

Cambridge Technicals Health and Social Care

Unit 7: Safeguarding

Level 3 Cambridge Technical in Health and Social Care
05832, 05833 & 05871

Mark Scheme for January 2023

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2023

PREPARATION FOR MARKING**RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

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 RM Assessor 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 RM Assessor messaging system, or by email.
5. **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. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(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 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.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).













Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **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 RM Assessor messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*

10. 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
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

Annotations available for marking of scripts

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
	To acknowledge additional pages/ notes were read
	Not Relevant - 'noted but no credit given'
	Blank Page

DO NOT USE ANY OTHER ANNOTATION

Question	Answer/Indicative Content	Marks	Guidance
1 (a)	<p>MAX TWO FROM:</p> <ul style="list-style-type: none"> • The Disclosure and Barring service is used effectively- ensures staff do not have a criminal record linked to child abuse that bars them from working with children. Makes sure staff suitable for working with children /caring for children /stops unsuitable personnel/prevents employing individuals on barred list. ✓✓ • Staff follow a multi-agency approach – ensures appropriate specialist staff involved in protecting children/ allows staff to work within their competence/ overview/holistic approach helps to spot patterns of abuse/risks. Ensures range of professionals monitor and help protect children. ✓✓ • There are effective recruitment procedures – ensures staff are appropriately experienced/trained/ staff to child ratios appropriate to aid effective supervision/ staff have suitable values/ skills. ✓✓ <p>Some explanations are interchangeable.</p>	<p>4 (2x2)</p>	<p>TWO MARKS: An identification of an example with an explanation that is relevant to protecting children from abuse.</p> <p>ONE MARK: An identification of an example without explanation/ explanation that is not relevant to protecting children from abuse</p> <p>DO NOT ACCEPT:</p> <ul style="list-style-type: none"> • examples not related to the scenario • repetition <p>ACCEPT AW</p>
1 (b)	<p>MAX TWO FROM:</p> <ul style="list-style-type: none"> • Risk assessments were outdated and new activities in the play area were not assessed. - children may be exposed to hazards/neglect ✓✓ • The complaints procedure was only available in one format – lack of accessible format means people may not be able to report abuse/ know how to report abuse / may take longer to raise concerns/complaint ✓✓ • Personal data was not stored securely – Private information may be accessible to unauthorised people -children/caregivers exposed to risk of loss of data/ abusers finding out illness/ address/location etc. ✓✓ <p>Some explanations are interchangeable.</p>	<p>4 (2x2)</p>	<p>TWO MARKS: An identification of an example with an explanation that is relevant to protecting children from abuse.</p> <p>ONE MARK: An identification of an example without explanation/ explanation that is not relevant to protecting children from abuse.</p> <p>DO NOT ACCEPT:</p> <ul style="list-style-type: none"> • examples not related to the scenario. • repetition <p>ACCEPT AW</p>

Question		Answer/Indicative Content	Marks	Guidance														
1	(c)	<p>ANY FROM:</p> <ul style="list-style-type: none"> As lead person ensures others follow policies/procedures ✓ Provides training for staff ✓ Source of support for both children and staff ✓ Updates and reviews policies and procedures ✓ Promotes good practice ✓ Reviews risks/ cases of abuse to improve hospital services ✓ Knows who to inform/ agencies to work with ✓ Promotes new ways of working ✓ Teaches personal safety ✓ <p>Accept other appropriate correct answers</p>	2 (2x1)	<p>Two marks for clear outline:</p> <p>Two clear separate points or one point with expansion/detail</p> <p>One for basic outline:</p> <p>One point not developed.</p> <p>ACCEPT AW</p>														
2	(a)	<table border="1"> <thead> <tr> <th>Example</th> <th>Tick (✓) three only</th> </tr> </thead> <tbody> <tr> <td>Neighbours</td> <td>✓</td> </tr> <tr> <td>Nurses</td> <td></td> </tr> <tr> <td>Peers</td> <td>✓</td> </tr> <tr> <td>Siblings</td> <td>✓</td> </tr> <tr> <td>Social workers</td> <td></td> </tr> <tr> <td>Teachers</td> <td></td> </tr> </tbody> </table>	Example	Tick (✓) three only	Neighbours	✓	Nurses		Peers	✓	Siblings	✓	Social workers		Teachers		3 (3x1)	<p>ACCEPT:</p> <p>Yes / no, tick / cross</p>
Example	Tick (✓) three only																	
Neighbours	✓																	
Nurses																		
Peers	✓																	
Siblings	✓																	
Social workers																		
Teachers																		

Question	Answer/Indicative Content	Marks	Guidance
2 (b)*	<p>Level 3 (5-6 marks) Detailed explanation of the importance of maintaining confidentiality when teachers are reporting disclosures of abuse to the police</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (3-4 marks) Sound explanation of the importance of maintaining confidentiality when teachers are reporting disclosures of abuse to the police</p> <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Level 1 (1–2 marks) Limited explanation of the importance of maintaining confidentiality when teachers are reporting disclosures of abuse to the police.</p> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p>0 marks <i>No response or no response worthy of credit.</i></p>	6	<p>Possible explanations:</p> <ul style="list-style-type: none"> • Ensures rumors are not spread/unsupported accusations made. • Legal duty to follow legislation/teachers' roles/responsibilities/need to know basis /a value of care /duty of care. • Ensures others not as risk (e.g., by association) • Maintains professionalism of teachers/organisation • Helps maintain trusting relationships. • Protects children/students from stigma/ bullying. • Children/students could become target for others as seen as vulnerable. • Avoids personal information being leaked. • Children/students may feel disempowered/loss of confidence so may not report future abuse. • Avoid disciplinary actions/misconduct actions. <p>Accept other suitable explanations.</p> <p>Candidates may mention teachers unlikely to report to police directly if linked to policies this can be creditworthy</p>

Question	Answer/Indicative Content	Marks	Guidance
3*	<p>Level 3 (8-10 marks) Detailed explanation of why Jack may be more likely to experience abuse than others. Clear accurate link to learning disability/age/ support worker.</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (5-7 marks) Sound explanation of why Jack may be more likely to experience abuse than others. Link to learning disability may only be implied/ unclear.</p> <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Level 1 (1–4 marks) Limited explanation of why Jack may be more likely to experience abuse than others</p> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p>0 marks <i>No response or no response worthy of credit.</i></p>	10	<p>Explanations:</p> <p>Age Jack may not fully understand rights. Jack may not understand how to report abuse.</p> <p>Learning Disability Jack may face social isolation because of stigma/stereotypes. May have difficulties communicating needs May have difficulties in recognising abuse May have difficulties in explaining abuse. Seen as an easy target/vulnerable /easy to mislead/abuse/ less likely to be believed. Jack may want to please others so does not report abuse/ easily manipulated/ taken advantage of</p> <p>Support Worker May become dependent on support Disempowered Worker may not be fully trained. Staffing issues/ lack of specialist staff Jack may feel labeled as in need and be hostile to support. Vulnerable if support worker uses ‘power’</p> <p>Accept other suitable explanations relevant to Jack.</p>

Question	Answer/Indicative Content	Marks	Guidance
4 (a)	<p><u>PHYSICAL</u> abuse includes hitting, burning, and slapping.</p> <p><u>NEGLECT</u> is a failure to meet a person's basic needs e.g., adequate food.</p> <p><u>INSTITUTIONAL</u> abuse includes widespread poor care practice within an organisation that makes discrimination and abuse more likely.</p> <p><u>FINANCIAL</u> abuse includes fraud, misuse of property, possessions and theft.</p>	4 (4x1)	ACCEPT phonetic spellings.

Question	Answer/Indicative Content	Marks	Guidance
4 (b)	<p>ANY FIVE FROM:</p> <ul style="list-style-type: none"> • anger ✓ • anxiety ✓ • bullying others ✓ • changes in behaviour ✓ • depression ✓ • eating disorders/habits ✓ • emotional outbursts ✓ • fear ✓ • inappropriate sexualised behaviour ✓ • lack of trust/difficulty in making healthy relationships ✓ • lacking confidence ✓ • low self esteem ✓ • mental illness ✓ • need for attention ✓ • nightmares ✓ • risky behaviours ✓ • self-harm ✓ • stress ✓ • suicidal thoughts ✓ • uncaring about appearance/peers ✓ • unexplained loss of money/goods ✓ • withdrawn /isolated self /socially withdrawn ✓ • worthless /unworthy ✓ 	<p>5 (5x1)</p>	<p>DO NOT ACCEPT: REPEATS</p> <p>Physical /intellectual/ social effects</p> <p>Social isolation</p> <p>ACCEPT ANY OTHER APPROPRIATE PSYCHOLOGICAL EFFECTS.</p> <p>Accept mental illness if no other specific examples of mental illnesses have been listed and already credited.</p> <p>ACCEPT AW</p>

Question	Answer/Indicative Content	Marks	Guidance
4 (c)*	<p>Level 3 (8-10 marks) Detailed analysis of factors that may make people with physical disabilities more at risk of abuse than others. Clear links to physical disabilities for at least two factors</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (5-7 marks) Sound analysis of factors that may make people with physical disabilities more at risk of abuse than others. Factors may be generic not linked to physical disability. Sub max 5 if only one factor.</p> <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Level 1 (1–4 marks) Limited analysis of factors that may make people with physical disabilities more at risk of abuse than others.</p> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p>0 marks <i>No response or no response worthy of credit.</i></p>	10	<p>Factors:</p> <p>Care services with institutional practices May have rigid/inflexible routines - so abuse becomes routine/ day-to-day experience Invasive practice not allowing user input/choices - so abuse of privacy no choice/ chance to speak out Difficulty of staff/users to physically challenge practice - so abuse continues Routines not in best interest of users - lack of involvement of users so abuse not stopped Bad practices ignored/covered up so abuse continues Safeguarding procedures not adequately monitored / policies out of date/not followed due to reluctance to change Professionals viewed with trust, and this may be misused</p> <p>Relationships where there is an imbalance of power. Too scared to report abuse as may face persecution/intimidation Access to complaints systems is restricted as may abuse power / lie to user Abuse of power by carers e.g., when moving client Disempowered Threats made Unable to escape/ fight back.</p> <p>Social isolation Social circles/friendships may have been lost, e.g., due to loss of mobility/ transport and so cannot raise concerns/ limited third party support. May be an easy target if carers/staff know the adult has limited/no support from others May feel society does not care about their health – so put up with abuse / self-fulfilling prophecy</p> <p>Situations where there is an invasion of privacy. May need others to help with hygiene which can lead to abuse via exposure when naked/lack of privacy May not know what acceptable/unnecessary/intrusive practices is carried out on them (e.g., removing clothes) Carers may release private information that makes adults with physical disabilities more at risk of abuse Adults with physical disabilities may be less able to protect private information from others</p>

Question	Answer/Indicative Content	Marks	Guidance
			<p>May need to be moved / physically contacted this could lead to inappropriate touching</p> <p>Use of health services Providers in a position of trust and this can be misused Staff may not be suitably trained/experienced. May be understaffed so concerns not reported / individual needs not met Lack of resources/time to protect older adults from abuse Wide range of services used by the users and so difficult to investigate report all referrals/concerns</p> <p>Staffing issues Lack of trained staff - adults needs not met Lack of available staff - lack of time with adult to meet needs Changeover of staff / staff turnover - adults unable to trust staff so does not speak out / physical needs not met as staff do not provide personalised care to meet impairment needs so abuse may take place Lack of training - abusive practice may result in adult not experiencing effective communication so signs of abuse not noticed Poor management/controls - practices remain unchallenged / difficulty for user/provider to speak out about abuse of adult with physical disabilities.</p> <p>Accept other suitable factors relevant to people with physical disabilities.</p> <p>Analysis points may be interchangeable.</p> <p>Do not accept dependent on others for personal care and lack mental capacity.</p>

Question		Answer/Indicative Content	Marks	Guidance										
5	(a)	<table border="1"> <thead> <tr> <th>Statement</th> <th>True or False</th> </tr> </thead> <tbody> <tr> <td>The Equality Act 2010 aims to protect whistle-blowers working with vulnerable adults.</td> <td>F</td> </tr> <tr> <td>The Human Rights Act 1998 includes the right to education.</td> <td>T</td> </tr> <tr> <td>The Mental Capacity Act 2005 aims for the age of a person to be the main factor when making decisions about lack of capacity</td> <td>F</td> </tr> <tr> <td>The Safeguarding Vulnerable Groups Act 2006 aims to prevent people deemed unsuitable to work from gaining access to vulnerable adults.</td> <td>T</td> </tr> </tbody> </table>	Statement	True or False	The Equality Act 2010 aims to protect whistle-blowers working with vulnerable adults.	F	The Human Rights Act 1998 includes the right to education.	T	The Mental Capacity Act 2005 aims for the age of a person to be the main factor when making decisions about lack of capacity	F	The Safeguarding Vulnerable Groups Act 2006 aims to prevent people deemed unsuitable to work from gaining access to vulnerable adults.	T	4 (4x1)	ACCEPT: Yes/no, tick/cross, T/F for true/false
Statement	True or False													
The Equality Act 2010 aims to protect whistle-blowers working with vulnerable adults.	F													
The Human Rights Act 1998 includes the right to education.	T													
The Mental Capacity Act 2005 aims for the age of a person to be the main factor when making decisions about lack of capacity	F													
The Safeguarding Vulnerable Groups Act 2006 aims to prevent people deemed unsuitable to work from gaining access to vulnerable adults.	T													
5	(b)	<p>ANY TWO FROM:</p> <ul style="list-style-type: none"> • speaks up for children and young people /being an advocate for them ✓ • powers to help bring about long-term change and improvements ✓ • carries out research on how to protect children ✓ • responsible for promoting awareness of the views and interests of children/ rights of children ✓ • special responsibility for the rights of children who are in or leaving care, living away from home, or receiving social care services ✓ • examine and review legislation ✓ • powers to enter buildings providing childcare for the purpose of interviewing a child, or observing the standard of care ✓ 	2 (2x1)	ACCEPT ANY OTHER SUITABLE WAYS ACCEPT AW										

Question	Answer/Indicative Content	Marks	Guidance
5 (c)*	<p>Level 3 (5-6 marks) Detailed analysis of how teaching personal safety may help develop the confidence and resilience of children. Both confidence and resilience are address with understanding.</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (3-4 marks) Sound analysis of how teaching personal safety may help develop the confidence and resilience of children.</p> <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Level 1 (1–2 marks) Limited analysis how teaching personal safety may help develop the confidence and resilience of children.</p> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p>0 marks <i>No response or no response worthy of credit.</i></p>	6	<ul style="list-style-type: none"> • Enabling children to understand and have the skills to care for themselves and their own well-being -more confident in protecting themselves / resilient to unfair practice/intimidation. • Will give children a sense of ownership and empowerment, so more confident and resilient in being able to challenge others. • Children should be more confident in how to protect themselves from abuse /know when to remove self from danger. • Children able to take risks in a suitable and assessed way – not restricted from situations where any risk may occur/ aware how to manage risks. • Children able to learn how to learn from taking assessed risks. • Children know how and when to report abuse/ withdraw themselves from dangerous situations. • By knowing how to raise alarms may stop abuse/ stop abuser • Confidence may make the children less of target. <p>Accept other suitable analytical points.</p> <p>Examples are creditworthy to illustrate relevant points.</p> <p>Accept candidates' responses that contain who suggest negatives as well as positives</p>

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on

01223 553998

Alternatively, you can email us on

support@ocr.org.uk

For more information visit



ocr.org.uk/qualifications/resource-finder



ocr.org.uk



Twitter/ocrexams



/ocrexams



/company/ocr



/ocrexams



CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2022 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.