

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 2025

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.

© OCR 2025

MARKING INSTRUCTIONS

PREPARATION FOR 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.

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.
 - 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 is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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.**

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:

- 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

Annotations available for marking of scripts

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
	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)	(i)	<table border="1"> <thead> <tr> <th>Type of Abuse</th> <th>Sign</th> </tr> </thead> <tbody> <tr> <td>Physical</td> <td>Small round burns</td> </tr> <tr> <td>Exploitation</td> <td>New friends' leaving packages in his flat for him to look after</td> </tr> <tr> <td>Financial</td> <td>TV borrowed, but not returned/ TV taken / No longer has TV</td> </tr> </tbody> </table>	Type of Abuse	Sign	Physical	Small round burns	Exploitation	New friends' leaving packages in his flat for him to look after	Financial	TV borrowed, but not returned/ TV taken / No longer has TV	3 (3x1)	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross.</p> <p>Accept "Friends taken TV" for exploitation (must have 'friends' aspect), but no repetition credited, e.g. if use same example for financial then use REP stamp</p>
			Type of Abuse	Sign									
			Physical	Small round burns									
			Exploitation	New friends' leaving packages in his flat for him to look after									
Financial	TV borrowed, but not returned/ TV taken / No longer has TV												
1	(a)	(ii)	<ul style="list-style-type: none"> • Bullying • Discrimination • Emotional/Psychological • Neglect • Sexual • Verbal • Institutional 	4 (1x4)	<p>Annotation The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross</p> <p>DO NOT ALLOW exploitation/mate crime, financial or physical.</p> <p>Do not any other answers.</p>								

Question		Answer	Marks	Guidance
1	(b)*	<p>Analyse why living in an independent living facility might make Dev more vulnerable to abuse.</p> <p>Level 3 (7–8 marks) Answers will provide a detailed analysis of how independent living facilities make abuse more likely. They will make specific links to people living in an independent living facility and detailed analysis.</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) Answers will provide a sound analysis of how independent living facilities make abuse more likely. There will be links on the people with living in an independent living facility but analysis 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>Level 1 (1–3 marks) Answer provides a basic analysis of how independent living facilities make abuse more likely. There maybe be limited links to people living in an independent living facility</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 – response not worthy of credit</p>	8	<p>Indicative points may include:</p> <ul style="list-style-type: none"> • Staff only present for part of the day • Less staff available for support 24/7. Large staff/user ratio. • Considered to be less vulnerable, therefore people are less concerned for their welfare • Abused from other residents • Abused from visitors as care less monitored • Could be isolated from friends and family so abuse less likely to be identified as less monitored • Perceived as needing less care – so not looked after/checked often for signs of abuse • As residents are perceived to require less care the staff may be less well trained to identify abuse/reduce likelihood of abuse – (not staffing issues generally – need link to independent living facility) • As residents are more independent this may allow them to make 'unwise decisions' without intervention, allowing exploitation/abuse to continue • As seen as independent may get less visits from friends/ old neighbours so not around to report/spot abuse <p>Accept any other suitable answers</p> <p>SEEN for a zero mark response</p>

Question		Answer	Marks	Guidance
1	(c)*	<p>Dev is sensory impaired, explain how hearing impairment might lead to abusive situations.</p> <p>Level 3 (6-7 marks) Detailed explanation of how hearing impairments might lead to abusive situations.</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 (4-5 marks) Sound explanation of how hearing impairments might lead to abusive situations.</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 explanation of how hearing impairments might lead to abusive situations. Links to hearing impairment might be implicit.</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>	7	<p>Indicative points may include:</p> <ul style="list-style-type: none"> • People could steal things without them noticing – missing auditory cues • Communication barriers make reporting difficult – easy target • Dependent/reliant on others to meet hearing needs so less likely to be able/willing to report abuse • Might not know recognise voice/hear who is abusing them (more difficult to report) • Can't hear abuser approaching • Can't hear insulting comments • Lack of qualified staff / training in sign language – abuse not noticed/adult feels socially isolated/less able to report abuse • Imbalance of power – needs others to help meet needs / information not shared or explained • Invasion of privacy may not hear workers /others who are gossiping / disclosing personal information • Not hearing dangers so more open to abuse / not hearing abuse • Face masks/ PPE – as barriers to communication <p>Accept any other suitable answers</p> <p>SEEN for a zero mark response</p>

Question	Answer	Marks	Guidance
1 (d)	<p>Three marks for each description</p> <p>Support and comfort</p> <ul style="list-style-type: none"> - don't promise all will be fine/ confidentiality- won't tell anyone - provide emotional support e.g. empathy/ compassionate /sympathy - provide them with reassurance /state do believe them - tell them they are not to blame/not his fault - active listening /positive listening/listen to him - positive/open body language, e.g. open posture, eye contact - remain calm - explain the next steps in dealing with the concerns - inform him he has people to help him/offer advice/support networks - give honest/open response to any questions asked. - praise for disclosure / tell him it is good he has come forward. - don't hug/cuddle Dev <p>Do not judge</p> <ul style="list-style-type: none"> - do not take sides/remain neutral /no negative/judgemental comments - do not make assumptions - keep to factual information - remain calm - neutral posture/body language/ don't look shocked, e.g. open mouth, gasps, disgust - listen to him / hear them out/ don't interrupt/ active listening - tell them they are not to blame/not his fault - respect what he has said /is saying 	9 3x3	<p>Annotation</p> <p>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; margin: 10px 0;"> ^ TV REP SEEN </div> <p>Do not accept hugs/cuddle- use cross annotation</p> <p>Accept similar wording</p>

Question	Answer	Marks	Guidance
	<p>Protect self</p> <ul style="list-style-type: none"> - use words only - no physical contact should take place - don't ask leading questions - don't share personal contact details - if the situation distresses Rosa she should seek support e.g. counselling or use of other services - follow reporting procedures/policies - report immediately - record effectively - don't confront abusers - do not investigate - remove self if in danger - keep door open/ajar/be in visible place/have escape route - ask for another member of staff to be with her. - keep on need-to-know basis/not gossip / information kept secure 		

Question		Answer	Marks	Guidance														
2	(a)	<table border="1"> <thead> <tr> <th>Statement</th> <th>True (T) or False (F)</th> </tr> </thead> <tbody> <tr> <td>When advertising vacancies a job specification is an important aspect of safer recruitment</td> <td>True / T ✓</td> </tr> <tr> <td>If new employees pass DBS checks, checking references is not required.</td> <td>False / F ✗</td> </tr> <tr> <td>New employees should have a probationary period.</td> <td>True / T ✓</td> </tr> <tr> <td>Only a child protection officer should have access to confidential information.</td> <td>False / F ✗</td> </tr> <tr> <td>Password protected computers is one method for promoting confidentiality.</td> <td>True / T ✓</td> </tr> <tr> <td>Maintaining confidentiality means you must not tell anyone.</td> <td>False / F ✗</td> </tr> </tbody> </table>	Statement	True (T) or False (F)	When advertising vacancies a job specification is an important aspect of safer recruitment	True / T ✓	If new employees pass DBS checks, checking references is not required.	False / F ✗	New employees should have a probationary period.	True / T ✓	Only a child protection officer should have access to confidential information.	False / F ✗	Password protected computers is one method for promoting confidentiality.	True / T ✓	Maintaining confidentiality means you must not tell anyone.	False / F ✗	6 (6x1)	<p>Do not accept any other answer.</p> <p>If more than one answer is given e.g. T/F: No mark should be awarded.</p>
		Statement	True (T) or False (F)															
		When advertising vacancies a job specification is an important aspect of safer recruitment	True / T ✓															
		If new employees pass DBS checks, checking references is not required.	False / F ✗															
		New employees should have a probationary period.	True / T ✓															
		Only a child protection officer should have access to confidential information.	False / F ✗															
		Password protected computers is one method for promoting confidentiality.	True / T ✓															
		Maintaining confidentiality means you must not tell anyone.	False / F ✗															

Question		Answer	Marks	Guidance
2	(b)	<ul style="list-style-type: none"> • Makes it clear what an organisation will do to keep people safe • Detailed guidelines for staff to follow/know what to do • Explain steps an organisation should take if there is a safeguarding concern • Should reduce abuse as all staff are working in the same way • All staff are trained in safeguarding /raises awareness • All staff have DBS • Staff know signs of abuse • Procedures for visitors, sign/in out/ escorted whilst on site • Ensures safeguarding legislation is followed 	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 any other suitable answers.</p>

Question			Answer	Marks	Guidance
3	(a)		(The) Health and Social Care (Act)	1	Annotation The number of ticks must match the number of marks awarded. Year of act is not required. For incorrect answers use the cross

Question		Answer	Marks	Guidance
3	(b)*	<p>Discuss how the Care Quality Commission helps protect and safeguard individuals who are receiving support from social services.</p> <p>Level 3 (5 - 6 marks) Answer provides a detailed discussion about how the Care Quality Commission helps protects and safeguards individuals. Clear links to people receiving support from social services.</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) Answer provides a sound discussion about how the Care Quality Commission helps protects and safeguards individuals. Limited links to people receiving support from social services.</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) Answer provides a limited or basic discussion about how the Care Quality Commission helps protects and safeguards people. List like response.</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 - response not worthy of credit.</p>	6	<p>Indicative points may include:</p> <ul style="list-style-type: none"> • They inspect organisations • They licence/approve/register providers • They have regulatory/ legal powers. • Can identify safeguarding concerns • Can close organisations with abusive practice • Can impose fines and/or warnings. • Has enforcement powers • People can complain to them about abuse • They can investigate and act to stop abuse • Work with partners such as local councils, police, health agencies to improve practice-multiagency • Referring concerns to local councils and/or the police for further investigation. • Ensures organisations follow legislation/ policies • Can set targets on what to improve • Ensures standards of care are maintained in organisations. • Take to court/ prosecuting cases where people are harmed • Unannounced visits may be more likely to find abuse occurring <p>Accept any other suitable answers</p> <p>SEEN for a zero mark response</p>

Question	Answer	Marks	Guidance
4*	<p>Examine why homelessness may make abuse more likely</p> <p>Level 3 (7-8 marks) Detailed examination of why homelessness may make abuse more likely. Considers different aspects that may make them at greater risk of 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 (4-6 marks) Sound examination of why homelessness may make abuse more likely. May focus on one aspect that may make them at greater risk.</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 examination of why homelessness may make 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>	8	<p>Indicative points may include:</p> <ul style="list-style-type: none"> • May live in unsafe environments/spaces • Risk of harm from the general public (at night in city centres) • No one to report abuse to/ less referral services • Stereotyped by the public (might abuse them/not act to help them/easy targets)/face discrimination • Struggle to access support services • Might accept abuse, as conditioned to it-disempowered/learned helplessness • Accept abuse when staying in temporary accommodation/sofa surfing, as they think it's better than been on the streets • May have no fixed location – difficult to track and prevent abuse / Support services might struggle to locate them • No family support network • May be homeless due to previous abuse and so becomes something they expect/accept and so do not seek help • Easily exploited in exchange for money/food • May not have place of safety /safe space/secure place • Lack of /support services /resources. • Funding cuts for support services <p>Accept any other suitable answers</p> <p>SEEN for a zero mark response</p>

Question	Answer	Marks	Guidance
5	<ul style="list-style-type: none">• Planning• Record• Communication• Follow /produce• Trusting/supportive• Professional	6 (1x6)	<p>DO NOT ACCEPT words in any other order</p> <p>Annotation The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross</p> <p>No other words are acceptable.</p>

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on

01223 553998

Alternatively, you can email us on

support@ocr.org.uk

For more information visit

 ocr.org.uk/qualifications/resource-finder

 ocr.org.uk

 [Twitter/ocrexams](https://twitter.com/ocrexams)

 [/ocrexams](https://twitter.com/ocrexams)

 [/company/ocr](https://www.linkedin.com/company/ocr)

 [/ocrexams](https://www.youtube.com/ocrexams)



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge. For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2025 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.