

**Cambridge Technicals
Health and Social Care**

Unit 7: Safeguarding

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

Mark Scheme for January 2020

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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 to be used when marking Unit 7.

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 a non-professional, two required.</p> <ul style="list-style-type: none"> • Family (accept examples of family members) • Siblings / brothers / sisters • Other members of the public e.g. neighbours • Friends <p>Accept any other suitable answers</p>	<p>2 (2x1)</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; display: inline-block; text-align: center;"> ^ TV REP SEEN </div> <p>Do not accept: Professionals e.g. teachers Peers</p>

Question	Answer/Indicative content	Marks	Guidance	
			Content	Levels of response
1	(b)* <u>Sexual abuse</u> Physical effects - bleeding, bruises, pain, stressed/ill health (STIs)– effects of the experience may bring on illnesses, depression. Emotional/psychological - changes in behaviour mood swings, fear (may be of undressing) suicidal thoughts, low self-esteem, depressed – feels very low. hard to motivate themselves, fear of undressing Social – social withdrawal fear of others, inappropriate sexualised behaviour Intellectual-may not attend school/ fall behind in homework/ school work, self-fulfilling prophecy – begin to believe what they have been told and how they have been treated. <u>Exploitation /mate crime</u> Physical – loss of money, injuries, cuts, scars Emotional/psychological – withdrawal from contact with friends, isolation, changes in level of activities shyness, malnourishment, may go on to abuse others, failure to thrive Social – fear of contacting others, withdrawal from groups/activities, unwilling to discuss /make plans, disappearance from social network groups/ loss of contacts with friends, long term psychological effects, e.g. trust Intellectual-being behind in work, less development of cognitive/intellectual skills Accept other appropriate effects Candidates do not have to include the PIES headings. Some effects are interchangeable.	6	<p>Annotation: The number of ticks will not necessarily correspond to the marks awarded. This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is description.</p> <p>Level 3 checklist</p> <ul style="list-style-type: none"> Detailed description Both sexual abuse and exploitation/ may include specific examples/descriptions for each type. Logically structured with a well-developed line of reasoning Relevant information At least two effects <p>Level 2 checklist</p> <ul style="list-style-type: none"> Some description Both sexual abuse and exploitation Sub-max of 3 if only one type or effect done well <p>Level 1 checklist</p> <ul style="list-style-type: none"> Limited description Basic information presented in an unstructured way List like/muddled 	<p>Level 3 (5-6 marks) Answers will provide a detailed description of the likely effects of both sexual abuse and exploitation on Jamal. Answers are coherent, clear and logically structured with a well-developed line of reasoning. At least two effects will be described Information presented is relevant to the types of abuse. Likely to include specific descriptions of effects for each type of abuse. <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) Answers will provide some description of likely effects of both sexual abuse and exploitation in Jamal. Answers are presented with some structure and are relevant to the types of abuse <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence</i></p> <p>Sub-max of 3 if only one type or effect done well</p> <p>Level 1 (1-2 marks) Answer provides a basic (limited) description of likely effects of both sexual abuse and exploitation on Jamal. Information presented may not be relevant to either types of abuse. Answers may be list like, muddled, demonstrating little knowledge or understanding. <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. SEEN for a zero mark response</p>


Question	Answer	Marks	Guidance
1	<p>(c) Three marks for each description. Two required</p> <p>Duty to report- as soon as possible reporting the information, and informing Jamal of her duty</p> <p>Report appropriately - using school's policies, informing child protection officers / DSL, NSPCC, local authorities police/ safeguarding team/lead/ report to management</p> <p>Reporting procedures- recording information accurately, using schools' forms/systems.</p> <p>Do not judge- not take sides, keep to factual information, do not assure him everything will be fine</p> <p>Maintain confidentiality- need to know basis – ensures no other information is leaked out Use policies to check procedures Take them to a place of safety whilst in school</p> <p>Protect self – ensure she is not at risk, e.g. when comforting Jamal the nurse should use words only. No physical contact should take place</p> <p>Accept any other appropriate answers</p>	<p>6 (2x3)</p>	<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 data-bbox="1541 421 1906 501" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>For each action: One mark: an action identified</p> <p>Two marks: an action identified and described in little detail and not related to context</p> <p>Three marks: an action identified and described in detail that relates to context</p>

Question		Answer	Marks	Guidance
2	(a)	<p>Two marks for a definition .Any two from:</p> <ul style="list-style-type: none"> • A state of being unconscious for a <u>prolonged or indefinite</u> period of time • Being unable to respond to external stimuli. • Minimal brain activity • No signs of awareness • Unresponsive to their environment • Cannot be woken/ cannot wake up <p>a person who is in a comatose state may be able to breath on their own or not (they may require a machine to help them)</p>	<p>2 (1x2)</p>	<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;"> A TV REP SEEN </div> <p>One mark: A basic definition that lacks clarity.</p> <p>Two marks: A full definition that clearly shows understanding. May provide an example to illustrate, e.g. external stimuli.</p> <p>Wording does not have to be the same as in indicative content e.g. may state 'long sleep'</p> <p>Do not accept causes</p>

Question		Answer/Indicative content	Marks	Guidance	
				Content	Levels of response
2	(b)*	<p>Learning difficulties</p> <ul style="list-style-type: none"> • May not understand/know rights • Communication difficulties • Not know how to complain/raise concern • Lack of understanding of abuse/not know it is happening/recognise abuse/ think abuse is normal • Disempowered • Dependency on others • Trust carers – they could take advantage/ not know who to trust • Feel powerless • Institutionalised • Lack of support/others to inform • Not recognise abuse • Blame self • Seen as easy target • Lack mental capacity • Imbalance of power • Scared/concerned about loss of care. • Not believed • Assumption signs/disclosures are a result of their learning difficulty <p>Accept any other appropriate answers</p>	6	<p>Annotation: The number of ticks will not necessarily correspond to the marks awarded. 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>Level 3 – checklist</p> <ul style="list-style-type: none"> • Detailed explanation (examples of learning difficulties may be included) • Logically structured with a well-developed line of reasoning • Relevant information linked to the risk of abuse <p>Level 2 – checklist</p> <ul style="list-style-type: none"> • Sound explanation • Some structure • Mostly relevant information <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • Limited explanation • Basic information • Information may not be fully relevant • List like/muddled 	<p>Level 3 (5–6 marks) Answers will provide a detailed explanation of why adults with learning difficulties may be more at risk of abuse than others. The answer may include examples of learning disabilities to explain points made. The answer has a well-developed line of reasoning, is clear and logically structured. The information presented is relevant.</p> <p>Level 2 (3–4 marks) Answers will provide a sound explanation of why adults with learning difficulties may be more at risk of abuse than others. The answer has some structure and the information presented is in the most part relevant. <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) Answers will provide a limited explanation of why adults with learning difficulties may be more at risk of abuse than others. List like answers should be placed in this level. Answers may be muddled, demonstrating little knowledge or understanding. <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> <p>SEEN for a zero mark response</p>

Question	Answer	Marks	Guidance
2 (c)	<p>Two marks for each reason. Two required</p> <p>Reasons:</p> <ul style="list-style-type: none"> • Loss of cognitive functions so not recognise abuse is happening • Difficulties remembering incidents/ doubt self • Behaviours like withdrawal may be seen as part of dementia so not noticed/ concerns not raised • Lack of staff training in dementia so misunderstand user /incorrectly identify needs. • Not want to risk loss of support as need carers for day to day living • Memory problems- may trust wrong person/ be easy to taken advantage of <p>Accept any other appropriate answers</p>	4 (2x2)	<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; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>One mark: A basic reason the link to dementia may be unclear</p> <p>Two marks: A reason that clearly shows understanding of dementia /is clear/ applicable Candidates may provide an example to illustrate description. Candidates may link dementia to age as risk factor</p> <p>Do not accept : difficulties communicating dependent on others</p>
2 (d)	<p>One mark for each environmental factor. Two required</p> <p>Environmental factors:</p> <ul style="list-style-type: none"> • Care/health services with institutional practices • Adults and children residing in health and social care settings • Health services (e.g. GP surgeries, physiotherapy practices) • Independent living facilities 	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; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>Do not accept: Homelessness</p>

Question	Answer/Indicative content	Marks	Guidance	
			Content	Levels of response
2	(e)*	8	<p>Annotation: The number of ticks will not necessarily correspond to the marks awarded. 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>Level 3 checklist</p> <ul style="list-style-type: none"> Detailed analysis Both dependency on others and social isolation Link to people with sensory impairments e.g. hearing/vision will be explicit Logically structured with a well-developed line of reasoning Relevant information <p>Level 2 checklist</p> <ul style="list-style-type: none"> Sound analysis Link to people with sensory impairments may be implicit Sub-max of 4 if only one factor done well <p>Level 1 checklist</p> <ul style="list-style-type: none"> Limited analysis Basic information presented in an unstructured way List like / muddled 	<p>Level 3 (7–8 marks) Answers will provide a detailed analysis of how both factors may make abuse more likely in a setting providing care for people with sensory impairments. Link to people with sensory impairments will be explicit. Answers are coherent, clear and logically structured with a well-developed line of reasoning. The information presented is relevant. <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 the factors may make abuse more likely in a setting providing care for people with sensory impairments. Link to people with sensory impairments may be implicit. The answer has some structure and the information presented is in the most part relevant. <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence</i></p> <p>Sub-max of 4 if only one factor, done well</p> <p>Level 1 (1–3 marks) Answer provides a basic analysis of how factors may make abuse more likely in a setting providing care for people with sensory impairments. Information presented may not be relevant. Answers may be list like, muddled, demonstrating little knowledge or understanding. <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> <p>SEEN for a zero mark response</p>
	<p>Dependency on others</p> <ul style="list-style-type: none"> Require specialist support and this may not be available / not effectively provided meaning care is rushed Need others to communicate effectively and so cannot always express needs/choices Care providers may not have time to care for their needs Require others to help them make suitable choices- this means they could be manipulated/ given limited options <p>Social isolation</p> <ul style="list-style-type: none"> May have only a few people to help them and so feel they cannot raise concerns/ feel withdrawal/ lack of chance to raise concerns May not have anyone to confirm abuse /discuss concerns with- lack of third party support/access to advocacy/ suitable specialist equipment May be 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/ self-fulfilling prophecy – isolated and so expect to be isolated/ not able to avoid abuse due to sensory needs not being met. Communication barriers may make lead to social isolation <p>Accept any other appropriate answers</p>			

Question	Answer/Indicative content	Marks	Guidance
3	<p>Two marks for each outline. Five required</p> <p>Duty of care</p> <ul style="list-style-type: none"> • All providers know their responsibilities and how that can protect children from abuse • Ensures other carer are informed of important information regarding children's needs and risk factors • Children are supported and encouraged to speak out about concerns • Children not placed in situations that cause danger / are not risk assessed • Know how to safeguard children, e.g. during collecting at end of day <p>Effective record keeping</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 • Ensures consistency of care- children likely to change location and risk factors should be accessible to new child care environments • Helps staff be aware of risks /vulnerable children and protect them for harm/abuse. • Medication is given at appropriate times and this is recorded/ the correct medication is given • Registers are accurate- staff know where children are <p>Promoting choice</p> <ul style="list-style-type: none"> • Ensures decisions are led by the individual needs and preferences- protecting them from abuse (disempowerment) 	<p>10 (5x2)</p>	<p><u>Annotation</u></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 data-bbox="1406 523 1771 603" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>One mark: A basic outline that lacks clarity /link to children</p> <p>Two marks: A reason that clearly shows understanding is clearly applicable to children</p> <p>Candidates may provide an example to illustrate</p> <p>Do not credit repeats</p>

Question	Answer/Indicative content	Marks	Guidance
	<ul style="list-style-type: none"> • Children/care givers know what options are available • Empowered to be informed about choices • Helps the children make positive choices to maintain their safety/ disclose abuse <p>Continuing professional development</p> <ul style="list-style-type: none"> • Providers equipped with current best practice/ up-to-date and opportunities to share ideas/ update skills in order to protect children • Providers can identify when children are at risk of abuse and take appropriate action • Providers develop ways of working that reduce likelihood of abuse happening, e.g. person-centred care. <p>Teaching personal safety</p> <ul style="list-style-type: none"> • Helps inform children on issues of concern/ how to refuse/ say no to inappropriate behaviours • Enabling children to understand 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 children a sense of ownership and empowerment, so more confident and resilient in being able to challenge others. • Children should be more confident in how to protect themselves from abuse. • Children able to take risks in a suitable and assessed way – not restricted from situations where any risk may occur/ aware how to manage risks. • Children will know what situations/behaviours to avoid to protect themselves from abuse 		

Question	Answer/Indicative content	Marks	Guidance	
			Content	Levels of response
4*	<p>Confidentiality policy</p> <ul style="list-style-type: none"> Helps ensure private information kept safe/ on a need to know basis Students and the placement may have access to DOB, addresses, contact details etc./ this should be kept safe/secure Students will be informed about information that should remain confidential when on work experience Informs students about processes/procedures to follow Students know what to do in the case of a breach Protects students from risk of complaints/accusations <p>Safeguarding policy</p> <ul style="list-style-type: none"> Protects students from risk of complaints/accusations – know how to behave at placement Records contact information in cases of emergencies/concerns Ensures placements are safe for the students to attend, e.g. risk assessments, standards maintain Ensures staff and students are identifiable Ensures any disclosures are known by the placements Individual needs of students known by placement Students and placements know what standards to maintain <p>Accept any other suitable answers</p>	8	<p>Annotation: The number of ticks will not necessarily correspond to the marks awarded. 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>Level 3 checklist</p> <ul style="list-style-type: none"> Detailed analysis Both confidentiality and safeguarding policies Link to work experience will be explicit Logically structured with a well-developed line of reasoning Relevant information <p>Level 2 checklist</p> <ul style="list-style-type: none"> Sound analysis Link to work experience may be implicit Sub-max of 4 if only one policy done well <p>Level 1 checklist</p> <ul style="list-style-type: none"> Limited analysis Basic information presented in an unstructured way List like / muddled 	<p>Level 3 (7–8 marks) Answers will provide a detailed analysis of how both policies may reduce the risk of abuse for the students during their work experience. Link to work experience will be explicit. Answers are coherent, clear and logically structured with a well-developed line of reasoning. Information presented is relevant to the types of abuse. <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 both policies may reduce the risk of abuse for the students during their work experience. Link to people with work experience may be implicit. Answers are presented with some structure and are relevant. <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence</i></p> <p>Sub-max of 4 if only one policy done well</p> <p>Level 1 (1–3 marks) Answer provides a basic analysis of how a policy/policies may reduce the risk of abuse for the students during their work experience. Information presented may not be relevant. Answers may be list like, muddled, demonstrating little knowledge or understanding. <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> <p>SEEN for a zero mark response</p>

Question	Answer	Marks	Guidance
5	<p>One mark for each response. Six required.</p> <p>Words inserted in this order:</p> <ul style="list-style-type: none"> • whistleblowing • ‘prescribed’ • protected • commissioner • promote • prohibition <p>The Public Interest Disclosure Act 1998, also known as the whistleblowing Act, aims to protect workers who report wrongdoing and outlines provision for disclosures to ‘prescribed persons’</p> <p>The Equality Act 2010 aims to reduce discrimination and includes nine protected characteristics.</p> <p>The Children Act 2004 established the Children’s Commissioner to promote awareness and understanding of the rights of children and young people.</p> <p>The Health and Social Care Act 2008 established a Care Quality Commission with the objective to protect and promote the health, safety and welfare of people who use health and social care services.</p> <p>The Human Rights Act 1998 included a set of rights and freedoms that must be protected. These included the right to life and prohibition of torture</p>	<p>6 (6x1)</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 acceptable</p>

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