

## **Cambridge Technicals**

### **Health and Social Care**

Unit 7: Safeguarding

Level 3 Cambridge Technical in Health and Social Care

**05830 - 05833**

### **Mark Scheme for June 2017**

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 will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2017

Question	Answer	Mark	Guidance
1 (a)	<p><b>One mark for each identification. Four required.</b></p> <p><b>Types of abuse:</b></p> <ul style="list-style-type: none"> <li>• physical</li> <li>• sexual</li> <li>• emotional/psychological</li> <li>• neglect</li> <li>• financial</li> <li>• institutional</li> <li>• bullying</li> <li>• discrimination</li> <li>• exploitation/ mate crime</li> </ul>	<p><b>4</b> (4x1)</p>	<p>The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross.</p> <p><b>Do not credit:</b> examples The mark is for identification of the TYPE of abuse.</p>
1 (b)	<p><b>Two explanations. Two marks each.</b></p> <p><b>Children with physical disabilities:</b></p> <ul style="list-style-type: none"> <li>• Cannot defend themselves ( physically weaker)</li> <li>• Cannot raise concerns</li> <li>• May feel helpless</li> <li>• May not be able to easily access information on rights/ help available/ how to complain</li> <li>• Scared of worsening condition</li> <li>• restricted mobility</li> </ul> <p><b>Looked after children:</b></p> <ul style="list-style-type: none"> <li>• neglect</li> <li>• scared of new environment</li> <li>• lack communication skills to speak out/ trust of carers</li> <li>• lack of support from parents/guardians</li> <li>• lack of time/resources to properly safeguard them ( by staff)</li> <li>• insecurity/ constant moving.</li> </ul> <p>This list is not exhaustive – accept other appropriate responses</p>	<p><b>4</b> (2x2)</p>	<p>The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross.</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, that links to the group.</p>

Question		Answer/indicative content	Marks	Guidance	
				Content	Levels of response
1	(c)	<p><b>Staffing issues:</b></p> <p>lack of others to consult  overworked/ caseload too high  stretched facilities  shorter time available for visits/checks  staff may lack confidence to raise concerns  lack of staff training</p> <p><b>Being dependent on others:</b></p> <ul style="list-style-type: none"> <li>cannot easily raise concerns as may fear reprisals</li> <li>need help with basic tasks ,e.g. eating, toileting, hygiene</li> <li>may not know who else to go to</li> <li>feel disempowered/ imbalance of power</li> </ul> <p>This list of factors is not exhaustive – accept other appropriate responses</p> <p>Examples may be used to illustrate point</p>	9	<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>staffing issues and being dependent</li> <li>explicitly linked to people with learning difficulties</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 staffing or dependency done well</li> <li>links mostly relevant to the setting</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>staffing or being dependent on others</li> </ul>	<p><b>Level 3 [7–9 marks]</b>  Answers provide a detailed analysis of how both staffing issues and being dependent on others may make abuse more likely in a residential home for people with learning difficulties. Answers will be have an explicit link to people with learning difficulties, coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar,</p>

				<ul style="list-style-type: none"> <li>• limited relevance to people with learning difficulties</li> <li>• list like / muddled</li> <li>• QWC - low</li> </ul>	<p>punctuation and spelling.</p> <p><b>Level 2 [4–6 marks]</b>  Answers provide a sound analysis of how staffing issues and being dependent on others may make abuse more likely. Some relevance to the setting. Link to people with learning difficulties may be implicit. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling.  <b>Sub max 5:</b> if only staffing issues OR being dependent done well.</p>
--	--	--	--	--	---

					<p><b>Level 1 [1 - 3 marks]</b> Answer provides a limited or basic analysis of how staffing issues and/or being dependent on others may make abuse more likely. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p><b>0 marks –</b> response not worthy of credit.</p>
--	--	--	--	--	--

Question	Answer	Marks	Guidance
1	<p>(d) <b>Two</b> marks for a definition.</p> <p><b>Whistleblowing :</b></p> <ul style="list-style-type: none"> <li>• Whistleblowing is the term used when a worker passes on information (raises a concern) concerning wrongdoing/abuse</li> <li>• The wrongdoing will typically (although not necessarily) be something they have witnessed at work.</li> <li>• A worker who makes a disclosure must reasonably believe two things: <ul style="list-style-type: none"> <li>○ they should be acting in the public interest.</li> <li>○ that the disclosure tends to show past, present or likely future wrongdoing.</li> </ul> </li> <li>• Taking a concern to an official body</li> <li>• Concern raised for safety of others/ the public interest</li> </ul> <p>The wording does not have to be exactly the same as in the indicative content.</p>	2	<p>The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross.</p> <p><b>Two marks:</b> A full definition that clearly shows understanding</p> <p><b>One mark:</b> A basic definition that lacks clarity</p> <p>Marks are for a definition, not examples</p>

Question		Answer/indicative content	Marks	Guidance	
				Content	Levels of response
1	(e)	<p><b>Analyse how the Public Interest Disclosure Act 1998 helps protect the rights of whistle-blowers:</b></p> <ul style="list-style-type: none"> <li>• The Act protects workers from detrimental treatment or victimisation from their employer</li> <li>• If an employee is dismissed because he /she has made a protected disclosure that will be treated as unfair dismissal</li> <li>• Employees are able to present a complaint to an employment tribunal if they suffer detriment as a result of making a protected disclosure</li> <li>• Workers can whistle blow' directly to the commission ( free form 'concern / fear' from employer)</li> <li>• Defines complaints that count as whistleblowing</li> <li>• Protection of whistle-blower(s) identify</li> </ul> <p>The above list is not exhaustive; accept other appropriate responses.</p> <p>The following link gives more information from the Government:  <a href="https://www.gov.uk/whistleblowing">https://www.gov.uk/whistleblowing</a></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 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 analysis – with a well-developed line of reasoning</li> <li>• Explicitly linked to whistle blowers</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 analysis</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>  Answers provide a detailed analysis of how the legislation helps to protect the rights of whistle blowers. Answers will be factually correct. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 1 [1 - 3 marks]</b>  Answers provide a basic analysis of how the legislation helps to protect the rights of whistle blowers. Answers are likely to be muddled and lack technical detail. List like answers in this band Errors of grammar, punctuation and spelling may be noticeable and intrusive. Sub max 3 for one aspect well analysed.</p> <p><b>0 marks</b> - response not worthy of credit.</p>



Question	Answer	Mark	Guidance
2	<p data-bbox="197 248 275 280">(a)</p> <p data-bbox="297 248 1014 312"><b>One</b> mark to be awarded for each correct identification. <b>Three</b> required.</p> <p data-bbox="297 352 528 384">Signs of abuse:</p> <ul data-bbox="297 424 947 568" style="list-style-type: none"><li data-bbox="297 424 734 456">• Low weight/ malnourishment</li><li data-bbox="297 456 947 488">• Fear of husband/ worry about him finding out</li><li data-bbox="297 488 734 520">• i1<sup>st</sup> visit/ came to clinic alone</li><li data-bbox="297 520 618 568">• 'feeling depressed'</li></ul>	<p data-bbox="1059 248 1137 312"><b>3</b> (3x1)</p>	<p data-bbox="1171 248 2000 280">The number of ticks must match the number of marks awarded.</p> <p data-bbox="1171 312 1648 344">For incorrect answers use the cross.</p> <p data-bbox="1171 416 1727 448">Marks are for '<b>signs</b>' of abuse, not 'types'.</p>

Question			Answer/indicative content	Marks	Guidance	
					Content	Levels of response
2	(b)	*	<p><b>Examples of ++++++the medical team could deal with the suspected abuse:</b></p> <ul style="list-style-type: none"> <li>• Duty to report</li> <li>• Clear management structure to help staff</li> <li>• Reporting procedures/policies</li> <li>• Support and comfort Bethan</li> <li>• Do not judge Bethan</li> <li>• Maintain confidentiality/discuss concerns with Bethan</li> <li>• Offer Bethan advice for support systems/services</li> </ul> <p>Accept other suitable examples</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 explanation.</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>• fully relates to the situation</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>• relevant to the situation</li> <li>• QWC – Mid</li> </ul> <p><b>Level 1 checklist:</b></p> <ul style="list-style-type: none"> <li>• Basic explanation</li> <li>• List like – identifies several ways with limited explanation</li> <li>• may not relate to the situation</li> <li>• QWC - Low</li> </ul>	<p><b>Level 3 [7-8 marks]</b> Answers provide a detailed explanation of how the medical team could deal with the abuse Bethan is facing. 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> Answers provide a sound explanation of how the medical team could deal with the abuse Bethan is facing. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. May be one aspect done well</p> <p><b>Level 1 [1 - 3 marks]</b> Answers provide a basic explanation of how the medical team could deal with the suspected abuse of Bethan. Answers may be list like or muddled. Limited use of terminology. Errors of grammar, punctuation and spelling may 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
3 (a) *	<p><b>Staff training:</b></p> <ul style="list-style-type: none"> <li>Helps keep staff up-to-date regarding correct procedures.</li> <li>Best practice is shared</li> <li>New techniques/skills/ policies learnt such as when to break confidentiality / manual handling techniques / restraint</li> <li>Keeps staff safe from accusations</li> <li>Gives them guidance, for example on following correct procedures when 'disclosing' confidential information.</li> <li>Staff know legal requirements.</li> <li>Know signs of abuse</li> <li>Trust staff so more likely to report abuse</li> </ul> <p>The above list is not exhaustive; accept other appropriate responses.</p>	7	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is discussion.</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 discussion – with a well-developed line of reasoning</li> <li>Explicitly linked to staff training</li> <li>Explicitly linked to vulnerable adults</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 discussion</li> <li>Links made to staff training</li> <li>Links made to vulnerable adults</li> <li>QWC - Mid</li> </ul> <p><b>Level 1 checklist:</b></p> <ul style="list-style-type: none"> <li>Basic discussion</li> <li>may identify several ways with little or no discussion</li> <li>Not linked to vulnerable adults</li> <li>QWC - Low</li> </ul>	<p><b>Level 3 [6-7 marks]</b> Answers provide a detailed discussion of how staff training could help safeguard vulnerable adults from abuse. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.</p> <p><b>Level 2 [3 - 5 marks]</b> Answers provide a sound discussion of how staff training could help safeguard vulnerable adults from abuse. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 1 [1 - 2 marks]</b> Answers provide a basic discussion of how staff training could help safeguard vulnerable adults from abuse. Answers may be list like or muddled. Limited use of terminology. Errors of grammar, punctuation and spelling may be noticeable and intrusive</p> <p><b>0 marks</b> - response not worthy of credit.</p>

Question	Answer	Mark	Guidance
3	<p>(b)</p> <p><b>Policies / procedures:</b></p> <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Confidentiality</li> <li>• Risk assessment</li> <li>• Staff recruitment/training</li> <li>• Disclosure and Barring Service</li> <li>• Designated Child Protection Officer</li> </ul> <p><b>Example outlines of policy / procedure.</b></p> <p><b>Safeguarding:</b> A safeguarding policy is a statement that makes it clear what an organisation or group will do to keep users safe, it may include a statement setting out the organisation's commitment: what the organisation will do to keep users safe and respond to concerns: a list of the supporting procedures that accompany the policy</p> <p><b>Confidentiality:</b> All staff need to be aware of their responsibilities for safeguarding confidentiality and preserving information security. This may include: need to know: data protection: security: access</p> <p><b>Risk assessment: identifying sensible measures to control the risks in the workplace.</b> This may involve identifying risks/ hazards, deciding who may be at risk, recording information and reviewing and managing any concerns</p> <p><b>Staff Recruitment / training:</b> this may be in relation to promoting equality of opportunity and avoiding discrimination</p> <p><b>Disclosure and Barring Service:</b> helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. It replaces the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA).</p> <p><b>Designated Child Protection Officer:</b> Having a named person(s) who have the responsibility of protecting children and to whom others can report concerns.</p> <p>Accept other suitable policies/procedures</p>	3x1	<p>The number of ticks must match the number of marks awarded.</p> <p>3 relevant points (may be example/ further detail)</p>

Question	Answer	Mark	Guidance
3	<p data-bbox="197 212 264 244">(c)</p> <p data-bbox="302 212 981 244"><b>One</b> mark for each suitable example. <b>Two</b> required.</p> <ul data-bbox="302 284 757 459" style="list-style-type: none"><li>• Supportive positive risk taking</li><li>• Promoting active participation</li><li>• Promoting choice</li><li>• Teaching personal safety</li><li>• Provide aids to help mobility</li></ul> <p data-bbox="302 496 1220 528">Accept other suitable examples of how his confidence could be helped</p> <p data-bbox="302 564 1108 596">Answers could relate to confidence in coping with his arthritis.</p>	<p data-bbox="1525 212 1592 276"><b>2</b> (2x1)</p>	<p data-bbox="1637 212 2063 276">The number of ticks must match the number of marks awarded.</p> <p data-bbox="1637 316 2029 379">For incorrect answers use the cross.</p> <p data-bbox="1637 419 2074 515">Do not credit vague answers e.g. make sure he is safe Help him to socialise</p>

Question		Answer/indicative content	Marks	Guidance	
				Content	Levels of response
4		<p><b>How record keeping can help to minimise the risk of abuse:</b></p> <ul style="list-style-type: none"> <li>• The user can receive a better all-round level of care.</li> <li>• All team members are aware of changes, and so may help notice patterns</li> <li>• Contact details be obtained in the event that follow-up when action/treatment is required or concern about the well-being has been raised.</li> <li>• Ensures that their records are transferred to the next GP/ other workers in a timely and appropriate manner when they move.</li> <li>• Good note-taking is a vital tool of communication and can help workers stop signs of abuse.</li> <li>• Reinforces professionalism</li> <li>• Files up to date</li> <li>• Provides evidence</li> </ul> <p>The above examples are not definitive, accept other appropriate responses.</p>	4	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is outline.</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</li> <li>• explicitly relates to minimising risk of abuse</li> <li>• appropriate terminology</li> <li>• QWC - High</li> </ul> <p><b>Level 1 checklist:</b></p> <ul style="list-style-type: none"> <li>• Basic outline</li> <li>• List like – identifies ways with limited links to minimising abuse</li> <li>• May just outline recording past abuse</li> <li>• QWC - Low</li> </ul>	<p><b>Level 2 [3-4 marks]</b> Answers provide a detailed outline of how record keeping can help to minimise the risk of abuse. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.</p> <p><b>Level 1 [1 - 2 marks]</b> Answers provide a basic outline of how record keeping can help to minimise the risk of abuse. Answers may be list like or muddled. Limited use of terminology. Errors of grammar, punctuation and spelling may 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
5	<p><b>Possible reasons</b> why homelessness could make abuse more likely:</p> <ul style="list-style-type: none"> <li>• Lack of access to support/protection services</li> <li>• No fixed location – difficult to track</li> <li>• Live in unsafe environment /no shelter</li> <li>• Reasons for being homeless e.g. abuse in the past</li> <li>• Limited support services/funding</li> <li>• Risk of harm from others, e.g. especially at night</li> <li>• Stereotyping by public /seen as easy targets</li> <li>• Lack of self-respect/low self-esteem so given up/expect abuse</li> </ul> <p>The above list is not definitive accept other appropriate reasons.</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 explanation.</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>• at least 2 reasons</li> <li>• explicitly linked to homelessness</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>• 1 or 2 reasons</li> <li>• some links made to homelessness</li> <li>• QWC - Mid</li> </ul> <p><b>Level 1 checklist:</b></p> <ul style="list-style-type: none"> <li>• basic explanation</li> <li>• may identify several reasons with little or no explanation</li> <li>• not linked to homelessness</li> <li>• QWC - Low</li> </ul>	<p><b>Level 3 [7-8 marks]</b> Answers provide a detailed explanation of why homelessness could 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 [4 - 6 marks]</b> Answers provide a sound explanation of why homelessness could make abuse more likely. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. <b>Sub max 4</b> for only one reason done well.</p> <p><b>Level 1 [1 - 3 marks]</b> Answers provide a basic explanation of why homelessness could make abuse more likely. Answers may be list like or muddled. Limited use of terminology. Errors of grammar, punctuation and spelling may be noticeable and intrusive <b>0 marks</b> - response not worthy of credit.</p>

**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)**

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
**is a Company Limited by Guarantee**  
**Registered in England**  
**Registered Office; 1 Hills Road, Cambridge, CB1 2EU**  
**Registered Company Number: 3484466**  
**OCR is an exempt Charity**

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

© OCR 2017

