

# **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 2022**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING ON-SCREEN

1. Make sure that you have accessed and completed the relevant 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:

<b>Descriptor</b>	<b>Award mark</b>
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 <b>does</b> count as a mark – so do not ‘tick’ as well)
	Omission mark
	Too vague
	Repeat
 or 	Noted but no credit given

Question	Answer/Indicative Content	Marks	Guidance
1	<p>(a) <b>MAX ONE FROM:</b>  <b>Promoting active participation</b></p> <ul style="list-style-type: none"> <li>• Ensuring the rights of children including their independence this may result in increasing children's' confidence/resilience and so encourage them to report abuse</li> <li>• Should create a sense of trust and partnership and so increase confidence and resilience of the children and to speak out about abuse.</li> <li>• Enables the children to know what they can achieve for themselves and become more confident in being proactive and learning from others about risks/signs of abuse</li> <li>• The school may try new activities, e.g. recognising abuse with the children and the children learn confidence from recognising the risks involved and how they disempower them</li> </ul> <p><b>Positive risk talking</b></p> <ul style="list-style-type: none"> <li>• Empowering children to take responsibility for their own choices and decisions will help children to become less dependent/ more resilient and so minimise risk of abuse e.g. by knowing when to refuse requests/ report abusive actions/situations</li> <li>• A safe and active environment helps children take risks and learn from them – possibly after mistakes, but in learning from them minimise risk of abuse/reflect on abilities.</li> <li>• Creating a safe environment where individuals can take risks and learn from mistakes/ allows children not to be restricted in choices/ activities and so rights not abused.</li> <li>• Their confidence in being able to judge what behaviours and choices they can make should increase as will their resilience and confidence in reporting tackling abuse.</li> </ul> <p><b>Promoting choice</b></p> <ul style="list-style-type: none"> <li>• Allows children to think through options and make sensible decisions about their needs and how to protect themselves and others from abuse and be more confident when making choices.</li> <li>• Children can weigh up the advantages and disadvantages of options and help them be in control of their only life and to become more confident; they will be empowered and rights to choices not inhibited/abused.</li> <li>• Making positive choices will make them less vulnerable to abuse. The children should be more confident when being offered choices and knowing how to make decisions increasing their resilience to changes and being able to adapt to new environments and recognise risks of abuse.</li> <li>• Children may have had limited choices in the past/ have been disempowered and so this will help engage them and allow them to explore new activities, foods, and educational environments, this can help their development and ensure rights to learning/development are not abused.</li> <li>• Develops problem solving skills and allows them to make positive choices/ avoid risks/ situations leading to abuse.</li> </ul>	9 (3x3)	<p><b>ACCEPT:</b> any other suitable explanation</p> <p><b>Three marks:</b></p> <ul style="list-style-type: none"> <li>• A well-developed explanation with additional detail that clearly shows understanding.</li> <li>• Link to abuse is explicit.</li> <li>• Response must be applicable to children / secondary school / link may be implicit</li> </ul> <p><b>Two marks:</b></p> <ul style="list-style-type: none"> <li>• An explanation with detail that shows some understanding.</li> <li>• Link to abuse may be implicit/unclear</li> <li>• Link to subheading may be implicit/unclear</li> </ul> <p><b>One mark:</b></p> <ul style="list-style-type: none"> <li>• A basic explanation / statement that lacks clarity.</li> </ul> <p><b>N.B explanation in terms of confidence and/or resilience is sufficient . this may be brief</b></p> <p><b>ACCEPT:</b> other suitable answers</p>



Question		Answer/Indicative Content	Marks	Guidance
1	(b)(i)	<p><b>Two</b> marks for a definition.</p> <p>Preparing for / anticipating/assessing possible risks prior to them happening (1) and responding in ways to reduce these risks (1)</p>	<p><b>2</b> (1x2)</p>	<p>Wording does not have to be the same as in the indicative content.</p> <p><b>Do not credit examples</b></p>
	(ii)	<p><b>ANY ONE FROM:</b></p> <ul style="list-style-type: none"> <li>• Highlight factors that may put children at risk of abuse, e.g. learning difficulties, impairments, major financial disadvantage,</li> <li>• DBS checks</li> <li>• Staff selection procedures minimise the risk of employing any individual who is unsuitable to work with children and young people.</li> <li>• To have a single central record</li> <li>• Ensure all new staff have training / to ensure all staff re-visit training every year</li> <li>• Monitoring of attendance at training</li> <li>• No member of staff can promise to maintain confidentiality</li> <li>• To hold more than one emergency number for all children</li> <li>• Clear procedures/policies / monitoring procedures/ support systems</li> <li>• Designated safeguarding staff/ named individuals /teams</li> <li>• Effective record keeping</li> </ul>	<p><b>1</b> (1x1)</p>	<p><b>ACCEPT:</b> other suitable answers</p>

Question		Answer/Indicative Content	Marks	Guidance
1	(c)	<p><b>ANY ONE FROM:</b></p> <p><b>A danger to self</b></p> <ul style="list-style-type: none"> <li>When told about self-harm – interventions can help avoid future harm</li> </ul> <p><b>In danger from others</b></p> <ul style="list-style-type: none"> <li>Told about siblings being abused/ -protecting others</li> <li>The child is being harmed by others-informs teacher they are hurt at home e.g. burnt/ hit – accept examples of physical/sexual abuse etc</li> </ul> <p><b>Serious crime</b></p> <ul style="list-style-type: none"> <li>Told about a serious crime, e.g. poisoning- accept other examples. Need to protect the public/others</li> </ul> <p><b>A danger to others</b></p> <ul style="list-style-type: none"> <li>If teachers discover abusive behaviours/ teachers may have to inform other agencies to protect users/providers.</li> </ul>	2 (1x2)	<p><b>ACCEPT:</b> other suitable examples</p> <p><b>Two marks:</b> A full example that clearly shows understanding. Specific link to /mention of headings in the indicative content column not needed</p> <p><b>One mark:</b> A basic example that lacks clarity/ link to confidentiality/abuse is unclear</p>

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2	<p>(a)* Please refer to the marking instructions on page 6 of this mark scheme for guidance on how to mark this question.</p> <p><b>Level 2: (4-5 marks)</b> Detailed explanation of how the Disclosure and Barring Service can help safeguard children from abuse. Link to children and abuse is explicit. Accurate use of appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</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 1: (1-3 marks)</b> Limited or basic explanation of how the Disclosure and Barring Service can help safeguard children from abuse. Link to children and/or abuse may be implicit. List-like and/or muddled with limited use of appropriate terminology. There may be some errors of grammar, punctuation and spelling that may be noticeable and intrusive.</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> - No response or no response worthy of credit.</p>	5	<p><b>Examples of how the Disclosure and Barring Service can help safeguard children from abuse:</b></p> <ul style="list-style-type: none"> <li>• Individuals who are found to be unsuitable to work with children or adults will be placed on a barred list by the DBS.</li> <li>• Covers people who work with children/vulnerable groups</li> <li>• There are two barred lists: children and vulnerable adults.</li> <li>• It is a criminal offence for a barred individual to work with a group from which they are barred, and an offence for an employer to hire a barred individual to work with such a group.</li> <li>• Confidentiality of those being screened must be strictly maintained at all times.</li> <li>• Legal requirements included</li> <li>• A DBS check is a 'snapshot of a moment in time'. The information disclosed on a certificate will only be accurate at the time the check was issued.</li> <li>• If an employee who works in regulated activity with children or other vulnerable groups is dismissed or removed from working with children or other vulnerable groups due to concerns about harm or risk of harm to such groups, a referral must be made to the DBS.</li> <li>• There are three levels of criminal record check:             <ol style="list-style-type: none"> <li>1. basic check</li> <li>2. standard check</li> <li>3. enhanced check (with or without barred lists)</li> </ol> </li> </ul> <p>(levels help assess risks to groups so help avoid abuse)</p> <p><b>Links to safeguarding children</b></p> <ul style="list-style-type: none"> <li>• Helps ensure staff are suitable to work with children</li> <li>• Organisations may regularly renew checks and so ensure records are up to date and safeguarding of children maintained.</li> <li>• Protects users elsewhere as well as in organisation</li> </ul> <p>Barred list stops unsuitable people having access to children</p>

Question		Answer/Indicative Content	Marks	Guidance
2	(b)	<u>safeguarding</u> <u>Matters</u> <u>achieving</u> <u>positive</u> <u>paramountcy</u> <u>advocate</u>	6 (6x1)	<b>DO NOT ACCEPT</b> words in any other order

Question	Answer/Indicative Content	Marks	Guidance
3	<p>(a) <b>Close relative:</b></p> <ul style="list-style-type: none"> <li>• They may be involved in the abuse</li> <li>• Shame/embarrassment</li> <li>• Dependent on them</li> <li>• Threatened</li> <li>• Sense of loyalty</li> <li>• Exploited</li> <li>• Family honour</li> <li>• Concern about family being prosecuted/investigated</li> <li>• Concern about trust in family members</li> <li>• Feel may not be believed by them</li> </ul> <p><b>Social worker:</b></p> <ul style="list-style-type: none"> <li>• May be able to offer support</li> <li>• Help find place of safety</li> <li>• Developed a sense of trust</li> <li>• Good relationship</li> <li>• Professional trained in what to do</li> </ul>	3 (1x3)	<p><b>Three marks:</b></p> <ul style="list-style-type: none"> <li>• A well-developed description with additional detail that clearly shows understanding.</li> <li>• Link to not choosing to disclose to close relative and choosing social worker is clear and explicit</li> </ul> <p><b>Two marks:</b></p> <ul style="list-style-type: none"> <li>• A developed description with some detail - why not disclosing to close relative or why choosing social worker - that shows understanding.</li> </ul> <p><b>One mark:</b></p> <ul style="list-style-type: none"> <li>• A basic description / statement that lacks clarity.</li> </ul> <p><b>ACCEPT:</b> other suitable answers</p>

Question	Answer/Indicative content	Marks	Guidance
3	<p><b>(b)*</b></p> <p><b>Level 3 (5–6 marks)</b> Detailed explanation of how both support and comfort and protecting self can be used to deal with disclosures of abuse. Link to social worker / social work practice is explicit. There will be few, if any, errors, of grammar, punctuation and spelling.</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 how support and comfort and protecting self can be used to deal with disclosures of abuse. Link to social worker/social work practice may be implicit. There may be some errors of grammar, punctuation and spelling.</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 if just one way done well. or several points not fully explained</b></p> <p><b>Level 1 (1–2 marks)</b> Limited explanation of how support and comfort and protecting self can be used to deal with disclosures of abuse. List like answers should be placed in this level. Errors of grammar and spelling may be noticeable and intrusive.</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 or no response worthy of credit.</i></p>	6	<p><b>Support and comfort:</b></p> <ul style="list-style-type: none"> <li>• Recognising disclosures may be distressing is important and so the individual should feel able to feel them are comfortable. social workers will work with vulnerable groups.</li> <li>• Active listening</li> <li>• Reassurance can be used via explaining what will be happening, e.g. explaining support offered/processes</li> <li>• Appropriate body language</li> <li>• Do not judge</li> <li>• Remaining calm and not looking shocked, social workers may discover abuse</li> <li>• Telling them they were right to speak out.</li> <li>• Inform them the situation will be reported and steps made</li> <li>• Showing empathy</li> </ul> <p><b>Protect self:</b></p> <ul style="list-style-type: none"> <li>• Do not expose themselves to danger, e.g. if a person appears violent, they can remove themselves from the situation.</li> <li>• Record accurately what was said and report asap- maintains professionalism/ legal requirements</li> <li>• Seek further support and guidance if needed (if disclosures are upsetting)- may be therapy</li> <li>• Keep the information on a need to know basis, protecting themselves and others</li> <li>• Not give out personal details</li> <li>• Seeking supervision afterwards if necessary (may return to speak to user)</li> <li>• Do not confront abuser/accused</li> </ul> <p><b>ACCEPT:</b> other suitable explanations</p>

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4	<table border="1"> <thead> <tr> <th data-bbox="320 264 472 336">Type of effect</th> <th data-bbox="472 264 1644 336"></th> </tr> </thead> <tbody> <tr> <td data-bbox="320 336 472 639">Financial</td> <td data-bbox="472 336 1644 639"> <p><b>ANY ONE FROM:</b></p> <ul style="list-style-type: none"> <li>• Loss of confidence in self/ memory</li> <li>• Concerned about security</li> <li>• Lack of money /financial problems/debt</li> <li>• Lack of trust in others</li> <li>• Stressed – worried about money personal goods</li> <li>• Self-harming – in severe cases may resort to this as a cry for help.</li> <li>• Anxious/frightened/scared- loss may happen again</li> </ul> </td> </tr> <tr> <td data-bbox="320 639 472 1190">Physical</td> <td data-bbox="472 639 1644 1190"> <p><b>ANY ONE FROM:</b></p> <ul style="list-style-type: none"> <li>• Lonely / isolated/excluded/withdrawn – may not want to mix with people. Fears going to service/ seeking help</li> <li>• Low self-esteem/self-worth/worthless – slowly begins to erode.</li> <li>• Low self-confidence – difficult to go and see providers/apply for help/support due to previous experiences.</li> <li>• Depressed – feels very low. Hard to motivate themselves.</li> <li>• Stressed / ill health – effects of the experience may bring on illnesses depression.</li> <li>• Self-harming – in severe cases may resort to this as a cry for help.</li> <li>• Self-fulfilling prophecy – begin to believe what they have been the cause of the abuse/ blame self</li> <li>• Anxious/frightened/scared of further harm</li> <li>• Changes in personality/mood- e.g. Change in activities</li> <li>• Physical injuries, bruises, broken bones</li> <li>• Long term psychological effects, e.g. Lack of trust</li> <li>• Go on to abuse others themselves.</li> </ul> </td> </tr> </tbody> </table>	Type of effect		Financial	<p><b>ANY ONE FROM:</b></p> <ul style="list-style-type: none"> <li>• Loss of confidence in self/ memory</li> <li>• Concerned about security</li> <li>• Lack of money /financial problems/debt</li> <li>• Lack of trust in others</li> <li>• Stressed – worried about money personal goods</li> <li>• Self-harming – in severe cases may resort to this as a cry for help.</li> <li>• Anxious/frightened/scared- loss may happen again</li> </ul>	Physical	<p><b>ANY ONE FROM:</b></p> <ul style="list-style-type: none"> <li>• Lonely / isolated/excluded/withdrawn – may not want to mix with people. Fears going to service/ seeking help</li> <li>• Low self-esteem/self-worth/worthless – slowly begins to erode.</li> <li>• Low self-confidence – difficult to go and see providers/apply for help/support due to previous experiences.</li> <li>• Depressed – feels very low. Hard to motivate themselves.</li> <li>• Stressed / ill health – effects of the experience may bring on illnesses depression.</li> <li>• Self-harming – in severe cases may resort to this as a cry for help.</li> <li>• Self-fulfilling prophecy – begin to believe what they have been the cause of the abuse/ blame self</li> <li>• Anxious/frightened/scared of further harm</li> <li>• Changes in personality/mood- e.g. Change in activities</li> <li>• Physical injuries, bruises, broken bones</li> <li>• Long term psychological effects, e.g. Lack of trust</li> <li>• Go on to abuse others themselves.</li> </ul>	6 (3x2)	<p>For each explanation:</p> <p><b>Two marks</b> One or more effects (at least one) with some elaboration relevant to young people.</p> <p><b>One mark</b> An effect listed, or several listed. Limited / brief outline</p> <p><b>ACCEPT:</b> other appropriate effects.</p>
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Question	Answer	Marks	Guidance		
	<table border="1"> <tr> <td data-bbox="320 264 528 983">Sexual</td> <td data-bbox="528 264 1397 983"> <p><b>ANY ONE FROM:</b></p> <ul style="list-style-type: none"> <li>• Physical injuries/bleeding, bruises</li> <li>• Age inappropriate use of sexual language</li> <li>• Lonely/exclude/withdrawn, e.g. Not want to be touched/ be near others</li> <li>• Low self-esteem/self-worth/worthless – slowly begins to erode.</li> <li>• Low self-confidence – difficult to go and see providers/apply for help/support due to previous experiences.</li> <li>• Depressed – feels very low. Hard to motivate themselves.</li> <li>• Stressed/ill health – effects of the experience may bring on illnesses/infections, depression.</li> <li>• Self-harming – in severe cases may resort to this as a cry for help.</li> <li>• Self-fulfilling prophecy – begin to believe what they have been the cause of the abuse/ blame self</li> <li>• Anxious/frightened/scared of further harm</li> <li>• Changes in personality/mood- e.g. Change in activities</li> <li>• Long term psychological effects, e.g. Lack of trust</li> <li>• Go on to abuse others themselves.</li> <li>• Pregnancy</li> <li>• STIs</li> </ul> </td> </tr> </table> <p>As seen above <b>many effects are interchangeable</b></p>	Sexual	<p><b>ANY ONE FROM:</b></p> <ul style="list-style-type: none"> <li>• Physical injuries/bleeding, bruises</li> <li>• Age inappropriate use of sexual language</li> <li>• Lonely/exclude/withdrawn, e.g. Not want to be touched/ be near others</li> <li>• Low self-esteem/self-worth/worthless – slowly begins to erode.</li> <li>• Low self-confidence – difficult to go and see providers/apply for help/support due to previous experiences.</li> <li>• Depressed – feels very low. Hard to motivate themselves.</li> <li>• Stressed/ill health – effects of the experience may bring on illnesses/infections, depression.</li> <li>• Self-harming – in severe cases may resort to this as a cry for help.</li> <li>• Self-fulfilling prophecy – begin to believe what they have been the cause of the abuse/ blame self</li> <li>• Anxious/frightened/scared of further harm</li> <li>• Changes in personality/mood- e.g. Change in activities</li> <li>• Long term psychological effects, e.g. Lack of trust</li> <li>• Go on to abuse others themselves.</li> <li>• Pregnancy</li> <li>• STIs</li> </ul>		
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Question	Answer/Indicative content	Marks	Guidance
5	<p>(a)* Please refer to the marking instructions on page 5 of this mark scheme for guidance on how to mark this question.</p> <p><b>Level 3: (8 - 10 marks)</b> Detailed description of how both imbalance of power and invasion of privacy can make abuse more likely. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</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: (5 - 7 marks)</b> Sound description of how both imbalance of power and invasion of privacy can make abuse more likely. Answers will be factually accurate. There may be some errors of grammar, punctuation and spelling.</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 5</b> if only one factor done well.</p> <p><b>Level 1: (1 - 4 marks)</b> Attempt at description of how both imbalance of power and invasion of privacy can make abuse more likely. List like answers should be placed in this band. Answers may be muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</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 or no response worthy of credit.</i></p>	10	<p><b>Imbalance of power:</b></p> <ul style="list-style-type: none"> <li>• Too scared to leave day care centre/complain/ face persecution</li> <li>• Cannot seek help as access to communication /sources of redress restricted</li> <li>• Physical violence/ intimidation – cannot speak out/ not safe</li> <li>• Made to feel reliant</li> <li>• Threats made</li> <li>• Power may relate to control of finances / freedoms (e.g. movement/travel and physical strength/ control/abuse)</li> <li>• Abuse of power by carers may need help with basic tasks, e.g. eating, toileting, hygiene</li> <li>• May not know who else to go to</li> <li>• Feel disempowered/ imbalance of power</li> </ul> <p><b>Invasion of privacy:</b></p> <ul style="list-style-type: none"> <li>• May need others to help with hygiene/health care/ can mean exposure when naked.</li> <li>• Loss of data- providers may release private information that means that the user more at risk of abuse.</li> <li>• Easy target vulnerable as dependent on care being provided and so manipulated to share private information.</li> </ul> <p><b>ACCEPT:</b> other correct, appropriate responses</p>

Question	Answer/Indicative content	Marks	Guidance
5 (b)*	<p>Please refer to the marking instructions on page 8 of this mark scheme for guidance on how to mark this question.</p> <p><b>Level 3: (8-10 marks)</b> Detailed analysis of how both independent living facilities and use of health services might make abuse of older adults more likely. Analysis includes factors relevant to older adults. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</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: (5 - 7 marks)</b> Sound analysis of how independent living facilities and use of health services might make abuse of older adults more likely. Links to the factors may be implicit . Response may have generic content. Answers will be mostly factually accurate. There may be some errors of grammar, punctuation and spelling.</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</b> of 5 for one factor done well.</p> <p><b>Level 1: (1 - 4 marks)</b> Attempt at an analysis of how both independent living facilities and use of health services might make abuse of older adults more likely. List like answers should be placed in this band. Answers may be muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</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 or no response worthy of credit .</i></p>	10	<p><b>Independent living facilities</b></p> <ul style="list-style-type: none"> <li>• Not 24 hr care- targeted by others who live there/other workers/relatives</li> <li>• Lose contact with friends and family- so more open to abuse as it will not be reported/ discovered</li> <li>• Perceived as needing less care - so not looked after/ checked for signs of abuse</li> <li>• May feel dependent on carers so not want to raise concerns as may lose help provided /imbalance of power</li> </ul> <p><b>Use of health services</b></p> <ul style="list-style-type: none"> <li>• Providers in a position of trust and this can be misused</li> <li>• Staff may not be suitably trained/ experienced.</li> <li>• May be understaffed so concerns not reported/ individual needs not met</li> <li>• Lack of resources/time to protect older adults from abuse</li> <li>• Wide range of services used by the users and so difficult to investigate report all referrals/concerns</li> <li>• Institutional practices</li> </ul> <p><b>ACCEPT:</b> other suitable responses</p>

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