

**Cambridge Technicals  
Health and Social Care**

**Unit 7: Safeguarding**

Level 3 Cambridge Technical in Health and Social Care  
**05830 - 05833**

**Mark Scheme for January 2019**

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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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## Annotations

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	Marks	Guidance
1 (a)	<p><b>One</b> mark for each reason stated, <b>three</b> required</p> <ul style="list-style-type: none"> <li>• May not understand/know rights</li> <li>• Communication difficulties</li> <li>• Not know how to complain/raise concern</li> <li>• Lack of understanding of abuse/not know it is happening/recognise abuse/ think abuse is normal</li> <li>• Disempowered</li> <li>• Dependency on others</li> <li>• Trust carers – they could take advantage/ not know who to trust</li> <li>• Feel powerless</li> <li>• Institutionalised</li> <li>• Lack of support/others to inform</li> <li>• Not recognise abuse</li> <li>• Blame self</li> <li>• Seen as easy target/ think Rob will not be believed</li> <li>• Lack mental capacity</li> <li>• Rob scared to report abuse</li> <li>• Imbalance of power</li> <li>• Scared/concerned about loss of care.</li> </ul> <p>Accept other suitable reasons</p>	3 (3x1)	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> <span style="border: 1px solid red; padding: 2px 5px;">^</span> <span style="border: 1px solid red; padding: 2px 5px;">TV</span> <span style="border: 1px solid red; padding: 2px 5px;">REP</span> <span style="border: 1px solid red; padding: 2px 5px;">SEEN</span> </div> <p>Answers should provide a reason why Rob is more likely to experience abuse.</p> <p><b>Do not accept:</b></p> <ul style="list-style-type: none"> <li>• Examples of abuse</li> <li>• Reasons not applicable to Rob</li> <li>• Vulnerable ( without reason)</li> <li>• He may not tell people ( without a reason)</li> </ul> <p>If more than, one answer per line accept first answer only.</p>

Question	Answer/Indicative content	Mark	Guidance	
			Content	Levels of response
1	(b)*	10	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is discussion.</p> <p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist</b></p> <ul style="list-style-type: none"> <li>• detailed discussion</li> <li>• clear understanding of how independent living /institutional practices can lead to abuse</li> <li>• explicit links to scenario</li> <li>• appropriate terminology</li> <li>• well-developed line of reasoning</li> <li>• logically structured</li> <li>• QWC - high</li> </ul> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>• sound discussion</li> <li>• some reference to scenario but may be implicit</li> <li>• mostly relevant and accurate information</li> <li>• QWC - mid</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>• limited / basic discussion</li> <li>• basic information</li> <li>• may not be linked to Rob/scenario</li> <li>• limited structure, may be list like or muddled</li> </ul>	<p><b>Level 3 (8–10 marks)</b> There will be a detailed discussion of how independent living facilities/care services with institutional practices may make Rob more likely to experience abuse. Link to scenario is explicit. At top end of level 3 response likely to refer to both independent living and institutional practices. Answers will be coherent, factually accurate and use appropriate terminology. There will be few, if any errors of grammar, punctuation and spelling</p> <p><b>Level 2 (5–7 marks)</b> There will be sound discussion of how independent living facilities/ care services with institutional practices may make Rob more likely to experience abuse. Link to scenario may be implicit. Answers will be factually accurate. There may be some errors of grammar, punctuation and spelling. Sub max 5 if several relevant points but only brief discussion.</p> <p><b>Level 1 (1–4 marks)</b> Answer provides a limited or basic discussion of independent living /institutional practices make Rob more likely to experience abuse. 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 <b>0 marks</b> = response not worthy of credit</p> <p><b>SEEN</b> for a zero mark response</p>

Question		Answer/Indicative content	Mark	Guidance	
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		<ul style="list-style-type: none"><li>Rigid practices – no user input/no choice/ chance to speak out</li></ul> Discussion points are interchangeable.		<ul style="list-style-type: none"><li>QWC – low</li></ul>	

Question	Answer/Indicative content	Mark	Guidance	
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1	(c)* <b>Staffing issues</b> <ul style="list-style-type: none"> <li>Lack of trained staff- child's sensory needs e.g. hearing/sight)not met</li> <li>Lack of available staff- lack of time with child to meet sensory needs</li> <li>Changeover of staff /staff turnover- child unable to trust staff so does not speak out / sensory needs not met as staff do not provide personalised care to meet impairment needs so abuse may take place</li> <li>Lack of training- abusive practice may result/ child not experiencing effective communication so signs of abuse not noticed</li> <li>Poor management/controls- practices remain unchallenged/ difficulty for user/provider to speak out about abuse of child with sensory impairment needs</li> </ul> <b>Invasion of privacy</b> <ul style="list-style-type: none"> <li>May make users targets of abuse /humiliation if personal details exposed or treatments not conducted in private- child unable to raise concerns/Impairment may make carers use methods that result in private information being exposed to others</li> <li>Data leaked out may make the person likely to suffer harm/threats- children at particular risk as impairment may make it difficult for the child to complain</li> <li>May not be aware of lack of privacy as impairment impedes awareness e.g. sight, hearing</li> </ul>	10	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is explanation</p> <p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist</b></p> <ul style="list-style-type: none"> <li>detailed explanation of both staffing issues and invasion of privacy</li> <li>explicit links to a child with sensory impairment</li> <li>appropriate terminology</li> <li>well-developed line of reasoning</li> <li>logically structured</li> <li>QWC - high</li> </ul> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>sound explanation</li> <li>some reference to a child with a sensory impairment but may be implicit</li> <li>mostly relevant and accurate information</li> <li>QWC - mid</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>limited / basic explanation</li> <li>basic information</li> <li>may not be linked to a child with a sensory impairment</li> </ul>	<p><b>Level 3 (8–10 marks)</b> There will be a detailed explanation of how child with sensory impairments may be more likely to experience abuse. Link to a child with sensory impairment/ staffing issues and invasion of privacy is explicit. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.</p> <p><b>Level 2 (5–7 marks)</b> There will be sound explanation of how child with sensory impairments may be more likely to experience abuse. Link to a child with sensory impairment may be implicit Answers will be factually accurate. There may be some errors of grammar, punctuation and spelling. <b>Sub max 5</b> for only one done well and/or no link (even implicit) to a child with sensory impairments</p> <p><b>Level 1 (1–4 marks)</b> Answer provides a limited or basic explanation of how a child with sensory impairment may be more likely to experience abuse 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>

Question	Answer/Indicative content	Mark	Guidance	
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	<ul style="list-style-type: none"> <li>• Access to personal information not sufficiently restricted - could be blackmailed/ distressed- family members could take advantage of inability of child with sensory needs to raise concerns.</li> <li>• Loss of sense of security and so not raise concerns/ complain- child unable to communicate</li> <li>• Providers may not tell truth if privacy is breached as assume child unable to confirm concerns</li> <li>• Child worried about information being accessed by others but scared of worse treatment/ needs not being met</li> </ul> <p>Accept other suitable points</p> <p>Sensory impairments may relate to heightened senses e.g. to smell, light, noise as well as loss of senses e.g. hearing, sight</p>		<ul style="list-style-type: none"> <li>• limited structure, may be list like or muddled</li> <li>• QWC – low</li> </ul>	<p><b>0 marks</b> = response not worthy of credit</p> <p><b>SEEN</b> for a zero mark response</p>

Question	Answer	Marks	Guidance
2 (a)	<p><b>One</b> mark for each right identified, <b>four</b> required.</p> <ul style="list-style-type: none"> <li>• Freedom from <b>torture</b> and <b>inhuman</b> or <b>degrading treatment/ Prohibition of torture</b></li> <li>• <b>Freedom from slavery</b> and <b>forced labour</b></li> <li>• <b>Freedom of thought, conscience</b> and <b>religion</b></li> <li>• <b>Freedom of expression</b></li> <li>• <b>Freedom of assembly</b> and <b>association</b></li> <li>• Right to <b>marry</b> and <b>start a family</b></li> <li>• Right to <b>liberty</b> and <b>security</b></li> <li>• Right to a <b>fair trial</b></li> <li>• <b>Protection from/ Prohibition of discrimination</b> in respect of these rights and freedoms</li> <li>• <b>No punishment without law</b></li> <li>• Respect for your <b>private</b> and <b>family life, home</b> and <b>correspondence</b></li> </ul> <p>Also accept protocols:</p> <p>Right to <b>peaceful enjoyment of your property</b>  Right to <b>education</b>  Right to <b>participate in free elections</b>  <b>Abolition of the death penalty</b></p>	<p><b>4</b> (4x1)</p>	<p><b>Annotation:</b>  The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> <span style="border: 1px solid red; padding: 2px 5px; margin-right: 5px;">^</span> <span style="border: 1px solid red; padding: 2px 5px; margin-right: 5px;">TV</span> <span style="border: 1px solid red; padding: 2px 5px; margin-right: 5px;">REP</span> <span style="border: 1px solid red; padding: 2px 5px;">SEEN</span> </div> <p>Candidates can be awarded a mark for one aspect of a right e.g. Right to liberty.  For freedoms candidates must state freedom from...</p>

Question		Answer/Indicative content	Mark	Guidance	
				Content	Levels of response
2	(b)*	<p><b>Rehabilitation of Offenders Act.</b></p> <p><b><i>Key points that protects and safeguards young people:</i></b></p> <p>Gives people with spent convictions and cautions the right not to disclose them when applying for most jobs, and buying insurance.- so preventing young people who have offended from discrimination/ stereotyping in the workplace/ when applying for housing/insurance</p> <p>Outlines roles that are exempt from the Act. –so protecting service users.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>Working with children and other vulnerable groups (jobs such as teachers, social workers, doctors, dentists, chemists and nurses).</li> <li>Working in professions associated with the justice system (such as solicitors, police, court clerks, probation officers, prison officers and traffic wardens).</li> </ul> <p>Outlines how convictions are spent- so allowing previous offenders to be safeguarded from discrimination/ stereotyping/abuse</p> <p>The sentence received determines the rehabilitation period- so applies protection to offenders in a fair manner</p>	6	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is outline.</p> <p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist</b></p> <ul style="list-style-type: none"> <li>detailed outline of at least two features/points that protects and safeguard young people.</li> <li>appropriate terminology</li> <li>well-developed line of reasoning</li> <li>logically structured</li> <li>QWC - high</li> </ul> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>Clear outline</li> <li>Some reference to how the Act protects and safeguards young people.</li> <li>mostly relevant and accurate information</li> <li>QWC - mid</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>limited / basic outline</li> <li>basic information</li> <li>Not linked to how the Act protects</li> </ul>	<p><b>Level 3 (5– 6 marks)</b> There will be a detailed outline of at least two main points of the Rehabilitation of Offenders Act that protects and safeguards young people. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling</p> <p><b>Level 2 (3–4 marks)</b> There will be a clear outline of main features / points of the Rehabilitation of Offenders Act that protects and safeguards young people. Answers will be factually accurate. There may be some errors of grammar, punctuation and spelling. <b>Sub max 3</b> for only one feature / point done well.</p> <p><b>Level 1 (1–2 marks)</b> There will be an attempt at an outline of the main features/points of the Rehabilitation of Offenders Act. List like answers should be placed in this band and answers not linked to how the Act protects and safeguards young people. Answers may be muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

Question		Answer/Indicative content	Mark	Guidance	
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		<p>Can apply for a Subject Access Request (SAR), from a local police force.- so offenders can be protected from false information/records</p> <p>Custodial sentences lasting over four years never become spent.- so protecting vulnerable young adults</p> <p>After the specified time has passed, an ex-offender does not normally have to mention their criminal conviction when applying for jobs, obtaining services-so avoiding discrimination/allowing offenders to still gain jobs and take part in society /safeguarding them from abuse/discrimination</p> <p>It is illegal for an employer to not employ a person or to fire them upon discovering that they have a spent conviction.- protecting previous offenders from discrimination/abuse/stereotyping</p> <p>Accept other suitable points</p>		<p>and safeguards young people.</p> <ul style="list-style-type: none"> <li>• limited structure, may be list like or muddled</li> <li>• QWC – low</li> </ul>	<p><b>0 marks</b> - response not worthy of credit.</p>

Question			Answer	Marks	Guidance
3	(a)	(i)	<p><b>One</b> mark for each type, <b>three</b> required</p> <ul style="list-style-type: none"> <li>• Sexual</li> <li>• Emotional/psychological</li> <li>• Neglect</li> <li>• Institutional</li> <li>• Bullying</li> <li>• Discrimination</li> <li>• Exploitation</li> </ul>	<p><b>3</b> (3x1)</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <span style="border: 1px solid red; padding: 2px;">^</span> <span style="border: 1px solid red; padding: 2px;">TV</span> <span style="border: 1px solid red; padding: 2px;">REP</span> <span style="border: 1px solid red; padding: 2px;">SEEN</span> </div> <p>Do not credit repetition</p> <p>Only accept emotional / psychological once – if both are use mark the second one as <span style="border: 1px solid red; padding: 2px;">REP</span></p>

Question			Answer	Marks	Guidance
3	(a)	(ii)	<p><b>Definition:</b></p> <p>Mate crime is when someone ‘makes friends’ (1) with a person and goes on to abuse or exploit that relationship.(1)</p> <p>or</p> <p>The founding intention of the relationship, from the point of view of the perpetrator, is likely to be criminal. (1) and the person and goes on to abuse or exploit that relationship (1)</p>	<p><b>2</b></p> <p>(1x2)</p>	<p><b>Annotation:</b></p> <p>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> <span style="border: 1px solid red; padding: 2px 5px;">^</span> <span style="border: 1px solid red; padding: 2px 5px;">TV</span> <span style="border: 1px solid red; padding: 2px 5px;">REP</span> <span style="border: 1px solid red; padding: 2px 5px;">SEEN</span> </div> <p>Candidates need to make two points in order to gain the full two marks for defining mate crime.</p> <p>Candidates do not have to use exact wording</p>

Question		Answer	Marks	Guidance
3	(b)	<p><b>One</b> mark for each sign, <b>three</b> required.</p> <ul style="list-style-type: none"> <li>• Loss of confidence/ anxiety</li> <li>• Not caring about school work</li> <li>• Become angry/ mood swings</li> <li>• Missed lessons</li> <li>• Less friends</li> <li>• Stopping playing rugby</li> <li>• Unexplained injuries – bruises , burns etc</li> <li>• Poor personal hygiene</li> <li>• Withdrawn/not participating</li> <li>• Malnourished</li> <li>• Self-harming</li> </ul> <p>Accept any other acceptable</p>	<p><b>3</b> (3x1)</p>	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <span style="border: 1px solid red; padding: 2px;">^</span> <span style="border: 1px solid red; padding: 2px;">TV</span> <span style="border: 1px solid red; padding: 2px;">REP</span> <span style="border: 1px solid red; padding: 2px;">SEEN</span> </div> <p><b>Do not credit repetition</b></p>

Question	Answer / Indicative content	Mark	Guidance	
			Content	Levels of response
4*	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• <b>Duty to report</b> – allows others to investigate, although not all cases reported</li> <li>• <b>Report appropriately/ referrals</b> – e.g. To manager-may not always be clear routes/ workload issues/ accurately record what was said</li> <li>• <b>Report the incident</b> – use organisational procedures</li> <li>• <b>Support and comfort</b> – person should be made to feel at ease- cannot promise all will be fine/ confidentiality</li> <li>• <b>Do not judge</b> –/ do not investigate / can be difficult to do</li> <li>• <b>Maintain confidentiality</b> – risks of further abuse/ not keeping information to herself/ telling appropriate individuals</li> <li>• <b>Protect self</b> – own rights/security must be maintained.</li> </ul> <p>Accept other suitable examples</p>	7	<p>This is a levels of response question – marks are awarded on the quality of the response given. Focus is on analysis</p> <p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist</b></p> <ul style="list-style-type: none"> <li>• detailed analysis</li> <li>• clear knowledge and understanding of how to deal with disclosure</li> <li>• explicitly linked to Eric/scenario</li> <li>• appropriate terminology</li> <li>• well-developed line of reasoning</li> <li>• logically structured</li> <li>• QWC - high</li> </ul> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>• sound analysis</li> <li>• some reference to how to deal with disclosure</li> <li>• some reference to Eric/scenario – may be implicit.</li> <li>• mostly relevant and accurate information</li> <li>• QWC - mid</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>• limited / basic analysis</li> <li>• basic information</li> <li>• may not be specifically linked to Eric/scenario</li> <li>• limited structure, may be list like or muddled</li> <li>• QWC – low</li> </ul>	<p><b>Level 3: 6 - 7 marks</b> There will be a detailed analysis of how Eric's nurse could deal with this disclosure .Candidates may evaluate the actions. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.</p> <p><b>Level 2: 4 - 5 marks</b> There will be sound analysis of how Eric's nurse could deal with this disclosure. Answers will be factually accurate. There may be some errors of grammar, punctuation and spelling. <b>Sub max 4</b> no link to Eric/scenario</p> <p><b>Level 1: 1 - 3 marks</b> There will be a limited/basic analysis of how Eric's nurse could deal with this disclosure. 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 intrusive</p> <p><b>0 marks</b> - response not worthy of credit. <b>SEEN</b> for a zero mark response</p>

Question	Answer	Marks	Guidance
5	<p><b>(a) Designated protection officer:</b> Helps provide information and support to staff and users so that abuse can be investigated/disclosures made and acted upon.</p> <p><b>Risk assessments:</b> Helps avoid potential risks that may cause harm/abuse to users and suggest actions that can be taken to prevent harm. Identification and action on risks Reviewing risks Managing and recording potential risks</p> <p><b>Accessible complaints procedures:</b>  Enables individuals to openly and easily raise concerns and discuss complaints, helping to prevent abuse, this helps promote a trusting environment and relationship.  Points made be interchangeable.  Accept other suitable explanations.</p>	6 (3x2)	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div data-bbox="1599 464 1964 544" style="border: 1px solid black; padding: 5px; text-align: center;"> <span style="border: 1px solid red; padding: 2px 5px;">A</span> <span style="border: 1px solid red; padding: 2px 5px;">TV</span> <span style="border: 1px solid red; padding: 2px 5px;">REP</span> <span style="border: 1px solid red; padding: 2px 5px;">SEEN</span> </div> <p><b>One mark</b> for a brief explanation</p> <p><b>Two marks</b> for a clear explanation (link to minimising the risk of abuse must be clear)</p>

Question	Answer	Marks	Guidance
5	<p><b>(b) Person centred planning:</b></p> <p>Helps place users at the centre of their care and support is individual to each users and so helps promote privacy, dignity and rights to help ensure a mutual trust and atmosphere free from abuse. Service users should be included in decisions/choices made , and best interests considered, needs are a priority.</p> <p><b>Duty of care:</b></p> <p>Clear requirements on staff help minimise the danger of harm and abuse ensuring decisions made with the users' needs and preferences considered and individuals are not placed in situations that may cause abuse. Know when they must report abuse</p> <p><b>Effective communication channel:</b></p> <p>Creates an open environment where concerns can be raised, ensuring all concerns are quickly investigated and diffuse any situations that could lead to abuse. Trusting relationships formed. Records are accurate and kept up-to-date</p> <p>Points made be interchangeable.</p> <p>Accept other suitable explanations.</p>	6 (3x2)	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div data-bbox="1592 475 1962 555" style="border: 1px solid black; padding: 5px; text-align: center;"> <span style="border: 1px solid red; padding: 2px 5px;">^</span> <span style="border: 1px solid red; padding: 2px 5px;">TV</span> <span style="border: 1px solid red; padding: 2px 5px;">REP</span> <span style="border: 1px solid red; padding: 2px 5px;">SEEN</span> </div> <p><b>One mark</b> for brief explanation</p> <p><b>Two marks</b> for clear explanation (link to minimising the risk of abuse must be clear)</p>

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