

# **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 2024**

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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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## MARKING INSTRUCTIONS

### PREPARATION FOR ON-SCREEN 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.

### PREPARATION FOR PAPER-BASED MARKING

#### 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 <b>does</b> count as a mark – so <b>do not</b> ‘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)		<b>Signs of abuse:</b> <ul style="list-style-type: none"> <li>• bruising</li> <li>• fractures</li> <li>• cuts</li> <li>• scars</li> <li>• weight loss</li> <li>• fear</li> <li>• loss of confidence</li> <li>• change in behaviour (e.g. mood swings, social withdrawal, fear, suicidal thoughts)</li> <li>• aggression</li> <li>• inappropriate sexual behaviour</li> <li>• unexplained injuries</li> <li>• malnourishment</li> <li>• low self-esteem</li> <li>• self-harm</li> <li>• unexplained loss of money or possessions</li> <li>• fear of certain people or situations</li> <li>• Unexplained pregnancy</li> <li>• injuries to genital areas</li> <li>• Attendance at school may drop</li> </ul>	<b>3</b> (3x1)	<b>Accept</b> any other suitable answers, e.g. clearly relating to the scenario e.g. being given gifts (signs of grooming)  Do not accept just physical marks – must be marks on body.



Question		Answer	Marks	Guidance
1	(b)	<p><b>Level 3 (5–6 marks)</b> Detailed comparison of disclosing to a teacher or peer. <b>AND</b> Comparison point(s) will be explicit.</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><b>Level 2 (3–4 marks)</b> Sound comparison of disclosing to a teacher or peer. <b>AND</b> Limited comparison or comparison points may be implicit.</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><b>Sub Max 3</b> – If there is no comparison e.g., just identifies benefits/disadvantages</p> <p><b>Level 1 (1–2 marks)</b> Brief attempt at a comparison of disclosing to a teacher or peer. Only focuses on teacher or peer.</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><b>0 marks</b> <i>No response worthy of credit.</i></p>	6	<p>Compare disclosing abuse to teacher or a peer.</p> <p><b>Both (similarities)</b></p> <ul style="list-style-type: none"> <li>• Might trust both</li> <li>• Deal with the disclosure sympathetically (comfort them)</li> <li>• Maintain confidentiality</li> </ul> <p><b>Teacher (differences)</b></p> <ul style="list-style-type: none"> <li>• Knows what to do (report, preserve evidence)</li> <li>• Can protect them</li> <li>• Might notice subtle signs and start to ask them questions</li> <li>• More likely to break confidence (if required to do so)</li> <li>• Less likely to become emotionally involved</li> <li>• Duty to help / report</li> </ul> <p><b>Peer (differences)</b></p> <ul style="list-style-type: none"> <li>• Less likely to be judged</li> <li>• Might find it easy to explain</li> <li>• Spend more time with peers, so increased opportunities to make a disclosure</li> <li>• Might ignore disclosure</li> <li>• May not know what to do</li> </ul> <p><b>Accept</b> any other suitable answers</p>

Question			Answer	Marks	Guidance
1	(c)		<b>Reason when confidentiality should be broken:</b> <ul style="list-style-type: none"> <li>• When someone is at risk of harm</li> <li>• When they might harm someone else</li> <li>• When someone is intending to commit a serious crime</li> </ul>	<b>2</b> (2x1)	<b>Accept</b> any other suitable answers <b>Accept</b> alternative wording  <b>Do not credit just “at risk “or just “in danger”</b>
2	(a)		<b>Types of abuse:</b> <ul style="list-style-type: none"> <li>• Financial</li> <li>• Neglect, e.g. poor personal hygiene</li> <li>• Emotional/Psychological/‘mental abuse’</li> <li>• Bullying</li> <li>• Exploitation/Mate Crime</li> <li>• Sexual</li> <li>• Discrimination</li> <li>• Verbal abuse</li> </ul>	<b>3</b> (3x1)	<b>Do not accept</b> Physical abuse  <b>Do not accept</b> any other responses

Question		Answer	Marks	Guidance
2	(b)	<p><b>Level 3 (5–6 marks)</b> Detailed explanation of why physical disability makes someone more at risk of abuse. (explicit links made to physical disability) <b>AND</b> <b>Two</b> ways explained in detail</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><b>Level 2 (3–4 marks)</b> Sound explanation of why physical disability makes someone more at risk of abuse. <b>AND</b> <b>Two</b> ways explained.</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><b>Sub-max of 3</b> if <b>one way</b> explained well.</p> <p><b>Level 1 (1–2 marks)</b> Brief attempt at an explanation of why physical disability makes someone more at risk of abuse but answer has limited information presented in an unstructured way / may be list like</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><b>0 marks</b> <i>No response worthy of credit.</i></p>	6	<p><b>Reasons why physical disability make some more at risk of abuse.</b></p> <ul style="list-style-type: none"> <li>• More likely to be dependent on others (opportunity to abuse them e.g., financial abuse)</li> <li>• Might not be able to defend themselves from abuse</li> <li>• Struggles to raise concern (e.g., using a phone)</li> <li>• Low self-esteem (might just accept abuse)</li> <li>• Feels powerless</li> <li>• Seen as an easy target</li> <li>• Imbalance of power</li> <li>• Scared of making their situation worse.</li> <li>• Need help with personal care</li> <li>• Staffing issues</li> <li>• Invasion of privacy</li> </ul> <p><b>Accept</b> any other suitable answers</p>

Question		Answer	Marks	Guidance
2	(c)	<p><b>Level 3 (5–6 marks)</b> Detailed explanation of why a speech impediment/ sensory impairment makes abuse more likely. <b>AND</b> <b>Two</b> ways explained in detail.</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><b>Level 2 (3–4 marks)</b> Sound explanation of why a speech impediment/ sensory impairment makes abuse more likely. <b>AND</b> <b>Two</b> ways explained.</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><b>Sub-max of 3</b> if <b>one way</b> explained well.</p> <p><b>Level 1 (1–2 marks)</b> Brief attempt at an explanation of why a speech impediment / sensory impairment makes abuse more likely but answer has limited information presented in an unstructured way / may be list like</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><b>0 marks</b> <i>No response worthy of credit.</i></p>	6	<p><b>Speech impairment:</b></p> <ul style="list-style-type: none"> <li>• Speech issues might make it difficult to tell people they are being abuse</li> <li>• Communication misunderstood (e.g. people might think they have learning disabilities)</li> <li>• Lack of support</li> <li>• Abuser might be speaking on their behalf (advocate)</li> <li>• Reliant on abuser</li> </ul> <p><b>Accept</b> any other suitable answers including other sensory impairments</p>

Question			Answer	Marks	Guidance
3	(a)		Being happy is one the 5 Every Child Matters outcomes, under the Children Act 2004	4 (4x1)	<b>Accept</b> any clear indications e.g. ticks and crosses
			Nationality is a protected characteristic under the Equality Act		
			Preventing impairment of children's health or development is a key purpose of Working Together to Safeguard Children		
			The Mental Capacity Act only applies to people aged over 16+		
3	(b)		<p><b>Role of Rehabilitation of Offenders Act 1974 in preventing abuse:</b></p> <ul style="list-style-type: none"> <li>• Become part of society e.g. helps ex- offenders to change knows what they did was wrong.</li> <li>• Gain employment e.g. less likely to financially abuse others, as does not need money.</li> <li>• Would still have to declare some convictions e.g. working with children or vulnerable adults (prevent future abuse) e.g. Serious crimes (resulting in prison sentence of over 30 months)</li> <li>• Once convictions are spent able to get employment/ not face labelling /stereotypes /discrimination</li> </ul> <p>Example: someone could not get a job at a school with a criminal conviction for rape.</p>	4 (1x4)	<p><b>Three to four marks:</b> A full description that clearly shows understanding. Must provide a relevant example.</p> <p><b>One to two marks:</b> A basic description that lacks clarity. No example provided. May just list parts of the legislation</p> <p><b>Sub-max of 2 if no example given.</b></p> <p><b>Accept</b> any other suitable answers</p> <p>Abuse can relate to others or ex-offenders</p>

Question			Answer	Marks	Guidance
4	(a)		<b>Designated Protection Officer:</b> <ul style="list-style-type: none"> <li>• Named person within an organisation</li> <li>• Has the responsibility of protecting vulnerable adults.</li> <li>• Highly trained in safeguarding</li> <li>• People can report safeguarding concerns to.</li> <li>• They are responsible for raising awareness of safeguarding issues with an organisation</li> <li>• They know how to respond to safeguarding concerns / what to do</li> <li>• Arrange suitable training</li> <li>• Review/update policies /procedures</li> </ul>	4 (1x4)	<b>Three to four marks:</b> A full description that clearly shows understanding of how the role safeguards vulnerable adults  <b>One to two marks:</b> A basic description that lacks clarity.  <b>Accept</b> any other suitable answers
4	(b)	(i)	<b>Regular visits</b> <ul style="list-style-type: none"> <li>• Develop/maintain a relationship with the service user/informal carers</li> <li>• Opportunity for service user/informal carers to raise concerns</li> <li>• Can perform general safeguarding checks</li> <li>• Allows changes/ patterns in behaviour to be identified</li> </ul>	2 (1x2)	<b>Two marks:</b> A full description that clearly shows understanding. May provide an example to illustrate, e.g. bruising on arms. Answer is relevant to dementia  <b>One mark:</b> A basic description that lacks clarity.  <b>Accept</b> any other suitable answers
4	(b)	(ii)	<b>Observing Informal Carers</b> <ul style="list-style-type: none"> <li>• Checking they are performing care tasks correctly</li> <li>• Opportunity to give advice</li> <li>• Identify any support the carers might need</li> </ul>	2 (1x2)	<b>Two marks:</b> A full description that clearly shows understanding. May provide an example to illustrate, e.g. check carer follows process. Answer clearly relevant to informal carer(s)/dementia  <b>One mark:</b> A basic description that lacks clarity.  <b>Accept</b> any other suitable answers

Question		Answer	Marks	Guidance
4	(c)	<p><b>Level 3 (7–8 marks)</b> Detailed analysis of informal care and the risk to abuse for people with dementia is explicit <b>AND</b> Specific judgements risk of abuse increased <b>and</b> decreased.</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><b>Level 2 (4–6 marks)</b> Sound analysis of informal care and the risk to abuse for people with dementia (may be implicit) <b>AND</b> Judgements of the risk of abuse 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><b>Sub-max of 4 if only increased or decreased risk</b> analysed well.</p> <p><b>Level 1 (1–3 marks)</b> Basic analysis of informal care and the risk to abuse for people with dementia. Links may be limited for impact of informal care on 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><b>0 marks</b> <i>No response worthy of credit.</i></p>	8	<p><b>Increased risks because:</b></p> <ul style="list-style-type: none"> <li>• Might not be properly trained (make mistakes).</li> <li>• Might become frustrated and lash out.</li> <li>• Cannot cope (cannot care for them properly/neglect them)</li> <li>• Home not properly equipped (accidents might happen)</li> </ul> <p><b>Decreased risks because:</b></p> <ul style="list-style-type: none"> <li>• Do everything in the best interests of the service user</li> <li>• Family can look out for them</li> <li>• 24/7 care</li> <li>• In home environment (feel safer/ more familiar)</li> <li>• Care can be shared</li> <li>• Less exposed to strangers than if in care</li> </ul> <p><b>Accept</b> any other suitable answers</p>

Question			Answer	Marks	Guidance
5	(a)		<p><b>Effective record keeping:</b></p> <ul style="list-style-type: none"> <li>Any changes in needs are recorded</li> <li>Risk assessments are up to date</li> <li>Ensures all staff are aware of how to provide care</li> <li>Next of kin and power of attorney details are correct</li> <li>Emergency contact details are correct</li> <li>Secure storage and handling practices ensure confidentiality is maintain (reduces emotional abuse)</li> <li>Any changes to behaviour are recorded</li> <li>Any changes to welfare are recorded</li> <li>Past incidents recorded trends/ patterns can be seen</li> </ul>	<p><b>4</b> (1x4)</p>	<p><b>Three to four marks:</b> A full explanation that clearly shows understanding of how effective record keeping minimises the risk of abuse. Could be two or more relevant points or one detailed.</p> <p><b>One to two marks:</b> A basic explanation that that lacks clarity and/or link to abuse.</p> <p><b>Accept</b> any other suitable answers</p>



Question	Answer	Marks	Guidance
5 (b)	<p><b>Level 3 (5–6 marks)</b> Detailed evaluation of positive risk-taking. At least one positive and one negative point. <b>AND</b> Clear links to the care situation.</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><b>Level 2 (3–4 marks)</b> Sound evaluation of positive risk-taking. <b>AND</b> Limited links to the care situation.</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><b>Sub max of 3</b> if no links to the care situation OR consideration of positives AND negatives.</p> <p><b>Level 1 (1–2 marks)</b> Brief attempt at an evaluation of positive risk-taking. <b>AND</b> May make no links to the care situation.</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><b>0 marks</b> <i>No response worthy of credit.</i></p>	6	<p>Evaluate supporting positive risk-taking in this care situations.</p> <p><b>Positive Risk Taking:</b></p> <ul style="list-style-type: none"> <li>• A safe environment is created/provided where individuals can take risks, make mistakes, and learn from them</li> <li>• People are empowered to take responsibility for their own choices and decisions</li> <li>• This should result in people being less dependent on others</li> <li>• Which should in turn make them less vulnerable to abuse</li> </ul> <p><b>Positives:</b></p> <ul style="list-style-type: none"> <li>• Could build self-esteem</li> <li>• Service users may make positive decision regarding food and weight gain</li> <li>• Working with service users instead of against them</li> <li>• Might start to consider other things in their lives (not just the eating disorder)</li> <li>• More likely to take risks can help them develop</li> </ul> <p><b>Negatives:</b></p> <ul style="list-style-type: none"> <li>• Might make decisions that could be dangerous (e.g. eating less food, burning more calories)</li> <li>• Might not be capable of dealing with responsibility/choices</li> <li>• Many people with eating disorders are in denial that they are unwell (revert back to normal behaviour)</li> </ul> <p><b>Accept</b> any other suitable answers</p>

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