

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 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 MARKING ON-SCREEN

1. Make sure that you have accessed and completed the relevant and training packages for on-screen marking: *scoris assessor Online Training* and the *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the Instructions for On-Screen Marking and 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 scoris and mark the **required number** of practice responses and the **required number** of standardisation responses.

PREPARATION FOR PAPER BASED MARKING

1. Make sure that you have accessed and completed the relevant training for paper based marking.
2. Make sure that you have read and understood the Instructions for Specialist Marking and the mark scheme and the question paper for this unit.
3. Before the Standardisation meeting you must mark at least 10 scripts from several centres. Use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

MARKING INSTRUCTIONS – FOR MARKING ON-SCREEN AND FOR PAPER BASED 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 scoris 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 scoris messaging system, or by email.
5. Crossed Out, Rubric Error (Optional Questions) and Multiple Responses

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. *(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 additional 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. The 'link page' check box should be used on scoris to link candidate responses in additional objects to the corresponding question number.
 - a. Where additional objects are present, all pages must contain an annotation, or scoris will not allow you to submit the script. Where no response is given by a candidate on a whole page the 'BP' annotation **must** be applied.
 - b. Where generic answer booklets are used, all pages must contain an annotation, or scoris will not allow you to submit the script. Where no response is given by a candidate on a whole page the 'BP' annotation **must** be applied.
 - c. Where structured answer booklets are used, the 'BP' annotation **must** be applied to all pages where no response is given by a candidate.
7. There is a NR (No Response) option. Award NR (No Response)
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the questionNote: Award 0 marks - for an attempt that earns no credit (including copying out the question)

8. The scoris **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 scoris messaging system, or e-mail.
9. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

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

10. Annotations to be used when marking Unit 7.

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
 or 	Noted but no credit given

Question			Answer	Marks	Guidance
1	(a)		<ul style="list-style-type: none"> - institutional - neglect - financial abuse - emotional/psychological 	4 (4x1)	<p>Annotation The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> A TV REP SEEN </div> <p>ACCEPT bullying DO NOT ACCEPT physical</p> <p>Only credit first response - see page 4 of marking instructions.</p>


Question		Answer	Marks	Guidance
1	(b)*	<p>Level 3 (5-6 marks) Detailed justification of the importance of an accessible complaints procedure in reducing abuse, with explicit link to reducing 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 justification of the importance of an accessible complaints procedure in reducing abuse, with a link to reducing abuse that 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>Level 1 (1-2 marks) Limited justification of the importance of an accessible complaints procedure in reducing 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. (e.g. limited to description of a complaints procedure / factual information)</i></p>	6	<ul style="list-style-type: none"> • Enable service users and/or their family a way of raising concerns/system of redress • Identifies issues, so that they can be addressed e.g. staff training/new policies/checks/improve monitoring • Increases transparency • Provides information on procedures/disciplinary actions • Public trust is enhanced • Promotes an open and honest environment • Empowers service users • Easy way for people to make people aware of issues • Users have more confidence in ability to report • Deterrent to abusers • Different formats allows for greater range of users to make complaint. <p>Justification may include consequences of not having an accessible complaints procedure – which should be given credit.</p> <p>Use of complaints procedure could be by users/family members/staff.</p> <p>Accept any other suitable answers</p>

Question		Answer	Marks	Guidance
1	(c)*	<p>Level 3 (5-6 marks) Detailed explanation why social isolation makes abuse more likely.</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 why social isolation makes abuse more likely.</p> <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Level 1 (1-2 marks) Limited explanation why social isolation makes abuse more likely.</p> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p>0 marks <i>No response or no response worthy of credit.</i></p>	6	<ul style="list-style-type: none"> • No support systems/struggle to raise concerns, as limited people to disclose to • No friends or family to look out for them/notice signs and symptoms of abuse • Might be reliant on the abuser and fear loss of care or abuse worsening • Might be seen as an easy target, as limited social interactions, so abuser thinks can get away with it • Loss of contact with friends and family • Abuse goes unseen so less likely to be noticed/reported • Low self-esteem, they have been abandoned by society, so no one cares about them/suffer abuse • As have limited contacts/social interactions do not want to lose any they have so do not report <p>Accept any other suitable answers</p>


Question			Answer	Marks	Guidance
1	(d)		<p>Max 2 from:</p> <ul style="list-style-type: none"> • lack of staff • lack of staff training/poorly trained/untrained staff • staff do not know/follow procedures/policies • high staff turn-over • overstretched/overworked staff • difficulties recruiting qualified staff • lack of staff monitoring/ mentoring • communication difficulties of staff 	2 (2x1)	<p>Annotation The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> ^ TV REP SEEN </div> <p>ACCEPT answers that include data from scenario e.g. reputation of CenturaCare as a result of inspection</p>

Question		Answer	Marks	Guidance
2	(a)*	<p>Level 3 (5-6 marks) Detailed discussion of why an imbalance of power makes abuse more likely. Link to scenario is 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>Level 2 (3-4 marks) Sound discussion of why an imbalance of power makes abuse more likely. Link to scenario 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>Level 1 (1-2 marks) Limited discussion of why an imbalance of power makes abuse more likely.</p> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p>0 marks <i>No response or no response worthy of credit.</i></p>	6	<ul style="list-style-type: none"> • Easy target • Misplaced trust in coach • Young so more easily manipulated • Too young to be fully aware of abuse/think abuse is 'normal' • See coach as role model/authority figure/coach knows best • Worried coach will lose job • Worried may lose place on the team • Fear of speaking out, as scared of reprisals • Feel reliant on them so less likely to raise concerns • Grooming may have occurred • Lack confidence to speak out • Control over aspects of their lives e.g. communication • Threats might have been made • Feel disempowered • Don't feel they will be believed • Coach physically stronger <p>Accept any other suitable answers</p>

Question		Answer	Marks	Guidance
2	(b)*	<p>Level 3 (5-6 marks) Detailed explanation of why invasion of privacy makes it easier to sexually abuse an individual. Link to scenario and invasion of privacy is 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>Level 2 (3-4 marks) Sound explanation of why invasion of privacy makes it easier to sexually abuse an individual. Link to scenario and invasion of privacy 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>Level 1 (1-2 marks) Limited explanation of why invasion of privacy makes it easier to sexually abuse an individual.</p> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p>0 marks <i>No response or no response worthy of credit.</i></p>	6	<ul style="list-style-type: none"> • Think that it is part of the treatment • Valid reason to touch leads to opportunity for sexual abuse • Too young to identify as abuse know their rights/recognise it as abuse • Vulnerable to abuse whilst performing treatment • Too embarrassed to tell people • Shame and confusion over what has happened • Blame themselves • Hard to refuse 'help' as coach has control over the child • No witnesses/child is alone with the coach • Child's body is more exposed as part of treatment/clothing as part of running club • Coach believes will not be caught/reported <p>Accept any other suitable answers</p>

Question			Answer	Marks	Guidance
2	(c)		<p>inappropriate sexual behaviour / manner or sexually inappropriate behaviour or overly sexualised behaviour or unusual sexual manner (1)</p> <p><i>ref to</i> (not appropriate) for their age/situation or against norms for age/developmental stage or obsessed more than expect for age or not typical for age (1)</p>	2	<p>Annotation The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;">  </div> <p>ACCEPT alternative wording</p> <p>E.g. for 2 marks: Inappropriate sexual behaviour for their age or behaving in sexual way that is not normal for their age or unusual sexual behaviour more advanced than similar aged peers</p> <p>E.g. for 1 mark: Behaving in a sexual way that is not normal or inappropriate sexual actions or inappropriate sexual language</p>

Question			Answer	Marks	Guidance
2	(d)		<p>Max 4 from:</p> <ul style="list-style-type: none"> • bruising around wrists/genitals • bleeding around genitals/blood in underwear/ blood on clothes • becoming withdrawn/ self-isolation/social withdrawal/withdrawn socially /disengagement from people/ isolates themselves /emotional withdrawal • loss of confidence • change in behaviour • reluctant to undress • change in mood swings • STIs • incontinence • change in use of language/sexualised language • self-harm • becoming anxious • not wanting to change (clothing) in front of others • low self-esteem • develop depression • change in eating habits • lack of/change in personal care • sudden change in finances • fear of certain people/ flinching at others • missing school/lessons 	4 (4x1)	<p>Annotation The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> ^ TV REP SEEN </div> <p>DO NOT ACCEPT 'sexualised behaviour' as in question</p> <p>Accept any other suitable answers</p>

Question			Answer	Marks	Guidance
3	(a)		<p>Not judging</p> <ul style="list-style-type: none"> judging could damage their self-esteem if judged may not give full disclosure/not open up enables more trust /encourages them to disclose feel more comfortable to disclose abuse/detail /information helps reassure them they are not to blame reduce fear they might not be believed feel more valued/respected <p>(can credit negatives of judging)</p> <p>Protecting Self <i>Protect self from harm e.g.</i></p> <ul style="list-style-type: none"> not confronting the alleged abuser keeping doors open/have escape route not sharing any personal information provider seeking emotional help e.g. counselling or use of other services <p><i>Protection from accusations/investigations/disciplinary actions</i></p> <ul style="list-style-type: none"> recording facts not opinions not disclosing confidential information not following procedures by following legal duties/regulations/policies/duty of care not making promises (e.g. about safety) loss of employment 	8 (2x4)	<p>Annotation The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>MAX 4 marks for each sub-heading</p> <p>4 marks – can be 2 points in detail</p> <p>Accept any other suitable answers</p>

Question			Answer	Marks	Guidance										
3	(b)		<p>Max 3 from:</p> <ul style="list-style-type: none">• ensures she responds appropriately/correctly• prevents further abuse/ keeps people safe• protects her from doing the wrong thing• protects her from accusations of wrongdoing• respond in a way that is within the law• avoid disciplinary actions• ensure the right people (with knowledge and understanding) can investigate the disclosure• helps ensure effective records are kept <p>(can credit negatives)</p>	3	<p>Annotation The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div><div>A</div><div>TV</div><div>REP</div><div>SEEN</div></div> <p>Accept any other suitable answers</p>										
4			<table><tr><td>Effective recording keeping includes keeping details up to date</td><td>True</td></tr><tr><td>Effective communication ensures that organisations and professionals don't share safeguarding information</td><td>False</td></tr><tr><td>A duty of care to keep people in their care safe is a moral responsibility not a legal one</td><td>False</td></tr><tr><td>Person-centred planning empowers service users to make decisions about their lives</td><td>True</td></tr><tr><td>Continued professional development is only required where professionals have failed to act on safeguarding concerns</td><td>False</td></tr></table>	Effective recording keeping includes keeping details up to date	True	Effective communication ensures that organisations and professionals don't share safeguarding information	False	A duty of care to keep people in their care safe is a moral responsibility not a legal one	False	Person-centred planning empowers service users to make decisions about their lives	True	Continued professional development is only required where professionals have failed to act on safeguarding concerns	False	5 (5x1)	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross.</p> <p>ACCEPT any clear indications e.g. ticks and crosses</p>
Effective recording keeping includes keeping details up to date	True														
Effective communication ensures that organisations and professionals don't share safeguarding information	False														
A duty of care to keep people in their care safe is a moral responsibility not a legal one	False														
Person-centred planning empowers service users to make decisions about their lives	True														
Continued professional development is only required where professionals have failed to act on safeguarding concerns	False														

Question		Answer	Marks	Guidance
5*		<p>Level 3 (7–8 marks) Detailed evaluation of the effectiveness of Disclosure and Barring Scheme in preventing abuse AND both strengths and weaknesses are included with use of appropriate terminology.</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 evaluation of the effectiveness of Disclosure and Barring Scheme in preventing abuse. AND strengths or weaknesses may be one sided, with mostly relevant and accurate information.</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) Limited evaluation of the effectiveness of Disclosure and Barring Scheme in preventing abuse AND basic strengths and/or weaknesses included.</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>	8	<p>Key Features</p> <ul style="list-style-type: none"> • checks for cautions, reprimands, warnings and convictions • list of people barred from working with vulnerable individuals • organisations have a legal responsibility to carry out DBS checks on individuals who work with vulnerable people <p>Strengths</p> <ul style="list-style-type: none"> • applies to both employed and volunteers • prevents unsuitable individuals from accessing vulnerable people • covers a range of factors that could make someone vulnerable (age, learning needs, health issues etc) • applies to all settings where vulnerable people access services • until DBS clearance is provided people can't work with vulnerable people • a national data base is used • checks are mandatory <p>Weaknesses</p> <ul style="list-style-type: none"> • have to have been caught committing an offence to be on the list • some organisations might not carry out checks • checks can delay new employees being able to work (could result in other abuse e.g. neglect) • expensive to carry out • people yet to offend will not be on list • does not cover overseas • staff may not be regularly checked <p>Accept any other suitable answers</p>

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