

Cambridge TECHNICALS

2016

Cambridge **TECHNICALS LEVEL 3**

HEALTH AND SOCIAL CARE

Combined feedback on the January 2017 exam paper (including selected exemplar candidate answers and commentary)

Unit 7 – Safeguarding Version 1

ocr.org.uk/healthandsocialcare

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INTRODUCTION

This resource brings together the questions from the January 2017 examined unit (Unit 7), the marking guidance, the examiners comments and the exemplar answers into one place for easy reference.

We've also included candidate exemplar answers with commentaries for Question 3b.

The marking guidance and the examiner's comments are taken from the Report to Centre for this question paper.

The Question Paper, Mark Scheme and the Report to Centre are available from: <u>https://interchange.ocr.org.uk/</u>

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OCR Oxford Cambridge and RSA

Cambridge Technicals Health and Social Care Unit 7: Safeguarding Level 3 Cambridge Technical Certificate/Diploma in Health and Social Care 09589 - 05871

Mark Scheme for January 2017

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Cambridge Technicals Health and Social Care 2630, 0591 Level 3 Cambridge Technicals Certificates in Health and Social Care 0593, 0591 Level 3 Cambridge Technicals Diplomas in Health and Social Care 0593, 05971 OCR Report to Centres January 2017		
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	OCR Report to Cen	tres January 2017

GENERAL EXAMINER COMMENTS ON THE PAPER

Candidates performed well in questions relating to safeguarding children and how abuse may have effects on individuals.

Centres may wish to use more time focusing on how laws can be outlined by candidates and how the disclosure and barring service is put into practice in health and social care settings.

Possible use of a centre's own policies for the candidates to consult may aid their understanding of procedures and how they can help safeguard individuals.

A teacher finds Jamie, aged 14, crying in the school toilets. Jamie tells the teacher that his father hits him when he gets angry. 1 (a) How should the teacher respond to this situation? Choose the three most appropriate actions from the list below. Tick three boxes only. Arrange to meet with Jamie's father the next day. \checkmark Record what has happened as soon as possible. Ask him why he thinks his father does this. Ask Jamie to go home and write down what happened. \checkmark Offer to take Jamie somewhere safe immediately. Notify the school's child protection officer as soon as possible. [3] (b)* Justify your choice of answers for question 1(a). Record what has happened as soon as possible: • allows others to access the information when needed • recording of facts rather than opinion policy/legal requirements • Staff protected from accusations Offer to take Jamie somewhere safe Immediately: needs medical attention in distress • need for safety access counselling/support Notify the schools' child protection officer as soon as possible: • need to know basis • other services may have to be informed/contacted/e.g. police check procedures/seek advice • teacher to receive help/support Do not credit any re-iteration of the situation. Credit valid justification points if 1(a) is incorrect

 lonely/isolated/excluded/withdrawn – may not want to mix with people. Fears going to service/ seeking help low self-esteem/self-worth/worthless – slowly begins to erode. Makes them feel unworthy so do not seek help low self-confidence – difficult to go and see providers/apply for help/support due to previous experiences. Depressed – feels very low. Hard to motivate themselves. stressed/ill health – effects of the experience may bring on illnesses, depression. self-harming – in severe cases may resort to this as a cry for help. self-fulfilling prophecy – begin to believe what they have been told and how they have been treated. anxious/frightened/scared – if the prejudice/attitudes have been threatening they may not want to go out, leave their homes. Changes in personality/mood Failure to thrive Physical injuries, bruises, broken bones Long term psychological effects, e.g. trust Thinking abuse is normal Go one to abuse others themselves. 	•••••		
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Accept any suitable discussion of an effect Answers must link to abuse of children			
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Mark scheme guidance

1 (a)

Annotation:

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

No other answers are acceptable.

If more than three boxes are ticked:

Mark the first three only.

Crossed Out Responses:

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

1 (b)

Content	Levels of response
 This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is justification. Level 3 checklist detailed justification of at least two of the chosen answers related to Jamie clear understanding of the situation will be evident well-developed line of reasoning logically structured 	 Level 3: 5 - 6 marks 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 Level 2: 3 - 4 marks 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
 QWC – high Level 2 checklist sound justification of one or two of the chosen answers related to Jamie understanding of the situation will be evident a line of reasoning in the most part relevant QWC – mid 	Level 1: 1 - 2 marks 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 O marks - response not worthy of credit.
 Level 1 – checklist descriptive (upper end) list like (low end) lacking an understanding of the situation basic information presented in an unstructured way 	

- may not be specifically linked to Jamie
- QWC low

OCR LEVEL 3 CAMBRIDGE TECHNICALS IN HEALTH AND SOCIAL CARE

1 (c)	
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Content	Levels of response
This is a levels of response question – marks are awarded on the	Level 2: 4 – 6 marks
quality of the response given.	There will be a detailed discussion of at least two effects of abuse on children. These will be developed logically and there
Level 2 checklist	will be evidence of synthesis within the work.
At least two effects fully discussed	
clear understanding of effects of abuse will be evident	Level 1: 1 – 3 marks
High QWC	They will include a brief discussion (more descriptive in nature) of at least two effects of abuse on children. Answers will be
Level 1 checklist	factually correct. There may be some noticeable errors of grammar, punctuation and spelling. Sub-max of 3 for one effect
May be only one effect	done well.
Basic understanding of effects of abuse	
Mid – Low QWC	0 marks - response not worthy of credit.

Examiners comments

1a

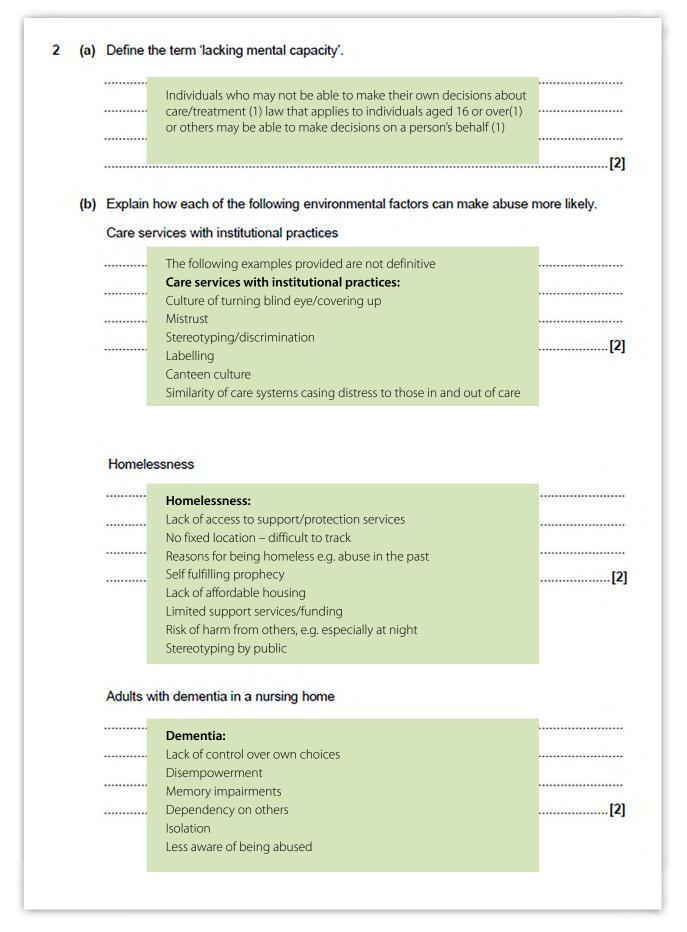
The vast majority of candidates achieved full marks. The most common, incorrect answer ticked by candidates was 'arrange to meet with Jamie's father the next day'.

1b

Most candidates could justify their answers, although were sometimes vague in relation to why a record should be kept. Higher level answers linked recording the incident to the future use as evidence and the importance of recording information quickly.

1c

Well answered with most candidates giving at least a few points of discussion. Weaker responses tended to just list possible effects with no discussion/rationale.



 Social isolation:	
 Unable or restated in ability to access support services (formal or informal) 	
 Loss of contacts over time, people cannot help if not told/ able to see their friends 	
 May be scared to speak out as not believed/ become more isolated. 	
 May be targeted by abusers as vulnerable	
 Loss of contact with friends – so unable to seek help Scared to speak to others 	
 Relationships where there is an imbalance of power:Too scared to leave partner/ face persecution	
 Cannot seek help as access to communication restricted, e.g. phone use 	
 Physical violence/ intimidation – cannot speak out/ not safe Made to feel reliant 	
 Threats made by partner	
 Power may relate to control of finances / freedoms (e.g. movement/travel and physical strength/ control/abuse) 	
 Relationships may be partners or relationships with service providers, e.g. abuse of power by carers/ teachers 	

OCR LEVEL 3 CAMBRIDGE TECHNICALS IN HEALTH AND SOCIAL CARE

Mark scheme guidance

2 (a)

Wording does not have to be exactly the same as in indicative content. Any 2 points fine

One mark:

A basic definition that lacks clarity

Two marks:

A full definition that clearly shows understanding. May provide an example to illustrate points made within the definition

2 (b)

Accept any other suitable responses

For all environmental factors:

One mark:

A basic explanation that lacks clarity

Two marks:

A full explanation that clearly shows understanding with an example or context or further detail

2 (c)

Content	Levels of response
This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is analysis. Annotation:	Level 3: 9 - 12marks There will be a detailed analysis how both 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
 The number of ticks will not necessarily correspond to the marks awarded. Level 3 checklist: detailed analysis – well-developed line of reasoning balanced – social isolation and imbalance of power 	and spelling. Level 2: 5 - 8 marks There will be a basic analysis of how social isolation and/or imbalance of power in relationships may make abuse more likely.
 explicitly linked to abuse Correct use of terminology QWC – high 	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.
 sound analysis balance – may be one-sided with only social isolation or imbalance of power done well links mostly relevant to abuse QWC – mid 	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
 Level 1 checklist: limited / basic analysis Social isolation or imbalance of power limited relevance to abuse list like / muddled QWC - low 	0 marks - response not worthy of credit.

OCR LEVEL 3 CAMBRIDGE TECHNICALS IN HEALTH AND SOCIAL CARE

Examiners comments

2 (a)

A number of weak answers talking about people generally not being able to do'things' and/or describing people who are 'mentally ill'.

2 (b)

Most candidates could explain the factors of homelessness and adults with dementia in a nursing home, however, very few appeared to know the concept of institutional practices, instead they just gave general ideas about abuse.

2 (c)

Quite well answered although most candidates appeared to have a clearer understanding of relationships with an imbalance of power than the concept of social isolation. Although not vital, clear examples helped to illustrate answers and the ability to show how these factors could increase the likelihood of abuse.

3 (a) State	three other protected characteristics.	
1	Protected characteristics: Disability	[1]
2	Gender reassignment Marriage and civil partnership	[1]
3	Pregnancy and maternity Race Religion and belief Sexual orientation	[1]
(b)* Outlin	ne key features of the Mental Capacity Act (2005).	
	Factures of the Mantel Correction Acts	
	Features of the Mental Capacity Act:Gives right to make your own decisions if you have capacity and	
	 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. Users are assumed to have capacity Users should receive support to make your own decisions before 	
	 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. Users are assumed to have capacity 	
	 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. Users are assumed to have capacity Users should receive support to make your own decisions before anyone assumes you don't have capacity Any decisions made must be in users best interests and restrict 	
 	 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. Users are assumed to have capacity Users should receive support to make your own decisions before anyone assumes you don't have capacity Any decisions made must be in users best interests and restrict freedom as little as possible.(best interest checklist) Applies if users do not have the mental capacity to make a decision that needs to be made, for example about healthcare or 	
 	 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. Users are assumed to have capacity Users should receive support to make your own decisions before anyone assumes you don't have capacity Any decisions made must be in users best interests and restrict freedom as little as possible. (best interest checklist) 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. 	

Mark scheme guidance

3 (a)

Do not accept repeated answers

Do not accept 'gender' on its own must state 'gender reassignment'

Must have both terms when applicable

3 (b)

Content	Levels of response
This is a levels of response question – marks are awarded on the	Level 2: 4 - 6 marks
quality of the response given. The focus of the question is analysis.	There will be a detailed outline of the main features of the
Annotation:	Mental Capacity Act. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar,
The number of ticks will not necessarily correspond to the marks	punctuation and spelling.
awarded.	
	Level 1: 1 - 3 marks
 Level 2 checklist: Detailed outline – with a well-developed line of reasoning Features explicitly link to the Mental Capacity Act Correct use of terminology High QWC 	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.
Level 1 checklist:	0 marks - response not worthy of credit.
Basic outline	
List like	
Limited knowledge or understanding evident	
Low QWC	

Examiners comments

3 (a)

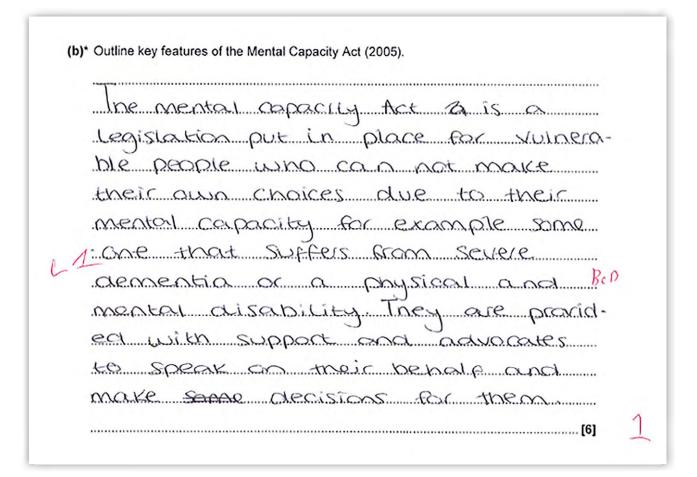
Most common answer was race, many candidates gave incomplete answers, e.g. 'gender' rather than 'gender reassignment'.

3 (b)

Quite poorly answered with only a few candidates able to actually describe features. Some just stated the law was about people and tries to stop abuse.

Exemplar Candidate Work

Question 3 (b) – Low level answer



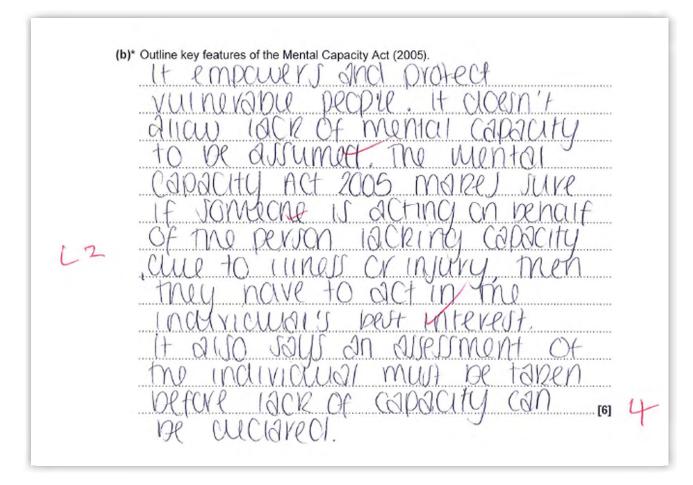
Commentary

The command verb of the question requires an 'outline' of the 'key features' of the act. The candidate has provided a description of a situation where the Mental Capacity Act would apply – someone with dementia. This does not answer the question very well as no specific features of the act have been given. The answer is vague and the one mark achieved is a 'benefit of doubt' mark for reference to support such as advocates that would be provided.

To gain more marks the candidate needs to focus the answer on the piece of legislation itself. Some facts about the legislation including its main principles need to be provided. Some correct use of terminology from the principles of the act should be demonstrated, such as referencing that the advocates, mentioned in the candidate's answer, have to ensure that decisions have to be made in the 'best interests' of the individual.

Using paragraphs to structure an answer is good practice, with each paragraph having a focus on an aspect of the act, this helps the candidate to achieve a structured response.

Question 3 (b) – Medium level answer



Commentary

The answer begins with a description of the impact of this piece of legislation. The candidate states that it 'empowers' and 'protects' vulnerable people. This was not asked for by the question, key features, not 'impacts' are required.

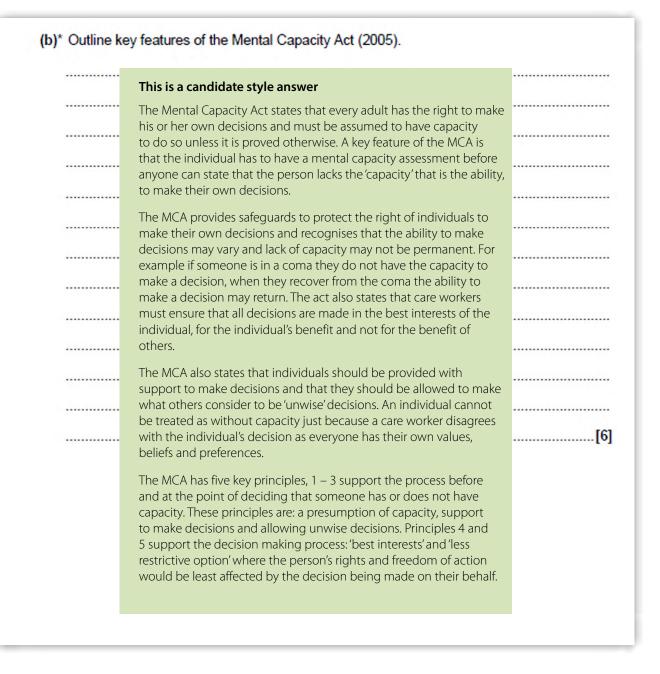
The candidate has then given an outline of a few features of the Mental Capacity Act and though the answer lacks technical detail some appropriate terminology has been used such as 'best interests' and that it doesn't allow lack of capacity to be 'assumed'. Also mentioning the requirement for an assessment of mental capacity. The candidate clearly knows some aspects of the legislation and has given an outline of these.

To gain higher marks the candidate needs to provide a little more detail of the features chosen to write about and the answer could have a better structure with the facts following though logically.

For example regarding decision making the candidate could start with how the act the fact that the Act protects individual's rights to make decisions and go on to detail how this achieved. It states that individuals should always be assumed to have capacity, the candidate could link this to individuals should receive support to make their own decisions before anyone assumes they don't have capacity. Any decisions made should restrict the individual's freedom as little as possible and be in their best interests.

A more structured response linking the relevant facts together with more developed detail would enable more marks to be achieved.

Question 3 (b) – High level answer



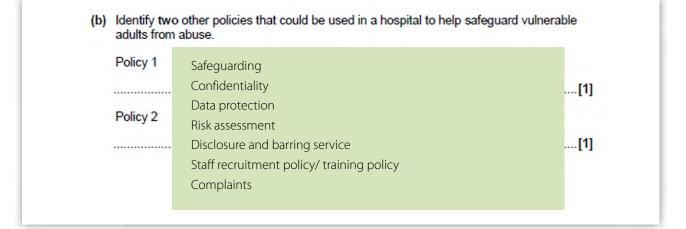
Commentary

This answer provides a detailed outline of the Mental Capacity Act as required by the command verb at the start of the question. The answer is factually accurate and gives coverage of all of the main features and key principles of the MCA. The answer is developed by giving further detail for each of the features covered, not just listing the content of the act.

Correct terminology has been used throughout and a high standard of spelling, punctuation and grammar is demonstrated. The response is well structured with paragraphs and the information given follows through logically. All of the information presented is relevant demonstrating detailed knowledge of this piece of legislation.

Full marks - 6

•••••	The following examples are not definitive:	
	Risk assessment:	
	Maintains health of all	
	Safety requirements met	
	Active risks allowed	
	Risk assessments reviewed/carried out	
	Incidents reported and reviewed	
	Disclosure and barring service:	
	Helps ensure staff are suitable	
	Reviewed	
	Safety checks	
	Prevents reoffending	
	Protects users elsewhere as well as in organisation	
	Barred list	
	Generic	
	Helps staff know what to do/guidelines	
	Helps prevent abuse/ reduces risk	
	People know rights/responsibilities	
	Raises awareness	
	Answers must relate to a Hospital setting	



Mark scheme guidance

4 (a)

Content	Levels of response	
This is a levels of response question – marks are awarded on	Level 3: 7 - 8 marks	
the quality of the response given. The focus of the question is description. Annotation:	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	
The number of ticks will not necessarily correspond to the marks awarded.	grammar, punctuation and spelling	
	Level 2: 4 - 6 marks	
 Level 3 checklist: Detailed explanation – with a well-developed line of reasoning Both policies are addressed fully relates to safeguarding Correct use of terminology 	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.	
	Level 1: 1 - 3 marks	
 QWC – High Level 2 checklist: Sound explanation Both policies are addressed relevant to safeguarding QWC – Mid 	There will be an attempt at an explanation of how the polici 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 0 marks - response not worthy of credit.	
Level 1 checklist:		
Basic explanation		
Either of the policies referred to		
 may not relate to safeguarding QWC - Low 		

4 (b)

Accept other suitable policies

Examiners comments

4 (a)

A surprising number appeared to assume the Disclosure and Barring service was about general complaints within a hospital. Most marks achieved related to risk assessments.

4 (b)

Well answered although a few candidates stated laws instead of policies.

Building tru	usting relationships.	
	Building trusting relationships:	
	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	[
Continuing	Professional Development	
	Continuing Professional Development:	
	Ensures staff are trained and using the best practice allowing them	
	Ensures staff are trained and using the best practice allowing them	
	to develop and update knowledge/skills and so prevent abuse.	
	to develop and update knowledge/skills and so prevent abuse.	
	to develop and update knowledge/skills and so prevent abuse. Updates staff Raises awareness	[2
	to develop and update knowledge/skills and so prevent abuse.	
	to develop and update knowledge/skills and so prevent abuse. Updates staff Raises awareness	
	to develop and update knowledge/skills and so prevent abuse. Updates staff Raises awareness blicies and procedures Following policies and procedures: Ensures all ways to reduce risk of abuse are followed and polices	
Following po	to develop and update knowledge/skills and so prevent abuse. Updates staff Raises awareness Dicies and procedures Following policies and procedures: Ensures all ways to reduce risk of abuse are followed and polices protect users and workers .Feel safe /secure. Know what the law/	
	to develop and update knowledge/skills and so prevent abuse. Updates staff Raises awareness blicies and procedures Following policies and procedures: Ensures all ways to reduce risk of abuse are followed and polices	

Mark scheme guidance

Accept any other suitable responses

For all categories:

One mark:

A basic outline that lacks clarity

Two marks:

A full outline that clearly shows understanding with an example or context or further detail

Examiner comments

5

Quite well answered with most candidates able to outline how the factors could help staff and/ or service users minimise the risk of abuse.



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