p><b>Level 2: 3 - 4 marks</b> Answer provides a sound justification which addresses the situation. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. Sub max 3 for one justification done well/ repeat justifications</p> <p><b>Level 1: 1 - 2 marks</b> Answer provides a limited or basic justification. 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><b>0 marks</b> - response not worthy of credit.</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
1	c)	<p>The following list is not definitive:</p> <ul style="list-style-type: none"> <li>lonely/isolated/excluded/withdrawn – may not want to mix with people. Fears going to service/ seeking help</li> <li>low self-esteem/self-worth/worthless – slowly begins to erode. Makes them feel unworthy so do not seek help</li> <li>low self-confidence – difficult to go and see providers/apply for help/support due to previous experiences.</li> <li>Depressed – feels very low. Hard to motivate themselves.</li> <li>stressed/ill health – effects of the experience may bring on illnesses, depression.</li> <li>self-harming – in severe cases may resort to this as a cry for help.</li> <li>self-fulfilling prophecy – begin to believe what they have been told and how they have been treated.</li> <li>anxious/frightened/scared – if the prejudice/attitudes have been threatening they may not want to go out, leave their homes.</li> <li>Changes in personality/mood</li> <li>Failure to thrive</li> <li>Physical injuries, bruises, broken bones</li> <li>Long term psychological effects, e.g. trust</li> <li>Thinking abuse is normal</li> <li>Go one to abuse others themselves.</li> </ul> <p><b>No credit for just identification of effect.</b>  <b>Accept any suitable discussion of an effect</b>  <b>Answers must link to abuse of children</b></p>	6	<p>This is a levels of response question – marks are awarded on the quality of the response given.</p> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>At least two effects fully discussed</li> <li>clear understanding of effects of abuse will be evident</li> <li>High QWC</li> </ul> <p><b>Level 1 checklist</b></p> <ul style="list-style-type: none"> <li>May be only one effect</li> <li>Basic understanding of effects of abuse</li> <li>Mid – Low QWC</li> </ul>	<p>Level 2: 4 – 6 marks  There will be a detailed discussion of at least two effects of abuse on children. These will be developed logically and there will be evidence of synthesis within the work..</p> <p><b>Level 1: 1 – 3 marks</b>  They will include a brief discussion (more descriptive in nature) of at least two effects of abuse on children. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. Sub-max of 3 for one effect done well.</p> <p><b>0 marks</b> - response not worthy of credit.</p>

Question	Answer/Indicative content	Mark	Guidance
2 (a)	Individuals who may not be able to make their own decisions about care/treatment (1) law that applies to individuals aged 16 or over(1) or others may be able to make decisions on a person's behalf (1)	2	<p>Wording does not have to be exactly the same as in indicative content. Any 2 points fine</p> <p><b>One mark:</b> A basic definition that lacks clarity</p> <p><b>Two marks:</b> A full definition that clearly shows understanding. May provide an example to illustrate points made within the definition</p>
2 (b)	<p>The following examples provided are not definitive</p> <p><b>Care services with institutional practices:</b>  Culture of turning blind eye/covering up  Mistrust  Stereotyping/discrimination  Labelling  Canteen culture  Similarity of care systems causing distress to those in and out of care</p> <p><b>Homelessness:</b>  Lack of access to support/protection services  No fixed location – difficult to track  Reasons for being homeless e.g. abuse in the past  Self fulfilling prophecy  Lack of affordable housing  Limited support services/funding  Risk of harm from others, e.g. especially at night  Stereotyping by public</p> <p><b>Dementia:</b>  Lack of control over own choices  Disempowerment  Memory impairments  Dependency on others  Isolation  Less aware of being abused</p>	6 (3 x 2)	<p>Accept any other suitable responses</p> <p>For all environmental factors:</p> <p><b>One mark:</b> A basic explanation that lacks clarity</p> <p><b>Two marks:</b> A full explanation that clearly shows understanding with an example or context or further detail</p>

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
2 (c)	<p><b>Social isolation:</b></p> <ul style="list-style-type: none"> <li>• Unable or restated in ability to access support services ( formal or informal)</li> <li>• Loss of contacts over time, people cannot help if not told/ able to see their friends</li> <li>• May be scared to speak out as not believed/ become more isolated.</li> <li>• May be targeted by abusers as vulnerable</li> <li>• Loss of contact with friends – so unable to seek help</li> <li>• Scared to speak to others</li> </ul> <p><b>Relationships where there is an imbalance of power:</b></p> <ul style="list-style-type: none"> <li>• Too scared to leave partner/ face persecution</li> <li>• Cannot seek help as access to communication restricted, e.g. phone use</li> <li>• Physical violence/ intimidation – cannot speak out/ not safe</li> <li>• Made to feel reliant</li> <li>• Threats made by partner</li> <li>• Power may relate to control of finances / freedoms ( e.g. movement/travel and physical strength/ control/abuse)</li> <li>• Relationships may be partners or relationships with service providers, e.g. abuse of power by carers/ teachers</li> </ul>	12	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is analysis.</p> <p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist:</b></p> <ul style="list-style-type: none"> <li>• detailed analysis – well-developed line of reasoning</li> <li>• balanced – social isolation and imbalance of power</li> <li>• explicitly linked to abuse</li> <li>• Correct use of terminology</li> <li>• QWC - high</li> </ul> <p><b>Level 2 checklist:</b></p> <ul style="list-style-type: none"> <li>• sound analysis</li> <li>• balance – may be one-sided with only social isolation or imbalance of power done well</li> <li>• links mostly relevant to abuse</li> <li>• QWC - mid</li> </ul> <p><b>Level 1 checklist:</b></p> <ul style="list-style-type: none"> <li>• limited / basic analysis</li> <li>• Social isolation or imbalance of power</li> <li>• limited relevance to abuse</li> <li>• list like / muddled</li> <li>• QWC - low</li> </ul>	<p><b>Level 3: 9 - 12marks</b> There will be a detailed analysis how <b>both</b> social isolation and imbalance of power in relationships may make abuse more likely. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.</p> <p><b>Level 2: 5 - 8 marks</b> There will be a basic analysis of how social isolation and/or imbalance of power in relationships may make abuse more likely. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. Sub max 6 for only isolation or abuse done well.</p> <p><b>Level 1: 1 - 4 marks</b> There will be an attempt at analysis of how social isolation and/or imbalance of power in relationships may make abuse 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><b>0 marks</b> - response not worthy of credit.</p>

Question		Answer/Indicative content	3Mark	Guidance
3	(a)	<p><b>Protected characteristics:</b></p> <p>Disability Gender reassignment Marriage and civil partnership Pregnancy and maternity Race Religion and belief Sexual orientation</p>	3 3x1	<p>Do not accept repeated answers</p> <p>Do not accept 'gender' on its own must state 'gender reassignment'</p> <p>Must have both terms when applicable</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
3	(b)	<p><b>Features of the Mental Capacity Act:</b></p> <ul style="list-style-type: none"> <li>• Gives right to make your own decisions if you have capacity and are aged 18 or over. There are a few exceptions, such as decisions about treatment for mental health problems if you are detained under the Mental Health Act 1983.</li> <li>• Users are assumed to have capacity</li> <li>• Users should receive support to make your own decisions before anyone assumes you don't have capacity</li> <li>• Any decisions made must be in users best interests and restrict freedom as little as possible.( best interest checklist)</li> <li>• Applies if users do not have the mental capacity to make a decision that needs to be made, for example about healthcare or residential care.</li> <li>• Mental capacity assessment</li> <li>• Can be used to give treatment for physical health problems</li> <li>• States how users can plan ahead</li> </ul>	6	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is analysis.</p> <p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 2 checklist:</b></p> <ul style="list-style-type: none"> <li>• Detailed outline – with a well-developed line of reasoning</li> <li>• Features explicitly link to the Mental Capacity Act</li> <li>• Correct use of terminology</li> <li>• High QWC</li> </ul> <p><b>Level 1 checklist:</b></p> <ul style="list-style-type: none"> <li>• Basic outline</li> <li>• List like</li> <li>• Limited knowledge or understanding evident</li> <li>• Low QWC</li> </ul>	<p><b>Level 2: 4 - 6 marks</b> There will be a detailed outline of the main features of the Mental Capacity Act. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.</p> <p><b>Level 1: 1 - 3 marks</b> There will be an attempt at an outline of the main features of the Mental Capacity 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 will be noticeable and intrusive. Sub-max of 3 for one feature done well.</p> <p><b>0 marks</b> - response not worthy of credit.</p>

Question		Answer/Indicative Content	Marks	Content	Guidance
					Levels of response
4	(a)	<p>The following examples are not definitive:</p> <p><b>Risk assessment:</b></p> <p>Maintains health of all Safety requirements met Active risks allowed Risk assessments reviewed/carried out Incidents reported and reviewed</p> <p><b>Disclosure and barring service:</b></p> <p>Helps ensure staff are suitable Reviewed Safety checks Prevents reoffending Protects users elsewhere as well as in organisation Barred list</p> <p><b>Generic</b></p> <p>Helps staff know what to do/guidelines Helps prevent abuse/ reduces risk People know rights/responsibilities Raises awareness</p> <p>Answers must relate to a Hospital setting</p>	8	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is description.</p> <p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist:</b></p> <ul style="list-style-type: none"> <li>• Detailed explanation – with a well-developed line of reasoning</li> <li>• Both policies are addressed</li> <li>• fully relates to safeguarding</li> <li>• Correct use of terminology</li> <li>• QWC - High</li> </ul> <p><b>Level 2 checklist:</b></p> <ul style="list-style-type: none"> <li>• Sound explanation</li> <li>• Both policies are addressed</li> <li>• relevant to safeguarding</li> <li>• QWC – Mid</li> </ul> <p><b>Level 1 checklist:</b></p> <ul style="list-style-type: none"> <li>• Basic explanation</li> <li>• Either of the policies referred to</li> <li>• may not relate to safeguarding</li> <li>• QWC - Low</li> </ul>	<p><b>Level 3: 7 - 8 marks</b> There will be a detailed explanation of how both policies could help safeguard vulnerable adults from abuse. Link to hospital must be explicit. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling</p> <p><b>Level 2: 4 - 6 marks</b> There will be a basic explanation of how the policies could help safeguard vulnerable adults from abuse Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. Sub max 4 for one policy done well.</p> <p><b>Level 1: 1 - 3 marks</b> There will be an attempt at an explanation of how the policies could help safeguard vulnerable adults from abuse 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>

Question		Answer/Indicative content	Mark	Guidance
4	(b)	Safeguarding Confidentiality Data protection Risk assessment Disclosure and barring service Staff recruitment policy/ training policy Complaints	2 2x1	Accept other suitable policies

Question		Answer/Indicative content	Mark	Guidance
5		<p><b>Building trusting relationships:</b></p> <p>Helps ensure clear and transparent communication between workers and users and between workers            Encourages users to complain/raise concerns without fear. May help users and workers feel safe/secure</p> <p><b>Continuing Professional Development:</b></p> <p>Ensures staff are trained and using the best practice allowing them to develop and update knowledge/skills and so prevent abuse. Updates staff            Raises awareness</p> <p><b>Following policies and procedures:</b></p> <p>Ensures all ways to reduce risk of abuse are followed and polices protect users and workers .Feel safe /secure. Know what the law/policy requires them to do./ Helps staff avoid disciplinary actions/accusations / framework and guidance materials for staff</p>	6 3 x 2	Accept any other suitable responses  For all categories:  <b>One mark:</b>  A basic outline that lacks clarity  <b>Two marks:</b>  A full outline that clearly shows understanding with an example or context or further detail

**OCR (Oxford Cambridge and RSA Examinations)**  
1 Hills Road  
Cambridge  
CB1 2EU

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

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

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