

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 2025

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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****RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM 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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of 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, email or via the RM Assessor messaging system.
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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

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 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: Not applicable in F501

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’

DO NOT USE ANY OTHER ANNOTATION

Question			Answer	Marks	Guidance
1	(a)	(i)	• Common/widespread abuse by staff • Poor standards of care as a norm • Organisation/service generally not meeting needs • Abuse allowed to take place/ignored by organisation/staff • Institutional abuse is where the maltreatment of service users is the norm within a particular environment. • Institutional abuse is wide spread practice which fails to provide a standard of care and treatment and which causes harm to a person. • Majority/ most staff ignoring policies/good practice • Rigid /unchanging/inflexible routine • Regular/common ignoring of needs Accept alternative wording (not just types/ examples)	1 (1x1)	Annotation The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following: ^ TV REP SEEN

Question			Answer	Marks	Guidance
1	(a)	(ii)	• Fixed meal times/ lack of choice or food, personal items or activities etc. • No person-centered planning/care • Ignoring service users' needs • Causing harm to service user • Incorrect/poor treatment /not meeting individual needs • Inappropriate use of power • Inappropriate confinement, restraint, or restriction. • The organisation not following policy and procedures e.g. moving service users without a hoist • Ignoring or dismissing complaints • Rigid routines that do not meet service user's needs Accept alternative examples (not types)	1 (1x)	Annotation The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following: ^ TV REP SEEN NB: example does not have to be from scenario

Question		Answer	Marks	Guidance
1	(b)	Financial abuse - Personal possessions going missing Physical abuse - <u>Unexplained</u> bruising Emotional abuse - Withdrawn Do not accept bruising, (by itself) must be unexplained bruising	3 (3x1)	Annotation The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following: Sign must match correct type of abuse to receive credit. ⋈ TV REP SEEN

Question	Answer	Marks	Guidance
1 (c)	• <u>Changes in behaviour</u> (e.g. mood swings, fear, suicidal thoughts, aggression) • Fear/scared/ Fear of certain people or situations • Reluctant to undress • Inappropriate or sexualised behaviour • Low self-esteem • Low self confidence • Malnourishment • Self-harm • <u>Unexplained</u> injuries (e.g. burns, fractures, breaks, cuts, black eyes) • <u>Unexplained</u> bleeding in genital/anal area • <u>Unexplained</u> STI • <u>Unexpected</u> pregnancy • Self-isolation/isolated • Upset/crying • Anxiety • Anti-social behaviour / not being social / social isolation • Inadequate /dirty clothing • Inappropriate sexual actions/behaviours/language • Changes in finances. e.g. will, money going missing • Self-neglect • Avoiding eye contact • Depression • Weight loss/gain/change in eating habits	3 (3x1)	Annotation The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following: ^ TV REP SEEN Do not accept • Personal possessions going missing • Unexplained bruising • Withdrawn

Question		Answer	Marks	Guidance
1	(d)*	Level 3 (7-8 marks) Detailed explanation of why institutional practices make residents more at risk of abuse. For level 3 must include explicit link to institutional practices and/or examples of them. <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i> Level 2 (4-6 marks) Sound explanation of why institutional practices make residents more at risk of abuse. Link to institutional practices may be implicit <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i> Level 1 (1–3 marks) Limited explanation of why institutional practices make residents more at risk of abuse. <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i> 0 marks No response or no response worthy of credit.	8	Indicative points may include: • Imbalance of power- staff can ignore complaints/control users/cover up abuses – abuse continues/gets worse/users don't report abuse/ lack of choices given to residents • Dependent on staff for support –less likely to complain/staff know this so exploit users • Organisational culture of 'turning a blind eye' /covering up abuse/not investigating complaints (therefore mistakes are not learnt from, targeting service users (poor practice becomes the norm) • Staff might be poorly trained/not appropriately qualified/ overworked - therefore don't understand how to deliver care correctly • Invasion of privacy- more likely if staff ignore rules/ learn that others ignore them. • Residents with learning difficulties/emotional/educational needs require specialist support/ more vulnerable and practices may not meet these and lack of specialised care becomes commonplace • Staff not following policies and procedures - therefore mistakes are more likely to happen/opportunities to address abuse are missed/ medication errors • Rigid routines that do not meet the needs of residents/that prevent person centre care • Inappropriate use of restraints leading to physical abuse • Failure to manage residents' challenging behaviours – leading to abuse • Poor practices may result in staff leaving

Question		Answer	Marks	Guidance
2	(a)*	Level 3 (5-6marks) Detailed explanation of why staffing issues make an individual in an adult care setting more at risk of abuse. Points made will be relevant to adult care. <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i> Level 2 (3-4 marks) Sound explanation of why staffing issues make an individual in an adult care setting more at risk of abuse. Examples/points may only implicitly relate to adult care. <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i> Level 1 (1-2 marks) Limited explanation of why staffing issues make an individual in an adult care setting more at risk of abuse. Examples/points may only implicitly relate to adult care. <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i> 0 marks No response or no response worthy of credit. Answer must relate to an adult care setting. Candidates may use a specific example of a care setting. Examples linking to children or education are not creditworthy	6	Indicative points may include: Lack of staff: • Staff may not have time to provide appropriate care/staff are rushed • Staff may be tired – unintended abuse, e.g. incorrect lifting, being rough • Staff may be stressed leading to poor practice • Staff may be impatient with service users due to lack of time, leading to verbal abuse • Less staff around to notice abuse • Less person-centred care e.g. do not have key carer. Lack of staff training/experience • Staff not knowing correct procedures – leading to poor practice • Staff not knowing how to conduct personal care properly – leading to invasion of privacy • Staff not knowing correct lifting techniques (injury to service user) • Staff not knowing reporting procedures – not know how to report concerns (abuse continues)

Question		Answer	Marks	Guidance
2	(b)	- Checks list of people barred from working with vulnerable groups because of previous relevant convictions, e.g. assault - Organisations which vulnerable groups access have a legal responsibility to perform DBS checks, preventing unsuitable people from working with them/ - Organisations have a duty to report individual(s) who pose a risk or potential risk to vulnerable groups - Different levels of DBS checks, e.g. basic and enhanced, which gives more detailed check, including spent convictions. Level can help protect users from abuse - Prevents people on the barred list from working with vulnerable groups, so reduce risk of abuse - Ensures only suitable people work with vulnerable groups so reduce risk of abuse Accept any other suitable answers.	4 (4x1)	Annotation The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following: A TV REP SEEN One mark: A basic description (may just outline a procedure) Two marks: A clear description showing how an aspect of DBS reduces the risk of abuse. For example: 1 mark - Checks criminal backgrounds 2 marks - Checks criminal backgrounds to ensure violent people not working with vulnerable groups.

Question			Answer	Marks	Guidance
3	(a)		- Protects <u>personal information</u> being disclosed which could lead to abuse (personal information used to advantage of abuser) - Ensures <u>information</u> is only used for the purposes for which it was intended – not used to take advantage of personal data for abusers' personal gain (blackmail) <u>Information</u> should be adequate and relevant but not excessive- prevents risk of data that should not have been recorded being breached <u>Information</u> should be processed fairly and lawfully – information only shared on a need-to-know basis- to reduce risk of breach /falling into wrong hands - Information should be secured – unauthorised persons will not have access to sensitive information/ stops unauthorised people seeing data Accept other relevant points	2 (2 x1)	Annotation The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following: ^ TV REP SEEN One mark: A basic description that lacks clarity may not link to abuse/protection Two marks: A full description that clearly shows understanding link to risk of breach/ abuse /link to restricted access

Question			Answer	Marks	Guidance										
3	(b)		<table><tr><th>Statement</th><th>Included in the Mental Capacity Act? (Yes or No)</th></tr><tr><td>Individuals with learning disabilities are assumed not to have mental capacity.</td><td>No ✓</td></tr><tr><td>Being unconscious from an accident could cause lack of mental capacity.</td><td>Yes ✓</td></tr><tr><td>Any decisions made on a person's behalf must be made in their best interest.</td><td>Yes ✓</td></tr><tr><td>All decisions should be made on behalf of people who lack mental capacity.</td><td>No ✓</td></tr></table>	Statement	Included in the Mental Capacity Act? (Yes or No)	Individuals with learning disabilities are assumed not to have mental capacity.	No ✓	Being unconscious from an accident could cause lack of mental capacity.	Yes ✓	Any decisions made on a person's behalf must be made in their best interest.	Yes ✓	All decisions should be made on behalf of people who lack mental capacity.	No ✓	4 (4x1)	Do not accept any other answer. If more than one answer is given e.g. Yes, No: No mark should be awarded. Annotation The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following: ⌵ TV REP SEEN
Statement	Included in the Mental Capacity Act? (Yes or No)														
Individuals with learning disabilities are assumed not to have mental capacity.	No ✓														
Being unconscious from an accident could cause lack of mental capacity.	Yes ✓														
Any decisions made on a person's behalf must be made in their best interest.	Yes ✓														
All decisions should be made on behalf of people who lack mental capacity.	No ✓														

3	(c)*	Level 3 (7–8 marks) Answers will provide a detailed analysis of how two factors might cause a lack of mental capacity and increase the risk of abuse. They will make specific judgements for each factor on the risk of abuse that are relevant. <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i> Level 2 (4–6 marks) Answers will provide a sound analysis of how two factors might cause a lack of mental capacity and increase the risk of abuse. There will be links for each factor on the risk of abuse, but judgements may be limited. Sub max 4 for one factor done well <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i> Level 1 (1–3 marks) Answer provides a basic analysis of at least one factor that can might cause a lack of mental capacity and increase the risk of abuse. There maybe be limited links to the risk of abuse. <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i> 0 marks No response or no response worthy of credit. Examples linking to children or education are not creditworthy. Do not credit any responses linked to learning disabilities or dementia (including Alzheimer's)	8 Indicative points may include: Drug or alcohol use (including spiking and legal/prescription drugs) • Intoxication /side effects of drugs/drug misuse - unaware of what is happening • Incapable of saying no/defending themselves (linked to sexual abuse) • May be seen as an easy target Unconscious (e.g. accident or anaesthetic, coma, hypoglycaemia) • Don't know what is happening to them • Have no memory, so people know they won't report abuse. • When under anaesthetic they would be perceived as being safe as people trust medical professionals- people could take advantage of the position of trust. Mental health (including sectioning) – (e.g. severe depression, schizophrenia, bipolar disorder, psychosis) • Could be easily manipulated into doing things not in their best interests, e.g. issues in perceived reality. • Due to poor mental health might want to hurt themselves. Head injury/stroke/ brain injury/brain damage • Cognitive function might be impaired • Might be confused, and not able to make decisions • Memory issues • Others might take advantage of this e.g. advocate Reasons factors may make a person more vulnerable to abuse are interchangeable
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Question			Answer	Marks	Guidance
4	(a)		- Responded to ASAP/promptly - ensures abuse is fully investigated, e.g. police social services - Information will be recorded correctly, therefore providing a more accurate account of what happen (harder to dismiss the concerns) - Ensure the right people are informed, who know how best to address the concerns - Helps maintain confidentiality/ need to know basis- stops access to abusers/reduces risk - Allows records to review/look for patterns/ refer to. - Helps guide the professional on best action to protect user/ themselves Accept any other suitable answers.	3 (3x1)	Annotation The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following: ^ TV REP SEEN One mark: A basic description Two marks: A number of outlined points with no description Three marks: A full description that clearly shows understanding linking procedures to handling disclosures.

Question			Answer	Marks	Guidance
4	(b)		• Feel safe • Comfortable to speak /feel listened to/ heard • Avoids embarrassment/shame- People who have abused may feel ashamed, not judging them will decrease this • Encourages trust / feels understood • Feel empowered • More confident to speak out (at that time or in future) • Service user more likely to make a disclosure • More likely to make disclosures in the future • Service user will be reassured that abuse will be fully investigated • Service user gives more details • If felt judged may not report details or in the future Accept any other suitable answers.	3 (3x1)	Annotation The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following: ^ TV REP SEEN One mark: A basic description Two marks: may be a number of outlined points Three marks: A full description that clearly shows understanding linking not judging to handling disclosures.

Question			Answer	Marks	Guidance
4	(c)		• Duty to report • Support and comfort/ reassure • <u>Maintain</u> confidentiality • Report on a need-to-know basis • Protect self • Do not confront <u>abuser</u> • Do not promise not to tell anyone/ keep it secret • Do not ask leading/probing questions • Active listening • Do not gossip • Keep calm • Positive body language/ open posture • Taking notes/factual notes Accept any other suitable answers	2 (2x1)	Annotation The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following: ^ TV REP SEEN DO NOT CREDIT follow reporting procedures or not judging

Question		Answer	Marks	Guidance
4	(d)*	Level 3 (5-6 marks) Detailed explanation of how staff recruitment procedures and staff training can protect children in care from abuse. Points made will be relevant to children in care. <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i> Level 2 (3-4 marks) Sound explanation of staff recruitment procedures and staff training can protect children in care from abuse. <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i> Sub-max of 3 if one aspect explained well. Level 1 (1-2 marks) Limited explanation of how staff recruitment procedures or staff training can protect children in care from abuse. <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i> 0 marks No response or no response worthy of credit.	6	Indicative points may include: Staff Recruitment • Ensure appropriately qualified people are employed - Therefore, have the knowledge and skills to perform the role correctly e.g. neglect or mistakes less likely to occur. • Through reference checks and the interview process unsuitable people are less likely to be employed • Individuals who don't have the correct attitude and approaches to care won't be employed. • DBS- as helps protect users and /or staff from previous offenders/ those not suitable/ legally allowed to work with children in care Staff Training • They would know how to deliver care correctly (less likely to make mistakes) • Would be able to recognise abuse more easily (knows signs/symptoms) • Would know how to respond to suspected abuse/disclosures of abuse. • Know relevant legislation/policies / updated on it • Induction /probationary period- helps staff know how to avoid abuse/ allows supervision.

Question			Answer	Marks	Guidance
5	(a)		- confidence and resilience OR - resilience and confidence	2 (2x1)	No other words acceptable, order of wording interchangeable. Annotation The number of ticks must match the number of marks awarded. For incorrect answers use the cross

5	(b)	• Supporting positive risk taking • Promoting choice • Promoting independence • Teaching personal safety • Person-centred planning/care • Duty of care • Effective record keeping, e.g. accident book • Following policies and procedures • Building a trusting professional relationship/ positive relationships • Effective communication/ communication channels • Continuing Professional Development • Challenge discrimination • <u>Maintain</u> confidentiality • Staff training • Staff meetings • Have DSLs/ safeguarding leads/ child protection officers • Monitoring staff • Risk assessments • Ensuring external doors locked • Password protecting / locking computers • Signing in or out procedures for visitors • ID badges /lanyards Accept any other suitable answers.	4 (4x1)	Annotation The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following: ^ TV REP SEEN The exact wording is not needed. Do not accept active participation.
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