

Monday 3 June 2019 – Morning

**LEVEL 3 CAMBRIDGE TECHNICAL IN
HEALTH AND SOCIAL CARE**

05832/05833/05871

Unit 7: Safeguarding

**Time allowed: 1 hour 30 minutes plus your
additional time allowance**

**You may use:
no materials required**

Modified Enlarged 24pt

Please write clearly in black ink.

**Centre
number**

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

**Candidate
number**

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

First name(s) _____

Last name _____

**Date of
Birth**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| D | D | M | M | Y | Y | Y | Y |
|---|---|---|---|---|---|---|---|

INSTRUCTIONS

Use black ink.

Answer ALL the questions.

Write your answer to each question in the space provided.

If additional answer space is required, you should use the lined page(s) at the end of this booklet. The question number(s) must clearly be shown.

INFORMATION

The total mark for this paper is 60.

The marks for each question are shown in brackets [].

Quality of extended response will be assessed in questions marked with an asterisk (*).

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INTENTIONALLY BLANK**

Answer ALL the questions.

1 Alison is a schoolteacher. She is planning to take a class of 12-year-old children to a local swimming pool.

(a) Tick the THREE most appropriate actions (opposite) Alison should take when planning this activity: [3]

| Possible actions | Tick three only |
|--|------------------------|
| Apply the schools' safeguarding policy to check appropriate staff/children ratios. | |
| Ask the swimming pool to request all visitors on the day bring two forms of identification. | |
| Carry out a risk assessment. | |
| Gain informed consent from the parents/carers. | |
| Meet all of the children's parents/carers individually to discuss the planned event. | |
| Only take children who have their own Designated Child Protection Officer. | |
| Use a multi-agency approach by informing the local police of the visit. | |

(b)* Analyse how the Disclosure and Barring Service can help safeguard children from abuse. [6]

[illegible]

2 Young people can experience abuse of various types, in a number of different environments.

(a) Describe how EACH heading can increase the likelihood of a young person experiencing abuse.

You must use a DIFFERENT reason for each heading.

Residing in a social care setting

[2]

Attending a physiotherapy practice

[2]

Social isolation

[2]

Relationships where there is an imbalance of power

[2]

Homelessness

[2]

(b)* Jane has a physical disability; she cannot move her legs, and can only partly use one hand.

She is cared for at home by her sister, as well as a nurse who visits daily.

Explain why Jane may be more likely to experience abuse than others. [7]

(c) Give THREE examples of why individuals may lack the mental capacity to make their own decisions.

1

2

3

3 Complete the table below, stating two DIFFERENT possible signs of abuse for each type of abuse listed. [8]

| Type of abuse | Signs |
|----------------------|--------------------|
| Sexual | 1 _____ 2 _____ |
| Physical | 1 _____ 2 _____ |
| Neglect | 1 _____ 2 _____ |
| Financial | 1 _____ 2 _____ |

4* Explain how each of the following can help workers to minimise the risk of abuse in social care settings:

Effective record keeping

Continuing professional development

Teaching personal safety. [8]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

- 5 (a) Teachers may often be told about abuse.

Identify FIVE other people who may be told about abuse.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

[5]

- (b)* Outline key features of the Children Act 2004, which is designed to help protect and safeguard children. [6]

(c) The Equality Act 2010 includes age as a protected characteristic.

Identify FOUR other protected characteristics.

1

2

3

4

[4]

END OF QUESTION PAPER

ADDITIONAL ANSWER SPACE

If additional answer space is required, you should use the following lined page(s). The question number(s) must be clearly shown in the margin(s) – for example 1(a) or 2(b).

[illegible]

[illegible]

[illegible]



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