

**Cambridge Technicals
Health and Social Care**

Unit 7: Safeguarding

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

Mark Scheme for June 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 does 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>One mark for each appropriate action chosen. Three required</p> <table border="1" data-bbox="297 384 1104 762"> <thead> <tr> <th>Possible actions</th> <th>Tick three only</th> </tr> </thead> <tbody> <tr> <td>Apply the schools' safeguarding policy to check appropriate staff/children ratios.</td> <td>√</td> </tr> <tr> <td>Carry out a risk assessment</td> <td>√</td> </tr> <tr> <td>Gain informed consent from the parents/carers.</td> <td>√</td> </tr> </tbody> </table>	Possible actions	Tick three only	Apply the schools' safeguarding policy to check appropriate staff/children ratios.	√	Carry out a risk assessment	√	Gain informed consent from the parents/carers.	√	3 (3x1)	<p>Annotation: 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 data-bbox="1592 480 1962 560" style="border: 1px solid black; padding: 5px; text-align: center;"> ^ TV REP SEEN </div> <p>No other answers are acceptable.</p> <p>If more than three boxes are ticked: Mark the first three only.</p> <p>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.</p>
Possible actions	Tick three only										
Apply the schools' safeguarding policy to check appropriate staff/children ratios.	√										
Carry out a risk assessment	√										
Gain informed consent from the parents/carers.	√										

Question	Answer/Indicative content	Marks	Guidance	
			Content	Levels of response
1	(b)* Content for how the disclosure and barring service can help safeguard children from abuse: <ul style="list-style-type: none"> Helps employers make safer recruitment decisions and so children less likely to be exposed to individuals who pose a risk Prevents unsuitable people from working with children, so helps children be safe from risk of abuse It replaces the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA); a new authority to help focus /advice organisations on how to protect children from abuse. Decides whether it is appropriate for a person to be placed on or removed from a barred list; barred list prevents people who pose a risk working with children. Work with the police- the police help to inform others of those people who children should be protected from However <ul style="list-style-type: none"> Mistakes can be made (false negatives and false positives)- this can mean people can slip through the net – so expose children to risk and/or exclude people who may not be of risk and so limit the range of good professionals working with children may have (who may protect them from abuse) Only covers crime that has been recorded- so people who are a risk to children may still be employed Checks not always carried out after employment- may mean new offences not quickly known by organisations and so children at risk Cannot stop first offenders- so children still at risk as cannot predetermine crime/abusers Accept other appropriate points.	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 analysis</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 checklist</p> <ul style="list-style-type: none"> Detailed analysis Clear and explicit link to safeguarding children from abuse Well-developed line of reasoning Logically structured QWC – high <p>Level 2 checklist</p> <ul style="list-style-type: none"> Sound analysis A line of reasoning in the most part relevant. Link to children may be implicit. QWC – mid <p>Level 1 – checklist</p> <ul style="list-style-type: none"> descriptive (upper end) list like (low end) basic information presented in an unstructured way QWC – low 	<p>Level 3 (5-6 marks) Answers provide a detailed analysis of how the disclosure and barring service can help safeguard children from abuse. Both positive and negative aspects may be included. Explicit link to safeguarding children. Answers will be factually accurate, using appropriate terminology. There will be few, if any errors of grammar, punctuation and spelling.</p> <p>Level 2 (3-4 marks) Answers provide a sound analysis of how the disclosure and barring service can help safeguard children from abuse. Link to children may be implicit. Answers will be factually accurate. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1 (1-2 marks) Answers provide an attempt at analysis of how the disclosure and barring service can help safeguard children from 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> <p>0 marks - response not worthy of credit.</p>

Question	Answer	Marks	Guidance
2	<p>(a) Residing in a social care setting</p> <ul style="list-style-type: none"> • Lack stability/role models • May assume the setting is safe and so be taken advantage of. • May not want to raise concerns as they need the shelter/help provided • May have been institutionalised and so expect abuse • May not recognise the abuse and so not speak out • May be disempowered and so not have the opportunity to stop the abuse • May not wish to risk abuser making situation worse/or losing their job. <p>Attending a physiotherapy practice</p> <ul style="list-style-type: none"> • Professionals viewed with trust and this may be misused • Staff may not be trained well and so not know how to effectively meet needs and avoid abuse • May need to be moved/ physically contacted this could lead to inappropriate touching • May not know what is acceptable/ unnecessary/intrusive practices carried out on them (e.g. removing clothes) <p>Social isolation</p> <ul style="list-style-type: none"> • May have no one else to help them and so feel they cannot raise concerns • May not have anyone to confirm abuse /discuss concerns with • May an easy target if the staff member(s) know the person has no support from others • May feel society does not care about their needs and so put up with abuse • Low self-esteem as a result of lack of company/friends and so not reporting abuse <p>Relationships where there is an imbalance of power.</p> <ul style="list-style-type: none"> • May be dependent on the person for future care and is not be confident enough to challenge abuse of power/scared/frightened • May think staff know better and not want to challenge those in charge of them • May not have ability to recognise/understand where they have the power to complain • Does not receive information they need/ told they have no control • Parents may abuse power over children • Cannot seek help as access to communication restricted, e.g. phone use 	10 (5x2)	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> ^ TV REP SEEN </div> <p>For incorrect answers use the cross or appropriate annotation from the following: One mark For brief description / generic not linked directly to each example / not clearly relevant for young people.</p> <p>Two marks For clear description relevant to particular example. Answer must be applicable to a young person Likely to expand on their reason</p> <p>Do not credit repetition. Do not credit definitions</p>

Question	Answer	Marks	Guidance
	<p>Homelessness</p> <ul style="list-style-type: none"> • May have no access to support/protection services • May have no fixed location – difficult to track and prevent abuse • May be homeless due to previous abuse and so becomes something they expect/accept • Lack of affordable housing and so young person -sofa surfing- may lead to people making demands for lodgings • Risk of harm from others, e.g. especially at night • Chances of abuse increase because they are vulnerable, e.g. may experience sexual abuse in return for drugs/alcohol • Stereotyping by public – young person facing physical/emotional/psychological abuse from others in society <p>Accept other suitable descriptions /some points are interchangeable</p>		

Question	Answer/Indicative content	Marks	Guidance	
			Content	Levels of response
2	(b)* Reasons for why Jane may be more likely to experience abuse than others: <ul style="list-style-type: none"> • Physically cannot fight back- may be mishandled by nurse/sister/ hit • Intrusion of privacy -as need others to help her with hygiene/health care • Dependent on sister/nurse- may become frustrated not meet her needs and lash out (may be physical or emotional/psychological abuse) • Imbalance of power – nurse and sister may control her access to food/hygiene/social activities/ freedoms • Staffing issues- nurse visits once a day so abuse may happen at other times/ and Jane too scared to speak out • Disempowered – because she is dependent • Feel a burden -so not want to complain • Isolated from others – unable to raise concerns • Easy target because she is dependent • Mobility difficulties – may make it easier to abuse Jane • Sister not suitably trained- may not able to meet Jane’s needs/ may lead to neglect • Informal carer (sister) -may not be suspected as an abuser • Time commitments required by sister- may strain relationships/cause stress <p>Accept other appropriate reasons</p>	7	<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>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 checklist</p> <ul style="list-style-type: none"> • detailed explanation • clear and explicit link to Jane • well-developed line of reasoning • logically structured • QWC – high <p>Level 2 checklist</p> <ul style="list-style-type: none"> • sound explanation • a line of reasoning in the most part relevant. • May be one reason done well • Link to Jane may be implicit. • QWC – mid <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • descriptive (upper end) list like (low end) • basic information presented in an unstructured way • QWC – low 	<p>Level 3 (6 - 7 marks) Answers provide a detailed explanation of reasons why Jane may be more likely to experience abuse than others. Link to Jane is explicit. Answers will be factually accurate, using appropriate terminology. There will be few, if any errors of grammar, punctuation and spelling</p> <p>Level 2 (4 - 5 marks) Answers provide sound explanation of reasons why Jane may be more likely to experience abuse than others. Link to a Jane may be implicit. Answers will be factually accurate. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1 (1 – 3 marks) Answers provide an attempt at an explanation of reasons why Jane may be more likely to experience abuse than others. 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>0 marks = response not worthy of credit SEEN for a zero mark response</p>

Question	Answer	Marks	Guidance
<p>2 (c)</p>	<p>One mark for each example. Three required:</p> <ul style="list-style-type: none"> • Comatose state • Examples of disorder, e.g. dementia. • Alzheimer's, • Schizophrenia • Depression • Loss of ability to communicate /difficulties communicating • Being unconscious • Brain damage/stroke • Under the influence of alcohol / drugs • Has a learning disability/ Downs syndrome <p>Accept other appropriate examples</p>	<p>3 (3x1)</p>	<p>Annotation: 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; text-align: center;"> ^ TV REP SEEN </div> <p>Do not accept:</p> <ul style="list-style-type: none"> • Old age • Illness • Mental illness • Lack of understanding someone who is suicidal • Too young • Disability • Sensory impairment(s)

Question	Answer	Marks	Guidance
3	<p>One mark for each sign of abuse. Eight required</p> <p>Sexual</p> <ul style="list-style-type: none"> • Bruise, scratches bleeding round genital or rectal areas • Incontinence • Pregnancy • Blood on clothing • Unexplained stomach pains/cramps • Inappropriate sexual behaviour /language • Reluctance to undress • Changes in behaviour • Self-harm • Low self esteem • STI's <p>Physical</p> <ul style="list-style-type: none"> • Unexplained injuries • Cuts/scars • Bruises • Bite/slap marks • Burns • Behaviour change/aggression • Weight loss • Fractures • Fear • Black eye(s) <p>Accept other appropriate signs</p> <p>Some signs may ne interchangeable</p> <p>Neglect</p> <ul style="list-style-type: none"> • Poor standards of hygiene • Malnourishment • Dehydration • Dirty surroundings/environment • Pressure sores • Untreated medical conditions • Repeated falls • Unclean/dirty clothes • Hungry at all times/malnourishment • Matted hair • Unsuitable clothing • Withholding necessities of life, e.g. medical treatment <p>Financial</p> <ul style="list-style-type: none"> • Unexplained lack of money • Sudden debts and unpaid bills • Possessions disappearing • Sudden changing of will • Always asking for money • Spends money very quickly 	8 (8x1)	<p>Annotation: 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; text-align: center;"> ^ TV REP SEEN </div>

Question	Answer/Indicative content	Marks	Guidance	
			Content	Levels of response
4*	<p><u>Effective record keeping</u></p> <ul style="list-style-type: none"> Recording information objectively/effective record keeping- important for audit trail and future use of records- helps ensure trends/signs of abuse are recognised. Audit trail- allows others /organisations to check procedures to protect users are in place and being followed. Protects users and staff from mistakes/ miscommunication that could lead to abuse / allegation of abuse. Helps in staff change over- staff can see the current situation/condition of users and what help is required. <p><u>Continuing professional development</u></p> <ul style="list-style-type: none"> Equips staff with current knowledge of up-to-date practices in safeguarding and protecting individuals. Staff able to practice safely and legally – helping to protect users from risk of abuse. Trains staff in ways to identify when users may be at risk of abuse/ being abused. Staff know how to minimise risk of abuse and develop and share new ways to reduce risks. Awareness of reporting procedures. <p><u>Teaching personal safety (may be linked to staff)</u></p> <ul style="list-style-type: none"> Enabling users to understand/raise awareness and have the skills to care for themselves and their own well-being -more confident in protecting themselves / resilient to unfair practice/intimidation. Will give users a sense of ownership and empowerment, so more confident and resilient in being able to challenge others. They should be more confident in how to protect themselves from abuse . Users able to take risks in a suitable and assessed way – not restricted from situations where any risk may occur/ aware how to manage risks. Accept other appropriate explanations 	8	<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>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 checklist</p> <ul style="list-style-type: none"> detailed explanation of how each feature can help minimise the risk of abuse in social care setting. all three features addressed well-developed line of reasoning logically structured QWC - high <p>Level 2 checklist</p> <ul style="list-style-type: none"> clear explanation of how each feature can help minimise the risk of abuse in social care setting. QWC – mid <p>Level 1 – checklist</p> <ul style="list-style-type: none"> brief description (upper end) list like (low end) basic information presented in an unstructured way QWC – low 	<p>Level 3: 6-8 marks Answers provide a detailed explanation of how each feature can help minimise the risk of abuse in social care setting. (all three features addressed) Answers will be factually accurate, using appropriate terminology. There will be few, if any errors of grammar, punctuation and spelling.</p> <p>Level 2: 4-5 marks Answers provide a clear explanation of how each feature can help minimise the risk of abuse in social care setting. Answers will be factually accurate. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1: 1 - 3 marks Answers provide an attempt at an explanation of how each feature can help minimise the risk of abuse in social care setting. 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>0 marks - response not worthy of credit.</p>

Question		Answer	Marks	Guidance
5	(a)	<p>One mark for each group identified (5 required)</p> <ul style="list-style-type: none"> • Advocates • Carer • Co-worker/colleague • Family/grandparents/parents • Friends/girlfriend/boyfriend • Members of the public e.g. neighbours • Other professionals, e.g. doctors, nurses • Peers • Police • Siblings / brother / sister • Social workers • Uncle / aunt / cousin • Work boss/ manager /employer • Husband/wife partner <p>Accept any other appropriate people</p>	5 (5x1)	<p>Annotation: 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>If more than one answer is given on a line – credit the first one only.</p> <p>Do not credit:</p> <ul style="list-style-type: none"> • repetition • teachers • organisations (not people)

Question	Answer/Indicative content	Mark	Guidance	
			Content	Levels of response
5	(b)*	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>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 checklist</p> <ul style="list-style-type: none"> • clear outline of at least two features designed to safeguard children • logically structured • QWC - high <p>Level 2 checklist</p> <ul style="list-style-type: none"> • Clear outline of 1 or 2 features/points designed to safeguard children - in the most part relevant. • Sub max 3 for only one feature done well. • QWC - mid <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • brief description (upper end) list like (low end) • basic information presented in an unstructured way • QWC – low 	<p>Level 3 (5-6 marks) Answers provide a detailed outline of the key features (at least 2) designed to help safeguard children from the Children Act 2004. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling</p> <p>Level 2 (3-4 marks) Answers provide a clear outline of the key features designed to help safeguard children from the Children Act 2004. Answers will be factually correct. There may be some errors of grammar, punctuation and spelling. Sub max 3 for only one feature done well.</p> <p>Level 1 (1 - 2 marks) Answers provide an attempt at an outline of the key features designed to safeguard children from the Children Act 2004. 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>0 marks - response not worthy of credit.</p>
	<p>Key features of the Children Act 2004</p> <p>Every Child Matters outcomes for children and young people help monitor and maintain children's safety</p> <ul style="list-style-type: none"> • be healthy; • stay safe; • enjoy and achieve; • make a positive contribution; and • achieve economic well-being <p>A child-centred approach and includes universal as well as targeted and specialist services. To safeguard children Needs/risks to be identified early to allow timely and appropriate intervention before needs become more acute.</p> <p>Aims to improve and integrate children's services, promote early intervention, provide strong leadership to help safeguard children</p> <p>Multi-disciplinary teams /approach – to reduce risk help keep children safe</p> <p>Act aims to improve effective local working to safeguard and promote children's well-being.</p> <p>Duty on agencies to co-operate to improve the well-being of children and young people which provides the basis for the children's trust approach, provides for integrated planning and commissioning through local partnerships to maintain the safety of children.</p> <p>Local authorities will be required to ascertain the wishes and feelings of children, through amendments to the Children Act 1989, when making decisions about services for a child in need – so children's voices are listened to.</p>			

Question		Answer/Indicative content	Mark	Guidance	
				Content	Levels of response
5	(b)*	<p>Local Safeguarding Children Boards – allows providers to know who to contact and overview of services design to protect children.</p> <p>Children's Commissioner has overview/responsibility to safeguard children /responsible for promoting awareness of the views and interests of children.</p> <p>Includes those 18-20 who have been looked after or have a learning disability as may be more at risk of abuse.</p> <p>Clearer accountability for councils' children's services, by requiring that a Director of Children's Services is appointed and designating a lead councillor for children's services –so clear procedures/ chain of command so providers know who to contact in cases of abuse</p> <p>Duty requires all agencies with responsibilities towards children to safeguard and promote the welfare of children. They must also ensure that any body providing services on their behalf must do the same. The purpose of this duty is that agencies give appropriate priority to safeguarding children and share concerns at an early stage to encourage preventative action.</p> <p>The Children Act provides the framework for the establishment of information sharing systems to ensure that practitioners are able to provide children and their families with help and support they need at the earliest opportunity.</p> <p>Children's services authorities must establish Local Safeguarding Children Boards (LSCB) to co-ordinate the work of partners for the purpose of safeguarding and promoting the welfare of children and to ensure effectiveness.</p>			

Question		Answer/Indicative content	Mark	Guidance	
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5	(b)*	<p>Children's services authorities must produce a plan setting out the authority's strategy for discharging their functions in relation to children and how they will be protected from abuse</p> <p>Made provision for a Children's Fund; designed to aid in the eradication of poverty and financial hardship felt by underprivileged children and to ensure that children between the ages of five and thirteen are in regular attendance at school. This helps to ensure that these children have the best possible start in life as they may be more vulnerable to abuse.</p> <p>Joint area reviews will take place, to evaluate the extent to which children's services improve the well-being of children in the area. A duty to promote the educational achievement of looked after children who may be more at risk of abuse.</p> <p>Local authorities will be required to ascertain the wishes and feelings of children, through amendments to the Children Act 1989, when making decisions about services for a child in need – so children's voices are listened to.</p>			

Question	Answer	Marks	Guidance
5	<p>(c) One mark for each protected characteristic. Four required</p> <ul style="list-style-type: none"> • disability • gender reassignment • marriage (marital status) and civil partnership* • pregnancy and maternity* • race • religion or belief • sex • sexual orientation 	<p>4 (4x1)</p>	<p>Annotation: 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; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>Do not credit:</p> <ul style="list-style-type: none"> • age • 'gender' on its own must state 'gender reassignment' <p>*Marriage and civil partnership – can accept either. However do not credit more than once</p> <p>*Pregnancy and maternity – can accept either. However do not credit more than once</p>

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