

Cambridge Technicals Health and Social Care

Unit 7: Safeguarding

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

Mark Scheme for June 2023

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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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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:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **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	Marks	Guidance										
1	(a)	<p>Neglect is when an individual's basic needs (physical, emotional, psychological) are not met to an extent which can cause significant harm or damage.</p> <p>Examples could include; failure to provide food, clothing, heating, shelter, Not protecting a child from harm, ensuring access to medication or medical treatment.</p>	2	<p>Two marks: A full definition that clearly shows understanding. May provide an example to illustrate, e.g., not providing food.</p> <p>One mark: A basic definition that lacks clarity.</p> <p>Wording does not have to be the same as in indicative content. Similar credible wording could be: not providing basic needs / lack of adequate care standards.</p>										
1	(b)	<table border="1"> <thead> <tr> <th>Action</th> <th>Type of Abuse</th> </tr> </thead> <tbody> <tr> <td>Deliberately poisoning someone</td> <td>Physical</td> </tr> <tr> <td>Drawing money out of someone's account without their permission.</td> <td>Financial</td> </tr> <tr> <td>Taking a precious item to punish someone</td> <td>Emotional/Bullying/ Psychological</td> </tr> <tr> <td>Treating someone unfairly based on their sexual orientation</td> <td>Discrimination</td> </tr> </tbody> </table>	Action	Type of Abuse	Deliberately poisoning someone	Physical	Drawing money out of someone's account without their permission.	Financial	Taking a precious item to punish someone	Emotional/Bullying/ Psychological	Treating someone unfairly based on their sexual orientation	Discrimination	4 (4x1)	<p>No other answers are acceptable.</p> <p>If more than one answer given mark first response only.</p>
Action	Type of Abuse													
Deliberately poisoning someone	Physical													
Drawing money out of someone's account without their permission.	Financial													
Taking a precious item to punish someone	Emotional/Bullying/ Psychological													
Treating someone unfairly based on their sexual orientation	Discrimination													

Question		Answer	Marks	Guidance
1	(c)	<p>Level 3 (6-7 marks) Detailed examination of why looked after children are at greater risk of abuse. AND Considers at least two different aspects that may make them at greater risk. There is a clear link /relevance to looked after children .</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 (4-5 marks) Sound examination of why looked after children are at greater risk of abuse. AND May focus on one aspect that may make them at greater risk. Sub-max of 4 if one way examined well.</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 (1–3 marks) Basic examination of why looked after children are at greater risk of abuse. AND May just list reasons.</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>	7	<p>Looked After Children</p> <ul style="list-style-type: none"> • Imbalance of power – so children do not speak up. • Dependent on care worker/others – scared to lose care/ report abuse. • Exposed to several different peer groups -could be taken advantage of. • Can be a target for bullying as others may know they are looked after. • Negative life experiences (reasons for being looked after) might mean they expect abuse. • Lack of support from parents/guardians (no one looking out for them) • No one they trust to tell/speak to/disclose to/ may isolate self/ be isolated. -less likely to report abuse. • Staff have a lack of time/resources to properly safeguard them. • Constantly moving (might not be missed) difficult to follow up concerns/keep track • Feel they are less likely to be believed. <p>Accept any other suitable answers</p>

Question		Answer	Marks	Guidance
2	(a)	<p>Level 3: (7–8 marks) Detailed discussion about how learning disabilities may make abuse more likely. AND At least three ways discussed and all are explicitly relevant to people with learning disabilities.</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: (4–6 marks) Sound discussion about how learning disabilities may make abuse more likely. AND Reasons discussed are relevant to people with learning disabilities but may be implicit. Sub-max of 4 if one way examined well.</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: (1–3 marks) Basic discussion about how learning disabilities may make abuse more likely. AND Reasons given may be in a list and may not be fully relevant to people with learning disabilities.</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 - response not worthy of credit.</p>	8	<p>Learning difficulties</p> <ul style="list-style-type: none"> • Imbalance of power- not know rights/ scared to speak up / not seen as trustworthy when report abuse /professionals trusted. • Might not understand they are being abused (think it's a game)/accept abuse • Reliant/ dependent on others to make decisions for them (might not be made in their best interest) • May be too eager to please/ too trusting of others. • Might not know how to raise concerns. • Not taken seriously/ not believed by others when raise concerns / cries for help more likely to be dismissed • Disempowered /low self esteem • Might struggle to tell people, due to communication difficulties. • Might not want to get abusers in trouble. • Scared of what might happen if they did talk about it. • Easy targets. • Easily manipulated. • Professionals not sufficiently trained to meet needs. <p>Accept any other suitable answers</p>

Question		Answer	Marks	Guidance
2	(b)	Human Rights Act or Mental Capacity Act.	1	Do not accept any other response. Must state ACT. Date not required
2	(c)	<p>Level 3 (5-6 marks) Detailed explanation of what a risk assessment is AND how they reduce the risk of abuse.</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 what a risk assessment is AND how they reduce the risk of abuse.</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>Sub Max 3 – If they only explain what a risk assessment is or how they reduce the risk of abuse.</p> <p>Level 1 (1–2 marks) Basic explanation of what a risk assessment is AND/OR how they reduce the risk of abuse.</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>What is a risk assessment</p> <ul style="list-style-type: none"> • A risk assessment is an activity which measures the likelihood of someone being harmed/potential danger of something/ check of processes used. • Considers severity of risk and the likelihood of it happening • Process of identifying and managing risks <p>How reduce the risk of abuse.</p> <ul style="list-style-type: none"> • Might stop an activity happening (because the risk of abuse is too high) • Identifies ways of reducing risk (making an activity safer) • Incidents will be reported and reviewed and fed back into the risk assessment system (so that changes can be made to reduce the risk in future) • Training requirements may be identified. <p>Accept any other suitable answers.</p>

Question		Answer	Marks	Guidance
2	(d)	<p>Actions to reduce risk</p> <ul style="list-style-type: none"> • Do a trial run with him first • Ensure he has a mobile phone (possibly with location finder app switched on) • Explain to him what do if he needs help/ risks. • Teach him about keeping safe • Practice catching the bus with a support worker. • Plan where to go/ which shops /route. • Arranged check in phone calls. • Time schedules (when expected to return). 	3 (3x1)	<p>Only mark first answer for each numbered line, and only first three (if candidates lists more)</p> <p>Do not accept risk assessment, unless identifies how it creates a measure/way to lower risk.</p> <p>Accept any other suitable answers.</p>
2	(e)	<p>Lack of mental capacity means:</p> <ul style="list-style-type: none"> • Individuals may be unable to make key decisions about themselves. • May be unable to understand the information or consequences of the decisions. • May be unable to communicate decision. • Dependent on others /need others to make decisions for them • Not have sufficient understanding /knowledge to make decisions. • Assessment made by professionals that confirms lack of mental capacity. 	2 (1x2)	<p>Two marks: A full explanation that clearly shows understanding of the term</p> <p>One mark: A basic explanation that lacks clarity.</p> <p>Accept any other suitable answers.</p>

Question		Answer	Marks	Guidance
2	(f)	<p>ANY THREE FROM: Causes of a lack of mental capacity:</p> <p>Drug abuse/substance abuse Alcohol abuse Unconscious due to accident Under an (general) anaesthetic Aged under 16/ too young. Dementia Learning difficulty Coma Brain injury Concussion</p>	3 (3x1)	<p>Do not accept: mental illness</p> <p>Accept any other suitable answers.</p>
3	(a)	<p>ANY THREE FROM:</p> <p>Teachers Social Workers Doctors Nurses Health visitors Youth workers Police Therapist Physiotherapist Counsellor Carer</p>	3 (3x1)	<p>Accept other examples of health and social care professionals and educational professionals.</p> <p>Do not accept:</p> <p>Co-worker Manager Colleague Organisations, e.g., local authorities or emergency services Health care professionals – (unless correct example given)</p>

Question		Answer	Marks	Guidance
3	(b)	<p>Two marks for each description</p> <p>Duty to report</p> <ul style="list-style-type: none"> • Don't ignore signs or dismiss suspicions. • Ensure the individual is safe before taking next steps. • Act on suspicions of abuse • Act as soon as possible/ immediately <p>Report appropriately</p> <ul style="list-style-type: none"> • Report the suspicions as soon as possible to the relevant person within your organisation, or to appropriate external bodies e.g., CQC or the police. • Only inform people on a need-to-know basis (maintain confidentiality) • Retain any evidence that may have caused your suspicions e.g., images, notes etc. <p>Reporting procedures</p> <ul style="list-style-type: none"> • Record the precise details/record accurately that have caused you to be suspicious. • If you have been told something, write it down word-for-word. • Follow correct policies • Ensure information is accurate and remains confidential/secure. • Keep accurate record of the disclosure. • Keep records in secure place. 	6 (3x2)	<p>For each stage:</p> <p>Two marks: A full description that clearly shows understanding. May provide an example to illustrate, e.g., bruising on arms. Or two clear separate relevant points</p> <p>One mark: A basic description that lacks clarity.</p> <p>Points may be interchangeable</p> <p>Accept any other suitable answers.</p>

Question		Answer	Marks	Guidance
4	(a)	A duty of care is when a person or organisation has a legal responsibility for an individual or group of individuals to keep them safe and protect them from harm/ provide suitable/good quality care	2	<p>Two marks: A full definition that clearly shows understanding. May provide an example to illustrate, e.g., removing someone from a dangerous situation. For two marks must include: legal requirement / requirement /obligation/ legal responsibility/ responsibility/ legal liability</p> <p>One mark: A basic definition that lacks clarity.</p> <p>Wording does not have to be the same as in indicative content.</p> <p>Accept any other suitable answers</p>

Question	Answer	Marks	Guidance
4 (b)	<p>Level 3 (7–8 marks) Detailed analysis of at least two ways how promotion of choice develops confidence and resilience. AND They will make specific judgements on the impact of choice on confidence and resilience.</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 (4–6 marks) Sound analysis of two ways how promotion of choice develops confidence and resilience. AND There will be links on the impact of choice on confidence and resilience, but judgements may be limited.</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>Sub-max of 4 if one way analysed well.</p> <p>Level 1 (1–3 marks) Basic analysis of how promotion of choice develops confidence and resilience. AND There maybe be limited links on the impact of choice on confidence and resilience.</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 – response not worthy of credit</p>	8	<p>Analyse at least two ways the promotion of choice develops confidence and resilience.</p> <ul style="list-style-type: none"> • Service user should be allowed to choose and make decisions about their lives (might need support to do this) • They are more likely to make decisions in their best interests • Less likely to be abused by other making decisions for them • Feel they have more control over their lives/given a voice. • Will increase self-esteem/ empowerment. • More likely to report abuse • Less likely to accept abuse • If abused, less likely to see themselves as a victim. • Effects of abuse might be less • More likely to stand up for themselves (not an easy target) • Could be overwhelmed by number of choices. • May become too confident and ignore all advice/ not seek any guidance. <p>Accept any other suitable answers.</p>

Question	Answer	Marks	Guidance
5	<ul style="list-style-type: none">• Inter-agency• Children Act• outcomes• maltreatment• welfare	5 (5x1)	<p>DO NOT ACCEPT words in any other order</p> <p>No other words are acceptable</p> <p>Do not credit answers that give more than one choice - more than one word /set of words) per gap See page 3 for guidance about MCQs.</p>

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