

City & Guilds Level 2 Health and Social Care: Core

Case Study – Mark Scheme
Children and Young People

February 2024



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UPDATE FEBRUARY 2024

Learning Materials – Mark Scheme

Updated February 2024:

This case study and associated test papers are no longer part of the assessment criteria for the 8040-02 Health and Social Care: Core qualification.

These materials have been provided to support centres and candidates for formative assessment and revision purposes only.

For the most up to date information on the Health and Social Care: Core qualification and January 2024 assessment strategy update please visit: [\[Update\]](#) [Changes to Level 2 HSCCC Core assessments | Health and Care Learning Wales](#).

This booklet contains the case study and mark scheme **only**.

For associated test papers please download:

Kaira	Question Set A, B and C	Units 002 and 004
Osian and Gethin	Question Set A, B and C	Units 002 and 004
Harri	Question Set A, B and C	Units 002 and 005
Lily	Question Set A, B and C	Units 002 and 005
Leon	Question Set A, B and C	Units 002 and 006
Iwan	Question Set A, B and C	Units 002 and 006

Case Study – Kaira

You are going to read a case study about Walnut Street, which is a residential setting for young people.

The people who you will read about as part of this case study are:

Kaira	A young person at Walnut Street.
Catrin	Kaira's key worker.
Dyfan	The care and support worker who will be supporting Catrin.

This case study is not based on a real organisation or individuals.

Kaira is aged 13 and is moving to Walnut Street, a residential children's setting in South Wales. She had been living in England with her mother, her mother's partner and brothers, aged 6 and 8. However, she ran away from home on numerous occasions recently, amid increasing concerns about her safety and well-being. Kaira had begun to associate with young adult males in the local area and her social worker felt she might be at risk of exploitation. Her school expressed concern about her mother's ability to care for Kaira and that she was increasingly becoming quiet, withdrawn, and non-communicative.

Kaira's mother has a history of substance misuse and there have been periods when her lifestyle has been unpredictable and chaotic. Kaira's father left 5 years ago and has shown little interest in maintaining contact with Kaira or her brothers since then. Their father's absence and mother's substance misuse has meant that Kaira and her brothers have not always been provided with safe and consistent care or clear boundaries. At times, Kaira has taken responsibility for the care of her younger brothers. Kaira has a poor relationship with her mother's partner, who moved in six months ago. Kaira's brothers remain at home at the moment, but there are ongoing concerns about their well-being.

Kaira's social worker felt she needed to be placed at a distance from her home area in order to help protect her from the adult males she was associating with. Walnut Street is home for six young people aged from 10 to 18. Kaira is very unhappy about being placed so far from her home. She is also worried about having to change school and anxious about making new friends.

The registered manager of Walnut Street visits Kaira and her mother at their home. She briefs the care and support workers who will be supporting Kaira on her family life, home situation and background. Catrin will be Kaira's key worker. She has over 5-years' experience in residential children's care. Catrin will be supported by Dyfan, who started work at Walnut Street a few months ago.

The other young people living in the setting are still at school when Kaira arrives with her social worker. Catrin shows them the home, including Kaira's bedroom. Kaira doesn't like the way the bedroom has been decorated and Catrin explains that she will help Kaira to redecorate it and make the room her own. They then meet with Dyfan and Kaira's social worker to go through the young people's guide. The guide explains that workers need to have consent before entering bedrooms unless there are concerns around safety.

Catrin then explains the weekly activities in the home, the rewards system, pocket money, health and dental checks and the space and resources she will have to do her homework. She talks through the setting's routines and bedtimes, as well as the behaviours that are expected from the young people. Catrin also describes the role of the advocate, who visits the home regularly. Kaira hasn't had an advocate before and thinks it is a good idea. Kaira says she has

never had any regular pocket money. The homes structures and basic routines are also very different to her experience of life at home.

Catrin notes from Kaira's care and support plan that Kaira is a talented artist, and she asks if Kaira might be interested in attending art classes for young people run by a local group. Kaira agrees. Catrin asks her if she would like to take part in some of the other activities the home offers, such as ice skating, rock climbing and trips to the seaside. Kaira has never been ice skating before and would really like to go, she but is worried about falling over. Catrin reassures her and talks about the weekly house meeting where young people can suggest activities that they might like to take part in as well as discuss other issues. Kaira says she doesn't like talking in groups.

Arrangements are made for Kaira to visit her mother and brothers on a regular basis. Catrin introduces Kaira to the other workers and young people when they return from school. She arranges for Kaira to meet another girl who is attending the same school Kaira will be going to, so she can learn about her new school. Kaira seems reassured by the meeting and the information the girl shares with her.

As several of the children living at Walnut Street have been subject to or considered to be at risk of sexual or criminal exploitation, the home has developed a very structured approach to young people's access to mobile phones and the internet. This includes a number of 'stages' which young people are able to work through as they demonstrate that they are able to accept greater responsibility.

Over the next few months, Kaira begins to feel more settled at Walnut Street and seems to be benefiting from not having so much responsibility for her young brothers. Catrin has taken Kaira to visit her family regularly as promised. Her physical health has been good, but she is upset she has developed acne. Dyfan shows her some tablets on the internet which he thinks will help her and offers to get her some.

Since Kaira moved to Walnut Street, the care of her two younger brothers has deteriorated further and social services have decided to start care proceedings. Kaira has seemed more relaxed since her brothers were removed from home and less anxious about them. Catrin has continued to support Kaira to visit her brothers regularly.

Question Set A Mark Scheme – Kaira

Mark Scheme – Question Set A Kaira		
	Unit 002: Principles and values of health and social care (Children and Young People) Unit 004: Health and well-being (Children and Young People)	

Question	Answer guide	Maximum marks
1.	<p>Award 1 mark for each example given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Kaira is able to decorate/personalise her own room at Walnut Street • Kaira has access to an independent advocate • Kaira can choose to go an art class • Social worker asks Kaira what activities in the setting she would like to do (e.g. ice skating) • Catrin tell Kaira that she can take part in weekly house meetings <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
2.	<p>Award 1 mark for each principle given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Prevention and early intervention • Well-being • Co-production • Multi-agency working 	2 marks
3.	<p>Award 1 mark for each reason given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • To understand Kaira’s experience of living at home • To understand relationships within Kaira’s family (e.g. caring for her brothers, not getting on with her mother’s partner, impact of mother’s substance misuse) • To support Kaira maintain relationships with her family (e.g. visits to mother/brothers) • To find out what is important to Kaira, including her interests (e.g. talented at art) • To help Kaira engage in new activities (e.g. ice skating) • To assist with the ongoing review/development of Kaira’s personal plan • To ensure that Kaira’s health and well-being needs are met • To understand Kaira’s behaviour (e.g. runs away) 	3 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • To ensure Kaira receives consistent care and support / from workers / other agencies • To help support Kaira's development <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
4.	<p>Award 1 mark for each action given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Read background information (e.g. care and support plan) • Ask Kaira (e.g. give her options to write /draw) • Develop relationship and trust with Kaira/ encourage her to open up / carry out one to ones • Spend time with her/ get to know her/observe her • Give Kaira time/space to talk • Deal with any barriers (e.g. groups of people/ dominant other young people) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	2 marks
5.	<p>Award 1 mark for each factor given up to a maximum of 4 marks.</p> <ul style="list-style-type: none"> • Her father's absence and lack of engagement • Poor relationship with her mother's partner • Her mother's substance misuse • The lack of structure and routine in the home environment • Her caring responsibilities for her two younger brothers • Potential risk /exploitation from young adult males • Running away from home <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	4 marks
6.	<p>Award 1 mark for each point given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • GP • Child and Adolescent Mental Health Service (CAMHS) • School nurse • School/ teachers/ SENCO (Special Educational Needs Coordinator) • The police • Local voluntary/Third sector organisations • Social Services/Social worker • Allied health professionals (e.g. speech and language, dietetics) 	2 marks

Question	Answer guide	Maximum marks
	<i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i>	
7.	<p>Award 1 mark for each benefit given up to a maximum of 3 marks.</p> <p>It may</p> <ul style="list-style-type: none"> • Help Kaira to express herself/her feelings/her views • Help her to relax/ be therapeutic • Increase her confidence • Increase her self esteem • Provide a sense of achievement/ produce something she is proud of • Extend her social networks • Provide the opportunity to share her art/expertise with the young people she is living with • Give her the opportunity to enjoy herself/have fun <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
8.	<p>Award 1 mark for each point given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Being kind • Being honest/authentic • Being consistent so young people know what to expect • Being empathic /showing understanding/ sympathising • Apologising when mistakes are made by the worker • Communicating effectively /using different communication methods • Believing in the young person • Showing resilience/ sticking with them/ not giving up • Helping young people understand that trust is built up of lots of small things • Spending time with young people / doing activities together • Using independent advocate • Setting up regular opportunities to talk (e.g. house meetings) • Being a positive role model <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	2 marks
9.	<p>Award 1 mark for a limited response which shows little knowledge and understanding of how the promotion of positive routines supports the development of young people. The response does not specifically link this to Kaira.</p>	4 marks

Question	Answer guide	Maximum marks
	<p>Award 2 marks for a basic response which shows some knowledge and understanding of how the promotion of positive routines supports the development of young people. The response makes some links between the promotion of positive routines and Kaira's development.</p> <p>Award 3 marks for a good response which shows knowledge and understanding of how the promotion of positive routines supports the development of young people. The response links the promotion of positive routines with aspects of Kaira's development.</p> <p>Award 4 marks for an excellent response which shows detailed knowledge and understanding of how the promotion of positive routines supports the development of young people. The response provides clear examples and/or explanation of how promotion of positive routines have supported aspects of Kaira's development.</p> <p>Answers are likely to include</p> <ul style="list-style-type: none"> • Regular bedtimes /more sleep supports concentration and health (e.g. school) • Other set routines (e.g. regular meals) support health /overall development/ security • Set boundaries can support positive behaviour • Regular house meetings can support a range of social skills such as compromise, turn taking, 'give and take', conflict resolution • Opportunities to learn more effectively (e.g. space and resources to complete homework) • Opportunities to relax and engage in age appropriate activities (e.g. in contrast to the environment at home where she had responsibilities to care for her younger siblings) • Opportunities to develop her own skills, aptitudes and self-confidence (e.g. art class) • Opportunities to socialise with other young people 	
10.	<p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Undertake appropriate / proportionate risk assessments • Provide relevant information about the activities to parents/guardians and the local authority and gaining consent • Make sure young people have appropriate clothing /equipment • Make sure young people are aware of boundaries/safety precautions • Ensuring appropriate supervision of the activities 	3 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Promote a shared approach between partners/young person to the management of risk <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
11.	<p>Award 1 mark for each consequence given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Breaching his duty of care/ code of conduct / agreed ways working • May face disciplinary action • May impact on professional registration/deregistered • May lose his job • Other young people may start giving him requests • May affect Karia's relationship with Dyfan (e.g. lose confidence in him / over attached) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	2 marks
	Total unit 002: 10 marks, unit 004: 20 marks	30 marks

Question Set B Mark Scheme – Kaira

Mark Scheme – Question Set B Kaira		
	Unit 002: Principles and values of health and social care (Children and Young People) Unit 004: Health and well-being (Children and Young People)	

Question	Answer guide	Maximum marks
1.	<p>Award 1 mark for each example given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Kaira is away from the risk of exploitation from adult males (e.g. moved from England to Wales) • Kaira has been removed from a chaotic /unpredictable home life (e.g. away from the impact of substance misuse)/ • The home is providing safe and consistent care • Catrin and Dyfan/key workers develop trust with Kaira • Kaira has more time for herself/ she is no longer responsible for the care of her brothers • The setting has a social media policy (e.g. structured approach to phones and internet) • Kaira has access to an advocate she can talk to <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
2.	<p>Award 1 mark for each principle given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Voice and control • Well-being • Co-production • Multi-agency working 	2 marks
3.	<p>Award 1 mark for each reason given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • To understand Kaira’s experience of living at home • To understand relationships within Kaira’s family (e.g. getting on with her mother’s partner) • To understand the impact of caring for Kaira’s brothers • To understand the impact of the substance misuse of Kaira’s mother • To understand the potential risks of exploitation from adult males 	3 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • To understand the importance of clear professional boundaries • To support Kaira to maintain relationships with her family (e.g. visits to mother/brother) • To assist with the development of Kaira's personal plan • To ensure that Kaira's well-being needs are met • To understand Kaira's behaviour (e.g. she has run away) • To ensure Kaira receives consistent care and support / from workers / other agencies <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
4.	<p>Award 1 mark for each consequence given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • It results in loss of trust from young people • It demonstrates poor role modelling • It disempowers the young person • it shows a lack of respect and dignity • It may cause anxiety/fear • It is a potential safeguarding issue <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	2 marks
5.	<p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Negatively affect Kaira's attendance at school • Negatively affect Kaira's performance at school • Kaira may run away/she has a history of this • Kaira has shown changes to her personality/behaviour (e.g. withdrawn/ challenging) • Kaira may be a risk of bullying i.e. differences such as in care, accent, family background • Changes in curriculum/subjects may be challenging/interesting • Learning/being exposed to new language/culture <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
6.	<p>Award 1 mark for a limited response which shows little knowledge and understanding of how experiential learning can benefit children and young people. The response does not specifically link this to Kaira.</p> <p>Award 2 marks for a basic response which shows some knowledge and understanding of how experiential learning can benefit children and young people.</p>	4 marks

Question	Answer guide	Maximum marks
	<p>The response makes some links between the type of experiential learning and how it benefits Kaira. Award 3 marks for a good response which shows knowledge and understanding of how experiential learning can benefit children and young people. The response links the type of experiential learning with how it benefits Kaira. Award 4 marks for an excellent response which shows detailed knowledge and understanding of how experiential learning can benefit children and young people. The response provides clear examples and/or explanation of how the type of experiential learning benefits Kaira.</p> <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • Provides an opportunity for physical activity • Helps them to develop co-ordination skills • Helps them to plan for and manage potential risks • Encourages them to reflect on their technique and how this might be improved • Helps them to overcome anxiety • Provides an opportunity for social activity • Helps them to work in partnership with others • Helps them to build trust in others • Provides them with a sense of achievement • Supports them to follow instructions • Helps to build self confidence 	
7.	<p>Award 1 mark for each point given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Supporting Kaira to maintain contact with her mother and brothers • Introducing Kaira to children and young people and other staff within the home • Arranging for Kaira to meet another young person at the home who attends the same school • Suggesting that Kaira attends a local art class • Listening to her concerns (e.g. try to establish trust) • Establishing clear boundaries (e.g. tell Kaira about the routines) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	2 marks
8.	<p>Award 1 mark for each example given up to a maximum of 2 marks.</p> <p>Catrin and Dyfan</p>	2 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • demonstrate that there are adults who can be trusted/relied upon • developed Kaira's self-esteem/confidence (recognising/developing Kaira talent in art) • provide opportunities to explore different options and choices (e.g. ice skating/ decorate room) • provide opportunities/activities to support Kaira's ability to recognise and manage potential risks (e.g. rock climbing) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
9.	<p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Personal space for children in their own rooms • Physical space / resources for homework activities • Staged approach to taking greater responsibility (e.g. managed access to the internet) • Opportunities to engage in a range of activities and interests (e.g. ice skating) • Opportunities to make choices (e.g. personalising own room) • Opportunities to take part in activities which may have some risks (e.g. rock climbing) • Opportunity to manage own pocket money • Opportunities to be part of a peer group (e.g. house meetings) • Opportunities to develop positive relationships with adults (e.g. relationship with Dyfan and Catrin) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
10.	<p>Award 1 mark for each benefit given up to a maximum of 4 marks.</p> <ul style="list-style-type: none"> • It supports resilience /persistence • It supports Kaira's confidence • It promotes independence • It gives Kaira opportunity to review/reflection • It allows Kaira to take risks/learn from mistakes • It promotes problem solving • It promotes reflection • It encourages Kaira to be self-aware • It helps Kaira be aware of strengths/ limitations /consequences • It helps Kaira to develop skills that are transferable to other situations 	4 marks

Question	Answer guide	Maximum marks
	<i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i>	
11.	<p>Award 1 mark for each consequence given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Breach of organisation's duty of care • May be complaints from Kaira's family/social worker • May lead to safeguarding Investigation/litigation • Need for staff training • Negative impact on inspection ratings • Damage to Walnut Street's reputation <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	2 marks
	Total unit 002: 10 marks, unit 004: 20 marks	30 marks

Question Set C Mark Scheme – Kaira

Mark Scheme – Question Set C Kaira		
	Unit 002: Principles and values of health and social care (Children and Young People) Unit 004: Health and well-being (Children and Young People)	

Question	Answer guide	Maximum marks
1.	<p>Award 1 mark for each example given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Walnut Street has set routines (e.g. bedtimes) • Walnut Street arranges health care (e.g. health and dental checks) • Kaira is supported to maintain contact with her mother/brothers • Kaira has less responsibility for her younger brothers • Workers listen to Kaira/ recognise her abilities (e.g. her interest in art) • Kaira attends/settles in at school • Kaira settles in at Walnut Street • Kaira is encouraged /wants to take part in activities (e.g. ice skating, art class) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
2.	<p>Award 1 mark for each principle given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Prevention and early intervention • Voice and control • Co-production • Multi agency working 	2 marks
3.	<p>Award 1 mark for each reason given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • It promotes child centred practice • It empowers young people/they can make choice • It encourages independence • It shows respect for dignity/privacy <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	2 marks

Question	Answer guide	Maximum marks
4.	<p>Award 1 mark for each action given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Try to find out from Kaira what makes her uncomfortable • Ask Kaira how she prefers to communicate • Offer Kaira alternative ways of contributing (e.g. texting in the meeting, write notes before the meeting) • Work with Kaira one-to-one to develop skills (e.g. role play) • Give Kaira a specific role in the meeting (e.g. note taker) • Give positive reinforcement/feedback for any contribution Kaira may make in the meeting/other group situation • Use nonverbal communication with Kaira (e.g. smiling, eye contact) • Manage the meeting (e.g. make sure everyone is given the opportunity to speak/ express view) • Give Kaira enough time to speak / use alternative methods <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
5.	<p>Award 1 mark for each impact given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Kaira may feel rejected/unwanted/uncared for • Kaira has more responsibilities (e.g. for caring for her mother/brothers) • It may have contributed to her neglect (e.g. chaotic unpredictable home life) • It may have contributed to her behaviour and choices (e.g. running away) • It may have contributed to her risk of exploitation (e.g. associating with young males) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
6.	<p>Award 1 mark for each point given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Periods/menstruation • Body hair • Changes in body shape (e.g. weight, breasts) • Hormonal changes e.g. sweating, body odour, greasy hair • Growing interest in sex / masturbation <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	2 marks
7.	<p>Award 1 mark for each example given up to a maximum of 2 marks.</p>	2 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • It provides Kaira with someone independent she can talk to • It can help Kaira to consider different options • It can help Kaira to express her views /wishes • It can explain Kaira's right • Acts as the voice for Kaira • Supports Kaira to make decisions about the future <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
8.	<p>Award 1 mark for each example given up to a maximum of 3 marks.</p> <p>By</p> <ul style="list-style-type: none"> • providing a clear structure and routine • providing her with the opportunity to personalise her room • introducing her to other workers and other young people (e.g. girl at the same school) • facilitating Kaira's contact with her mother and brothers • developing her talent in art (e.g. suggesting she might attend art class) • setting out expectations/ confirming 'the rules'/ boundaries • giving Kaira the opportunity to participate in group activities (e.g. attend house meetings) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
9.	<p>Award 1 mark for a limited response which shows little knowledge and understanding of the features of a positive environment. The response does not specifically make link to Kaira or Walnut Street.</p> <p>Award 2 marks for a basic response which shows some knowledge and understanding of the features of a positive environment. The response makes some links between the features and Kaira or Walnut Street.</p> <p>Award 3 marks for a good response which shows knowledge and understanding the features of positive environment. The response makes links with how the features benefit Kaira /contribute to a positive environment.</p> <p>Award 4 marks for an excellent response which shows detailed knowledge and understanding the features of positive environment. The response provides clear examples and/or explanation of how the features benefit Kaira /contribute to a positive environment.</p>	4 marks

Question	Answer guide	Maximum marks
	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> • Set routines provide security • Homely environment (e.g. only six young people) • Clear boundaries promote positive behaviour • Structured approach to independence/ taking more responsibility (e.g. internet policy) • Young people’s guide empowers / is transparent/ their rights are clear • Effective key worker system in place meets individual needs • Sufficient space for individual and group activities (e.g. space for homework) • Good links with local community resources (e.g. art class) • Opportunity to express identify (e.g. decorate her room) • Having own pocket money helps promotes independence • Access to advocate should Kaira need support expressing her views • Enabling her to take part in decisions making (e.g. Weekly house meeting) 	
10.	<p>Award 1 mark for each benefit given up to a maximum of 4 marks. Marks can be achieved from providing either a mix of emotional or social benefits; or maximum marks may be achieved by just providing either 4 acceptable emotional or 4 acceptable social benefits.</p> <p>Social</p> <ul style="list-style-type: none"> • Opportunity to engage with other children and young people • Supporting each other and being supported • Taking direction from others who are experienced <p>Emotional</p> <ul style="list-style-type: none"> • Developing self confidence • Building a sense of mastery / achievement over the activity • Experiencing fun and enjoyment/ relaxation • Being allowed to be child • Overcoming frustrations and anxiety (e.g. fear of falling) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	4 marks
11.	<p>Award 1 mark for each consequence given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Only Dyfan aware/ not being monitored side effects of medication • Risk of Kaira overdosing 	2 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Risk of Kaira experiencing contraindications/interactions with other medications • Possible allergic reaction from Kaira • Impact on Kaira's self-image/ • Worsening of Kaira's condition/ make acne worse • Loss of trust/ confidence in workers <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
	Total unit 002: 10 marks, unit 004: 20 marks	30 marks

Case Study – Osian and Gethin

You are going to read a case study about Osian and Gethin, who have recently moved to a refuge with their mother.

The people who you will read about as part of this case study are:

Osian and Gethin	Two brothers receiving support at the refuge.
Alesha	Osian's and Gethin's mother.
Owain	Osian's and Gethin's father.
Seren and Catrin	Children and Young Person's Support Workers at the refuge.

This case study is not based on a real organisation or individuals.

Alesha has gone into a refuge with her two sons; Osian, age four, and Gethin, age eight, after leaving her partner, Owain, who is the children's father. The refuge is a safe house which is residential and supports women and children who have experienced domestic abuse. Owain controlled all of their finances, and this made buying healthy food difficult. The children are very overweight, and Alesha is worried about the impact of the abuse on their behaviour and physical health.

Owain usually waited until their children were out of sight before subjecting Alesha to physical and verbal abuse, but both children had seen and heard it. They had caught sight of bruises on their mum's arms and legs, which she attempted to cover up. Owain threatened to kill Alesha if she ever left him. One night, Gethin was thirsty and so he went downstairs for a drink. He walked in on his dad hurting his mum. Gethin tried to stop his dad's violence. Despite attempting to leave on a number of occasions, this incident was the turning point for Alesha. She and her children moved into the refuge after getting support from the police, social services, a family health visitor and a third (voluntary) sector organisation.

Alesha continues to have parental responsibility for her children whilst in the refuge. On the first day, Seren and Catrin, Children and Young Person's Support Workers, introduce themselves to Osian, Gethin and Alesha. Both are welcoming and take time to explain their roles. Seren takes the family towards the playroom, and she observes that Osian and Gethin are anxious. Despite this, both seem interested in going into the playroom, which is warm, clean and bright. The refuge is committed to the Active Offer; there are bilingual signs and a range of reading books in Welsh and English. There are pictures on the walls and a range of toys. There is space to store equipment such as scooters and footballs, as well as a nearby quiet area for reading, resting and relaxing. The other children are friendly towards them.

Osian and Gethin are shown a space where they can paint and draw. Osian holds on to his mum tightly and becomes distressed if she leaves his side, even for a short time. Alesha becomes frustrated and says to Seren "he's always like this". Osian then clings onto Gethin, who loses his temper and mimics his dad by telling Osian to stop crying like a baby and to 'man up'. Gethin pushes Osian aggressively and runs out of the playroom. This increases Osian's distress. Catrin stays with Alesha and Osian whilst Seren goes to find Gethin. Alesha becomes tearful and says that she is worried about the children settling into refuge. She has always struggled to establish consistent routines.

Catrin reassures Alesha and encourages her to engage in joint creative play activities by suggesting that she paints a picture with Osian. Alesha lets Osian choose what to paint and

the colours to use. Osian paints a picture of himself, Gethin and Alesha but doesn't include his dad. They both enjoy the painting experience. During this activity, Catrin takes the opportunity to talk to Osian and Alesha about why he was upset. They discuss small steps they can take to support Osian to play with other children without his mum and Gethin being there. Catrin asks Osian and Alesha how they would feel if Osian spent five minutes in the playroom without his mum. Osian and Alesha agree that they will try this the next day. After the activity, Alesha and Catrin discuss how to implement consistent routines, such as set mealtimes, getting up, bedtimes and time spent in the family's room to rest and have quiet time.

Seren finds Gethin and he is crying and head butting the garden wall. Seren calmly and quietly asks Gethin to stop head butting the wall. She gives him space in which to talk about why he pushed his brother in the playroom. Gethin says that one of the children in the playroom called him a nasty name and it upset him. He says this happens a lot at school, especially at PE. He thinks this is because he is overweight, and he doesn't like how this makes him feel. Seren reassures Gethin that she will speak to the child about the insult because it is important for everyone to respect and be kind and to not hurt each other. Gethin becomes really upset and cries. He says that he hated it when his dad hurt his mum, but he didn't know how to stop it. The one time he tried, his mum left with them and now he might never see his dad again. He says that it is all his fault.

Seren uses age-appropriate language to tell Gethin that he is not to blame. Just because his dad was abusive, it doesn't mean that he will be. Gethin can choose who he wants to be and how he treats other people. Seren reassures him that he is safe and that the refuge and his mum can help with what is worrying him. She then asks him what he likes to do. He says that he likes to play outdoors and enjoys football and playing on his scooter. They explore other physical and environmental play ideas such as trampolining and visiting the nearby park. Seren explains that the refuge and other agencies will work with Gethin and his mum to include activities that are meaningful to him in his personal plan. They can also explore support with healthy eating if that is what Gethin wants.

They sit outside for a while until Gethin feels able to return to the playroom. Seren and Catrin will later record what they each she observed about Osian's and Gethin's development during the play session.

Question Set A Mark Scheme – Osian and Gethin

Mark Scheme – Question Set A Osian and Gethin		
	Unit 002: Principles and values of health and social care (Children and Young People) Unit 004: Health and well-being (Children and Young People)	

Question	Answer guide	Maximum marks
1.	<p>Award 1 mark for each example given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Gethin has been removed from domestic abuse • Seren and Gethin talk about eating more healthily • Seren and Gethin explore ideas about physical activities/exercise • The refuge/agencies will develop/agree a personal plan to meet Gethin’s needs • The refuge offers support with consistent routines/mealtimes /bedtimes/ structure • Seren intervenes when Gethin self-harms/ asks him to stop head butting the wall • Seren reassures Gethin that she will speak to the child that called him a nasty name/ was bullying him • Seren talks to Gethin about how he behaves to other children • Seren helps Gethin to recognise that he can grow up differently from his dad <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
2.	<p>Award 1 mark for each principle given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Voice and control • Well-being • Co-production • Multi-agency working 	2 marks
3.	<p>Award 1 mark for each aspect given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Where they live/if they can leave the country • How they are educated • Their family and friendship contacts • Emergency and routine health care 	2 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Medical treatment and surgery • Their religion, if any • How this care and support will be delivered • Health and well-being • Safety and security <p>Answers specific to responsibilities in the refuge can also be accepted</p> <ul style="list-style-type: none"> • Osian and Gethin's stated outcomes for their personal plan • Osian and Gethin's choices • Care and support required by Osian and Gethin <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
4.	<p>Award 1 mark for each reason given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Promotes child-centred practice • Promotes Gethin's and Osian's rights • Promotes equality, diversity and inclusion (e.g. Seren says she will talk to the child about the name calling) • Respects what matters to them and responding appropriately (e.g. Seren's conversation in the garden) • Identifies activities that are meaningful and enjoyable to them to promote physical/ social / emotional development (e.g. Osian painting a picture of his family) • Enables access to early intervention to provide appropriate care and support • Supports choice, voice and control (e.g. discussion with Osian staying in the playroom without Alesha and Gethin) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
5.	<p>Award 1 mark for each example given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Care and support workers give advice and guidance on good diet/healthy eating/nutrition/hydration • Care and support workers talk to Gethin about physical activities he might like to do (e.g. trampolining) • The environment offers opportunities for physical activity/scooters and footballs in playroom • Care and support workers encourage play/engagement in creative development (e.g. painting) • The environment offers opportunity to have quiet times/relaxation • The setting supports with set mealtimes/ healthy eating 	3 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • The setting supports with set bedtimes/ good sleep routine • The setting supports with routines for getting up/personal care • The setting signposts to healthcare services • There is support from healthcare visitor <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
6.	<p>Award 1 mark for each example given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Helps Alesha play a central part in the health and well-being of her children • Might increase Alesha's self-confidence in her parenting role. • Encourages Alesha and the children to develop voice and control • Promotes secure attachment and parent-child bonding • Increases family resilience • Promotes a person-centred / child-centred approach • Promotes rights of the child and the parent • Supports development of identity as a 'family' • Supports a co-production approach • Promotes positive relationships between the children and Alesha/positive praise/self esteem • Promotes the children's development/communication / language/behaviours <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	2 marks
7.	<p>Award 1 mark for each reason given up to a maximum of 4 marks.</p> <ul style="list-style-type: none"> • Promotes physical/ psychological/ emotional health and well-being • Helps Osian to express his emotions (e.g. not include dad in the picture) • Helps Osian process / makes sense of his situation • Increases self-esteem • Promotes exploration of self-identity. • Encourages development of fine motor skills/ hand eye coordination • Might reduce Osian's anxieties /promotes relaxation/calming effect/ • Encourages social development. • Develops abilities and talents/ artistic skill • Promotes choice /can choose what colours to use 	4 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Helps Osian to enjoy his own space/being alone/ promotes his independence <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
8.	<p>Award 1 mark for each reason given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • It allows initial observation/information gathering of stages of development/key milestones/ language/behaviour • Helps in the early identification of need/ the interventions / partnerships needed • Informs the personal planning process • Provides justification for action taken as a result of observations, recording • Supports the safeguarding of Osian and Gethin • It is part of Seren's and Catrin's role and responsibilities/meet professional standards • It promotes consistency of care / sharing of information <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	2 marks
9.	<p>Award 1 mark for each feature given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • It is a safe house/location/undisclosed location • The refuge is staffed / provides support workers/24 hours • The workers /other children are friendly • It is near local facilities (e.g. park nearby) • There is a garden • Warm clean and bright (e.g. toys) • Area for activities (e.g. painting) • Areas for quiet time/ reading /writing /relaxing • Pictures on the wall • Bilingual signs /Active offer • Range of play equipment for ages /needs/ interests e.g. scooters/books • Range of book in Welsh and English books • Alesha and the family have their own room <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
10.	<p>Award 1 mark for a limited response which shows little knowledge and understanding of the importance of play.</p>	4 marks

Question	Answer guide	Maximum marks
	<p>The response does not make specific links between play and Osian's and Gethin's health, well-being and learning and development.</p> <p>Award 2 marks for a basic response which shows some knowledge and understanding of the importance of play.</p> <p>The response attempts to make links between play and Osian's and Gethin's health, well-being and learning and development.</p> <p>Award 3 marks for a good response which shows good knowledge and understanding of the importance of play.</p> <p>The response makes links with how play might contribute to Osian's and Gethin's health, well-being and learning and development.</p> <p>Award 4 marks for an excellent response which shows detailed knowledge and understanding of the importance of play.</p> <p>The response makes clear and detailed links with how play contributes to Osian's and Gethin's health, well-being and learning and development.</p> <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • Can promote a feeling of safety and security after trauma and disruption/domestic abuse • Activities can promote expression of feelings/thoughts and fears to aid with well-being /resilience • Interacting with parent/adults encourages social development (e.g. Alesha has joint play with Osian) • Interactions/playing with children/adults can encourage language development • Can encourage social interaction with other children encourages social skills/resolving conflict • Activities and games can support physical development /motor skills/ coordination (e.g. trampolining with balance) • Can help with intellectual development and problem solving i.e. learning new skills • Strengths/enjoyment/sense of achievement in play builds confidence and self esteem • Offers choice to express own individuality • Offers opportunity to exercise Osian and Gethin's rights/freedom of choice • Offers opportunities to build on independence (e.g. might help with Osian's attachment issues) • Opportunity to explore /respect relationships (e.g. Gethin mimicking his father) • Promoting/Observing positive roles/ workers in the playroom help Osian and Gethin to understand different roles with the family • Can support equality diversity and inclusion 	

Question	Answer guide	Maximum marks
	<i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i>	
11.	<p>Award 1 mark for each point given up to a maximum of 2 marks</p> <ul style="list-style-type: none"> • Social interaction with children and adults (e.g. encouraging play between Alesha and Osian) • Meaningful and enjoyable activities (e.g. Seren and Gethin explore ideas for activities he might be interested in) • Opportunity for stimulation and creativity • Workers listening actively /acknowledging pain/distress (e.g. Gethin talks about his feelings in the garden) • Trusting/safe environment for children to communicate/express emotions in way they want to <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	2 marks
	Total unit 002: 10 marks, unit 004: 20 marks	30 marks

Question Set B Mark Scheme – Osian and Gethin

Mark Scheme – Question Set B Osian and Gethin		
	Unit 002: Principles and values of health and social care (Children and Young People) Unit 004: Health and well-being (Children and Young People)	

Question	Answer guide	Maximum marks
1.	<p>Award 1 mark for each example given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Gethin is in a safe environment / away from domestic abuse/safeguarding • Support with physical well-being (e.g. Seren and Gethin talk about trampolining/going to the park.) • Support with diet/healthy eating • Seren understands Gethin’s concerns about his father/tells Gethin things can be different (e.g. Seren talking to Gethin about behaving like his dad) • Seren encourages Gethin to express emotions in a safe way (e.g. Gethin makes disclosure about name calling) • Seren and Gethin are having conversation alone/in quiet area/ respect for privacy • Seren respects what matters to Gethin /appropriate responses (e.g. Gethin blames himself for the family leaving their home) • Seren addresses Gethin’s concerns about his self-esteem/weight/self-image (e.g. they talk about physical exercise/ healthy eating) • There is a personal plan to meet Gethin’s needs/ holistic needs • Seren asks Gethin about what he likes to do/ his preferences <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
2.	<p>Award 1 mark for each principle given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Voice and control. • Prevention and early intervention. • Co-production. • Multi-agency working. 	2 marks

Question	Answer guide	Maximum marks
3.	<p>Award 1 mark for each reason given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Promotes Gethin’s human rights, i.e. UN Convention Rights of the Child • Meets the requirements of the Social Services and Well-being (Wales) Act/ principle of voice and control • Demonstrates value for Gethin and his input • Places Gethin at the centre of his care and support/ child centred practice • Identifies what matters to Gethin/ can express his ideas, views and experiences • Enables the development/delivery of appropriate responses/care and support • Promotes Gethin’s ownership of intended outcomes/what he wants to <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
4.	<p>Award 1 mark for each point given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Ask family/carer • Ask the child themselves • Offer choice of activities for expression i.e. drawing/ role play • Observe how children respond to English or Welsh • Observe what language/ communication methods children use with each other/workers • Observe whether children use Welsh or English books • Observe what language children write in • Observe how children express ideas i.e. writing/ art/ acting out responses <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	2 marks
5.	<p>Award 1 mark for a limited response which shows little knowledge and understanding of emotional development. The response does not make specific links between Osian and Gethin’s experience of domestic abuse and their emotional development.</p> <p>Award 2 marks for a basic response which shows some knowledge and understanding of emotional development. The response attempts to make links between Osian and Gethin’s experience of domestic abuse and their emotional development.</p> <p>Award 3 marks for a good response which shows good knowledge and understanding of emotional development.</p>	4 marks

Question	Answer guide	Maximum marks
	<p>The response makes links with how Osian and Gethin's experience of domestic abuse might affect their emotional development. Award 4 marks for an excellent response which shows detailed knowledge and understanding of emotional development. The response makes clear and detailed links with how Osian and Gethin's experience of domestic abuse might affect their emotional development.</p> <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • Exposure to father's language (e.g. man up) has resulted in learnt aggressive behaviour/language • Gethin's aggressive behaviour of pushing his brother is a result of his understanding of male role models/ his dad's • Osian has experienced an insecure home environment - negative impact on his ability to form secure attachments/ led to him not wanting to play independently • Osian and Gethin have experienced change moving into the refuge which is likely to be the cause of anxiety • Gethin feels guilty because he tried to help his mum/stop his dad/ thinks his dad was angry at him • Lack of certainty about the future means that Gethin is missing his father / does not know if he will see him again. • Gethin's feelings about his weight/low self-esteem are a result of poor diet caused by fathers' control over family finances' • Osian is able to express his emotions through art (e.g. not painting his dad in the picture) • Children have demonstrated some resilience to the situation/move to the refuge (e.g. Osian agreed to be alone in the playroom/ Gethin identified what he likes to do) • Gethin doesn't express his emotions in a safe way because he has not felt in control as to what has happened in his life <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
6.	<p>Award 1 mark for each reason given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • To help minimise the impact of harm on health/well-being/ development/ prevents further risks/decline • To reduce the risk factors that can threaten child development and lead into adulthood i.e. mental and physical health problems, criminal involvement, substance misuse or repeating patterns of abuse and harm. • To tailor care and support • To provide the family with choice, voice and control in how interventions/partnerships are going to be introduced 	2 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • To make sure the family accesses care support as early as possible <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
7.	<p>Award 1 mark for each point given up to a maximum of 2 marks</p> <ul style="list-style-type: none"> • Provide feelings of safety and security • Provide a sense of stability • Osian feels confident that needs will be met i.e. they can leave and then return to a place of safety and reassurance • Can help to build a strong bond with their parent/ carer • Support the development of emotional intelligence. • Support the development of social skills /facing new social situations independently. • Support the child to be resilient to difficulties <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	2 marks
8.	<p>Award 1 mark for each example given up to a maximum of 2 mark</p> <ul style="list-style-type: none"> • Seren and Catrin introduce themselves to Alesha/ children • Seren and Catrin explain their roles • Catrin reassures Alesha about Osian being upset • Catrin responds to Alesha's anxiety/ lack of routine • Catrin encourages Alesha to engage in creative play • Seren offers Gethin space to express himself /he runs out of the playroom • Seren reassures Gethin that he will be safe / he is not to blame • Seren reassures Gethin he has choices/ can be different from his dad • Seren reassures Gethin she will speak to the child about name calling • Both workers work as a team i.e. Catrin supports Osian and Alesha/ Seren supports Gethin • Seren takes an interest in Gethin's likes/dislikes/ asks him what he likes doing • Catrin talks to Osian and Alesha about small steps they can take (e.g. Osian trying to play on his own) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	2 marks
9.	<p>Award 1 mark for each reason given up to a maximum of 3 marks.</p>	3 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Helps Osian and Gethin to feel valued • Respects Osian’s and Gethin’s protected/individual/unique characteristics • Helps to increase Osian’s and Gethin’s self-esteem • Helps Osian and Gethin to feel nurtured/cared for (e.g. feeling safe) • Promotes a feeling of security (e.g. safe place after trauma and disruption) • Meets health and well-being needs (e.g. support with healthy eating) • Promotes emotional well-being (e.g. addressing the name calling) • Promotes child-centred practice /engages children • May reduce the likelihood of them wanting to leave/run away. <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
10.	<p>Award 1 mark for each reason given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Supports psychological and mental health (e.g. structure to the day) • Supports parent-child bonding (e.g. family time) • Sets out expectations (e.g. when they go to bed/ brush teeth) • Creates a safe and secure environment/reduces unpredictability • Promotes development / behaviour (e.g. sleep bedtimes) • Supports self-esteem and confidence • Promotes independence/doing things for themselves (e.g. getting up) • Promotes secure attachments/develops quality family relationships • Promotes Osian’s and Gethin’s understanding of mum’s role/ parental responsibility <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
11.	<p>Award 1 mark for each point given up to a maximum of 4 marks.</p> <ul style="list-style-type: none"> • Supports intellectual development i.e. problem-solving/ decision making/ reasoning (cognitive) skills • Supports physical development, i.e. stamina/ balance / co-ordination. 	4 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Supports social development, i.e. learning how to resolve conflict/ share, communicate opinions/ negotiate/ • Provides rules /expectations • Supports emotional development, i.e. exploring and expressing emotion/developing empathy/ expressing fears and anxiety • Supports speech/ language/ communication skills • Develops a child's understanding of the world around them/role play/'acting out' situations • Promotes enjoyment of different environments and activities (e.g. playing outdoors and indoors) • Prepares for school environment <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
	Total unit 002: 10 marks, unit 004: 20 marks	30 marks

Question Set C Mark Scheme – Osian and Gethin

Mark Scheme – Question Set C Osian and Gethin		
	Unit 002: Principles and values of health and social care (Children and Young People) Unit 004: Health and well-being (Children and Young People)	

Question	Answer guide	Maximum marks
1.	<p>Award 1 mark for each example given up to a maximum of 3 marks. Marks can be achieved from providing either a mix of examples for Osian or Alesha; or maximum marks may be achieved by just providing either 3 examples for Osian or 3 examples for Alesha.</p> <ul style="list-style-type: none"> • Osian has a choice of meaningful and enjoyable activities (e.g. painting) • The playroom has a range of toys for Osian to choose from • Osian voices his opinions/is included in the discussion relating to attachment issues/when he will remain in the playroom without Alesha and Gethin • Osian expresses his voice through painting a picture of his family/ doesn't include his dad • The playroom offers a choice of reading materials in Welsh and English • Alesha continues to have parental responsibility/ responsible for the children/Catrin responds to Alesha's concerns around lack of consistent routine/Catrin responds to Alesha's concerns about settling into the refuge • Living in the refuge/leaving domestic violence is example of voice and control for Alesha <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
2.	<p>Award 1 mark for each principle given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Well-being. • Prevention and early intervention. • Co-production. • Multi-agency working. 	2 marks
3.	<p>Award 1 mark for each reason given up to a maximum of 3 marks.</p>	3 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Promotes Alesha's right as a parent • Respect for their identity as a family • Establishes boundaries with the children • Consistency of care and support/Alesha has knowledge of their routines (e.g. bedtimes, meal times). • Alesha has overall and long- term responsibility for their health and well-being • Alesha's knowledge/ experience can inform the personal planning process • Reinforces Alesha's role as a parent • Helps build Alesha's confidence /self esteem • Promotes Alesha's independence • Encourages respect from the children towards Alesha /positive role modelling/ seeing her has the dominant parent <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
4.	<p>Award 1 mark for each example given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Struggles to respond to others' emotions/ his mum and Gethin get frustrated with him in the playroom) • Has difficulty in listening to others/Alesha has struggled to establish consistent routines) • Struggles to communicate with adults. • Acts out/ expresses frustration through behaviours (e.g. clinging to Alesha) • Using art to process/express his understanding /experiences (e.g. not painting his dad) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	2 marks
5.	<p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Removing the children from harm and abuse/helping them to feel safe • Building consistent routines/ providing security and structure • Giving choice, voice and control (e.g. activities to support their well-being) • Learning/ supporting different ways to express feelings • Strengthen parent child bond/relationship • Building self-esteem/confidence/ independence • Supporting with healthy eating / helping Gethin feel better about himself 	3 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Reducing anxiety / about situation/ unpredictability • The family has the opportunity to develop new relationships with residents/ • The family has the opportunity to establish/ pick up relationships with alienated family/friends <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
6.	<p>Award 1 mark for a limited response which shows little knowledge and understanding of attachment and its importance to developing and forming relationships. The response does not make specific links between Osian and Gethin's experience of domestic abuse and their relationships.</p> <p>Award 2 marks for a basic response which shows some knowledge and understanding of attachment and its importance to developing and forming relationships. The response attempts to make links between between Osian and Gethin's experience of domestic abuse and their relationships.</p> <p>Award 3 marks for a good response which shows good knowledge and understanding of attachment and its importance to developing and forming relationships. The response makes links with how Osian and Gethin's experience of domestic abuse might affect their ability to develop relationships.</p> <p>Award 4 marks for an excellent response which shows detailed knowledge and understanding of attachment and its importance to developing and forming relationships. The response makes clear and detailed links with how Osian and Gethin's experience of domestic abuse might affect their ability to form relationships</p> <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • Osian appears to have fear of abandonment/ fears about his mother's safety resulting in difficulties socialising away from his mother • Sudden move to the refuge has likely increased Osian's anxiety (e.g. Osian crying and not wanting to leave his mother/brother) • Osian and Gethin witnessing the domestic abuse/bruises on mother have broken trust/ability to trust others • Unpredictability of their dad's behaviour may cause anxiety in new social situations • Mimicking/learned behaviours (e.g. Gethin pushing Osian) might lead to an inability to resolve conflict amicably 	4 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Mimicking father's speech (e.g. man up) can lead to inability to form/maintain friendship • Difficulty in negotiating/communicating with others can lead to inability to deal with challenging situations (e.g. Gethin running out of the playroom) • Gethin's low self esteem (e.g. he doesn't like how he feels about himself) might have led to his reaction of running out of the playroom/ avoidance when he was bullied (e.g. another child called him a nasty name) • Seren reassuring Gethin that he doesn't have to grow up to be like his dad might positively promotes alternative ways of behaving <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
7.	<p>Award 1 mark for each agency given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • NHS Child and Adolescent Mental Health Services counselling services (CAMHS) • School nurse • General Practitioner (GP) • Surgery nurse • Local authority social services • School and education staff • Local authority sports and leisure services • Third (voluntary) sector children and young people's organisations / organisations to support with healthy eating • Children and young people's advocacy services <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	2 marks
8.	<p>Award 1 mark for each point given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Supporting Gethin to explore and express emotions/ fears and anxiety • Supports Gethin to develop social skills • Providing Gethin with alternative ways of expressing emotions/alternatives to aggressive behaviour • Supporting Gethin to develop empathy (e.g. Gethin says that he hated it when his dad hurt his mum) • Making Gethin feel more positive about himself/ may increase self-esteem • Gives Gethin choice, voice and control/ he can choose what activity to engage with 	2 marks

Question	Answer guide	Maximum marks
	<i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i>	
9.	<p>Award 1 mark for each point given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Promoting dignity and respect (e.g workers are friendly/ introduce themselves) • Promoting active offer/ recognising children’s preferred method of communication and language. • Providing a range of learning opportunities for different learning styles • Listening to what matters to a child and responding appropriately (e.g. Gethin’s distress) • Providing meaningful and enjoyable activities that promote physical/ social / emotional development (e.g. Osian painting with his mum) • Availability of equipment/toys and books for children to play with / gives them choice • Providing a safe environment for the children to play/ express themselves (e.g. Seren stops Gethin hurting his head) • Helping/encouraging children to express opinions, concerns/ complaints (e.g. Osian paints a picture of his family) • providing access to advocacy services • Encouraging children to treat each other with respect (e.g. Seren says she will address the name calling) • Strength’s based approach / focusing on what a child can do as opposed to what they cannot do. (e.g. encouraging Osian to take small steps to be more independent) • Celebrating children’s achievements • Acknowledging children’s personal/cultural identity / celebrating birthdays/festivals • Extending children’s interests <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	2 marks
10.	<p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • To support mental/emotional well-being (e.g. Gives a child or young person time to reflect upon what is happening/ has happened) • To provide the opportunity for other learning (e.g. reading) • To provides the opportunity for mindfulness/periods of calm/ reduction of stress and anxiety • To encourage ‘wind down’ time prior to sleep/supporting positive behaviour/sleep routine 	3 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • To support rest after physical exertion/ play/ • To support muscle and bone growth and development • To support Osian and Gethin to enjoy being alone with their own company as well as with others/ supports attachment/socialisation • To demonstrate respect and value for privacy. <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
11.	<p>Award 1 mark for each benefit given up to maximum 4 marks.</p> <ul style="list-style-type: none"> • Builds self-confidence. • Opportunity to test out ideas/ use imagination/solve problems • Reduces obesity/risk of obesity • Strengthens muscles and bones • Helps to develop co-ordination • Supports good mental health • Supports sleep • Supports positive risk taking • Opportunity of playing together with other children / build relationships / social skills • Opportunity to play alone / developing concentration/developing independence • Opportunity to experience the natural elements • Supports the expression of feelings <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	4 marks
	Total unit 002: 10 marks, unit 004: 20 marks	30 marks

Case Study – Harri

You are going to read a case study about Harri, who is about to move into a temporary residential setting called Hazel Grove.

The people who you will read about as part of this case study are:

Harri	The young person about to move into Hazel Grove
Rhoswen	Harri's mother
Lowri	A key worker at Hazel Grove
Morgan	A key worker at Hazel Grove
Philip	Registered manager at Hazel Grove

This case study is not based on a real organisation or individuals.

Harri is 15 and an only child. His father died two years ago following a drug overdose. His mother, Rhoswen, has been diagnosed with cancer and is being admitted to hospital for major surgery. Rhoswen's first language is Welsh and Harri is bilingual. There are no other family members able to care for Harri, therefore the family have been referred to social services.

A social worker has met with Rhoswen and Harri and put together a care and support plan, which includes a temporary placement at Hazel Grove, which is a residential setting providing short term care for young people with a view to them returning home or preparation for long term foster or residential care.

Rhoswen is unhappy about Harri living in a children's home after reading news articles about poor care in another home. However, there are no suitable foster placements available and so she reluctantly agrees to Harri moving to Hazel Grove. Harri does not want to be 'in care' but would prefer to be in a residential setting rather than with another family. The manager of Hazel Grove visits Harri and Rhoswen at home. It is agreed that the placement will be suitable for Harri's needs. Harri's needs and future options will continue to be assessed during his time at Hazel Grove. He will also be supported to attend his comprehensive school, which is within travelling distance of the setting.

Harri's school is an important source of stability in his life. His teachers are positive about his attitude to schoolwork and his chances of success in next years' exams. However, they report that following his father's death he has been quite withdrawn.

To ensure Harri's move to Hazel Grove goes as smoothly as possible, the social worker arranges to take Harri and Rhoswen for a visit to Hazel Grove so he can have a look around and see his room.

At Hazel Grove, key workers Morgan and Lowri have been allocated to work with Harri. Lowri recently started work at the setting and has completed the induction programme. This is Lowri's first job in residential care so she will be working alongside and shadowing Morgan, who has worked in the setting for five years and will be Harri's key worker. Lowri is bilingual (Welsh and English).

The visit to Hazel Grove is scheduled for a day when both Lowri and Morgan are on shift. Unfortunately, due to her illness, Rhoswen is not able to attend. After reading the notes of the home visit, Morgan and Lowri welcome Harri and his social worker to the home. They introduce themselves, show Harri and his social worker around and introduce them to the

other young people and workers. Lowri notices that Harri appears uncomfortable and doesn't interact with the young people who are present.

Lowri and Morgan show Harri his room and take the opportunity to get to know him a bit more. They find out that Harri is worried about his mother's health and Morgan asks Harri if he would like Lowri to go with him to visit her regularly whilst she is in hospital. Harri says yes. Harri is also worried about the other young people in the home knowing how his father died. In the past, he has been bullied about this. Morgan reassures Harri that personal information would never be shared with other young people by the staff. Morgan tells Harri that he knows it must have been difficult to lose his dad. Harri nods and looks down at the floor. Morgan puts his hand on Harri's shoulder and reassures him that all the staff at Hazel Grove will work with his mum, social worker and school to make sure he is safe and well cared for.

Lowri asks Harri what he likes to do outside of school. Harri says he plays football with his local team. Lowri says she also plays football and asks if he would like her to help him attend training and matches whilst he's at Hazel Grove. Harri is very pleased that he can carry on playing. Lowri asks if he would like help bringing more belongings from home and to personalise his room. He is pleased and agrees.

Morgan explains to Harri that when he moves to Hazel Grove, he will work with him and other workers to develop a personal plan. Morgan suggests that Lowri makes a record of the key observations and discussions from the day's visit. He advises that this will help her to support Harri and develop his personal plan.

Later that day, after Morgan and Lowri have left, Rhoswen rings the setting to see how the visit went. Although the phone is answered in Welsh, it is explained there isn't a fluent Welsh speaker on shift, so Rhoswen struggles to continue the conversation in English. This is recorded in the daily log, which Lowri sees the next day.

Lowri meets Philip, the registered manager, for supervision. She talks about yesterday's visit and how she is concerned that Harri was very quiet and withdrawn. She has been thinking about how he has coped with his father's death and how anxious he must be feeling about his mother's health. Philip confirmed that he would discuss these concerns with Harri's social worker.

Lowri raised the fact that there wasn't a Welsh speaker available when Rhoswen rang the setting. Lowri asks if it would be helpful to let Harri's mother know when she is on shift.

Philip helps Lowri to reflect on the steps that have been taken to help Harri feel more secure, for example, by making sure he can continue attending the same school, continue playing for his local football team, and taking him to visit his mother in hospital. He also suggested some reading for Lowri in relation to young people's experience of bereavement and booked her on a course.

Question Set A Mark Scheme – Harri

Mark Scheme – Question Set A Harri		
	Unit 002: Principles and values of health and social care (Children and Young People) Unit 005: Professional practice as a health and social care worker	

Question	Answer guide	Maximum marks
1.	<p>Award 1 mark for each action given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Make sure young peoples' personal records in the setting are kept secure/ in line with / GDPR / Data Protection Act (2018) • Not discussing Harri or his family in public places • Not discussing Harri or his family in the presence of other young people in the setting • Follow their duty of care (e.g. code of professional practice and organisational policies) in relation to confidentiality • Explain to Harri and Rhoswen duty of care regarding information sharing • Report to senior workers/line manager when there are legal requirements such as safeguarding concerns) • Seek consent from Harri and Rhoswen before sharing personal information <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
2.	<p>Award 1 mark for each reason given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • To help Lowri identify her own strengths/to support continued good practice (e.g. making suggestions about Rhoswen calling at certain times) • To identify areas of improvement needed • To support identification of her own learning needs. (e.g. reading /booked on course about the effects of bereavement on children) • To identify areas of continued improvement. • To recognise learning from experiences. <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
3.	<p>Award 1 mark for each benefit given up to a maximum of 2 marks.</p>	2 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Bringing together different skills and knowledge to support Harri's well-being and ongoing development (e.g. school/ Hazel Grove/ social worker/ health professionals) • Sharing information to ensure that Harri is effectively safeguarded (e.g. monitoring Harri in relation to concerns about his withdrawal) • Monitoring Harri's progress to identify if he may require any specialist help (e.g. in relation to bereavement or anxieties about his mother's health) • Provision of integrated service / meeting needs promptly/ avoiding delays in provision of support <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
4.	<p>Award 1 mark for each action given up to a maximum of 4 marks.</p> <ul style="list-style-type: none"> • Listen to/ find out what Rhoswen's concerns are • Communicate with Rhoswen in her preferred language (e.g. Lowri speaks Welsh) • Involve Rhoswen in developing and reviewing Harri's personal plan • Involve Rhoswen in making decisions / seek consent when needed • Provide regular updates on Harri's progress • Support Harri to see his mother regularly • Explain how the service monitors the quality of care that young people receive/ Care Inspectorate Wales • Explain the right to advocacy and how advocates can be accessed • Explain the right to complain/how to do this • Acknowledge /recognise the impact on Rhoswen and Harri of the father's death and Rhoswen's illness <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	4 marks
5.	<p>Award 1 mark for each example given up to a maximum of 2 marks</p> <p>Lowri</p> <ul style="list-style-type: none"> • Supports Morgan with Welsh Language needs of the family (e.g. Welsh speaker) • Is able to share her skills/knowledge (e.g. football, experience of youth work) 	2 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Shadows/ works with Morgan (e.g. she talks to Harri about football) • Introduces Harri to other staff during his visit to Hazel Grove • Makes a record of the visit • Makes a suggestion to Philip about communicating with Rhoswen at set times • Follows procedures/ agreed ways of working • Works/communicates with social worker during Harri's visit • Reads the notes of the home visit, before greeting Harri <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
6.	<p>Award 1 mark for a limited response which shows little knowledge and understanding of shadowing. The response does not specifically link this to Lowri or developing practice.</p> <p>Award 2 marks for a basic response which shows some knowledge and understanding of shadowing. The response makes some links between the shadowing and Lowri or improving practice.</p> <p>Award 3 marks for a good response which shows knowledge and understanding of shadowing. The response provides some links on how shadowing can improve Lowri's practice.</p> <p>Award 4 marks for an excellent response which shows detailed knowledge and understanding of shadowing. The response provides clear examples and/or explanation of how shadowing can improve Lowri's practice.</p> <p>Answers are likely to include</p> <ul style="list-style-type: none"> • Examples of improvement: Might help her to <ul style="list-style-type: none"> ○ Respond sensitively to young people's needs (e.g. reading about bereavement) ○ Understand when it may be appropriate to use touch (i.e. cwttch-welsh word) with people ○ Communicate a professional attitude ○ Identify and report concerns about practice ○ Understand how to familiarise young people to the setting ○ Understand the role of key worker ○ Understand expectations about record keeping ○ Manage relationships with families/carers • Principles/best practice of shadowing <ul style="list-style-type: none"> ○ observing best practice ○ observing successes/outcome 	4 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> ○ talking about best practices ○ reflecting on where improvements are needed ○ asking questions ○ working alongside <p>mentoring/ receiving guidance from an experienced colleague</p>	
7.	<p>Award 1 mark for each example given up to maximum of 2 marks.</p> <ul style="list-style-type: none"> ● Reading and writing daily notes in Harri's file ● Updating/using daily communication book/handover log/ daily recordings ● Completing daily activity sheets ● Updating personal plans ● Completing /updating risk assessments ● Completing any medication records ● Completing any incident/accident reports ● Written communications with social worker, school and other professionals 	2 marks
8.	<p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> ● Look at Harri's care and support plan provided by the placing local authority ● Look at Harri's personal plan developed by his key worker ● Encourage Harri to talk about how he is feeling (e.g. he talks about bullying after his father died/ concerns about his mother's health) ● Encourage Harri to talk about future wishes/aspirations ● Ask Harri about how he would like to be supported ● Ask Harri about his personal choices ● Encourage Harri to talk about school/school activities ● Encourage Harri talk about his interests outside school <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
9.	<p>Award 1 mark for each action for 1 mark only.</p> <ul style="list-style-type: none"> ● To record Harri's care and support provided ● To record Harri's Personal information (family, contact details, GP etc.) ● To record her background information ● To record any concerns/ issues ● To monitor Harri's physical and mental well-being ● To be a child-centred document ● To be a working document - it can be changed/reviewed ● To ensure a permanent record for all staff to follow for consistency of care and support 	1 mark

Question	Answer guide	Maximum marks
	<p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
10.	<p>Award 1 mark for each reason given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • To understand what Harri wants • To gets things done/ tasks completed • To understand Harris wishes/ needs/ feelings • To promote trust • To share important information • To respect Harri's dignity • To respects Harri's rights • To be child-centred • To support/ facilitate active participation <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
11.	<p>Award 1 mark for each impact given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • The loss of a parent / important figure in his life • Going through the grief cycle/ grieving process • Withdrawing from friends/ feeling misunderstood/alone (e.g. school reports he is withdrawn) • Harri may <ul style="list-style-type: none"> ○ feel anxious about stigma of substance misuse (e.g. bullying from others) ○ feel anger towards his father who died as result of the overdose ○ worry about his longer-term future ○ feel concerned about how to support his mother ○ be anxious about his mother's health/ fear that she might die too ○ worry that his education might be disrupted ○ worry that he may lose contact with his friends e.g. football club/ social isolation ○ worry about where he will live /who will care for him <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
	Total unit 002: 10 marks, unit 005: 20 marks	30 marks

Question Set B Mark Scheme – Harri

Mark Scheme – Question Set B Harri		
	Unit 002: Principles and values of health and social care (Children and Young People) Unit 005: Professional practice as a health and social care worker	

Question	Answer guide	Maximum marks
1.	<p>Award 1 mark for each reason given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Lowri has a duty of care to report this • Lowri has a duty of care to make sure that Harri’s well-being is maintained • Lowri is accountable for her own actions • Lowri share’s Hazel Grove’s responsibility for monitoring Harri’s Health and Well-being • Lowri needs to make sure Harri gets the right support • It is an agreed way of working i.e. following organisational policies and procedures, professional code of practice • Lowri is recognising relevant issue/s of concern/knows she has to seek advice <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
2.	<p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <p>It helps workers to</p> <ul style="list-style-type: none"> • Identify their strengths/ what they should continue doing • Build their confidence in their current role • Develop an understanding of the key worker role • Identify areas where they can improve their practice • Identify their learning needs /gaps in knowledge • Identify where/how they can access learning opportunities • Make sure/recognise that reflection becomes a natural way of working <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
3.	<p>Award 1 mark for each benefit up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Information can be shared about the support available for Harri and his mother • Resources can be shared /accessed 	3 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • A shared understanding of the different roles/ responsibilities/boundaries of the professionals involved can be developed • Supports safeguarding of Harri (e.g. prevention of bullying) • Harri's needs/well-being can be met • Responsibility for the management of risks is shared • Opportunities for specialist knowledge/expertise can be accessed 	
4.	<p>Award 1 mark for a limited response which shows little knowledge or understanding of crossing professional boundaries and the sharing of information. The response does not specifically link these to Lowri's practice.</p> <p>Award 2 marks for a basic response which shows some knowledge and understanding of crossing professional boundaries and the sharing of information. The response makes some links with these and Lowri's practice.</p> <p>Award 3 marks for a good response which shows knowledge and understanding of crossing professional boundaries and the sharing of information. The response provides some links with how Lowri's practice supports her relationship with Harri.</p> <p>Award 4 marks for an excellent response which shows knowledge and understanding of crossing professional boundaries and the sharing of information. The response provides strong links and clear explanation of how Lowri's practice supports his relationship with Harri.</p> <p>Answers are likely to include</p> <ul style="list-style-type: none"> • Too many personal details (e.g. address) may compromise workers safety • To prevent misunderstandings, it is important to maintain a role as a professional/ not as a friend • Can help to prevent over reliance on Lowri by Harri • Befriending over a shared interest can be a sign of grooming /perpetrator behaviour/ Create safe and secure environment for workers • Recognising the power that comes with the role of worker/ not abusing this /safeguarding Harri • Not following professional code of practice might result in fitness to practice issues • Can help to make sure all young people at Hazel Grove are treated fairly/ no favouritism 	4 marks
5.	<p>Award 1 mark for each team given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • The family unit i.e. Harri and Rhoswen • Community networks (e.g. Harri's football team and friends) 	2 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Harri's school • The social work team • Healthcare staff caring for Rhoswen <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
6.	<p>Award 1 mark for each action given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Support Harri to have regular contact/visits with his mother whilst she is in hospital • Make sure Hazel Grove communicates with Rhoswen in her preferred language/Welsh. • Provide Rhoswen with information about the facilities/daily running/ operations of the home (e.g. children have their own rooms) • Make sure Rhoswen has copies of Hazel Grove's complaints and concerns procedures • Provide Rhoswen with information on the quality of provision at Hazel Grove (e.g. Care Inspectorate Wales reports, policies and procedures) • Include Rhoswen in planning Harri's day to day care • Regularly update Rhoswen on Harri's progress <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	2 marks
7.	<p>Award 1 mark for each reason given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Helps Lowri to understand the impact on Harri's emotional well-being • Helps Lowri to understand how bereavement might affect Harri's behaviour • Helps Lowri to understand the best way to respond/communicate to Harri • Promotes empathy • Increases Lowri's awareness of what support/resources might be available for Harri • Informs Lowri's practice for the future /supporting other young people with similar experience • Promotes Lowri's professional development • Encourages self-directed learning <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks

Question	Answer guide	Maximum marks
8.	<p>Award 1 mark for each example given up to a maximum of 4 marks.</p> <ul style="list-style-type: none"> • Lowri is bilingual/ can communicate in both Harri and Rhoswen' preferred Language • Lowri and Morgan are welcoming and introduce themselves/other workers to Harri and the social worker • Lowri and Morgan make sure Harri is familiar with the home (e.g. show him around) • Lowri reports to her manager about Harri's discomfort and lack of interaction during the visit • Lowri and Morgan take time to find out more about Harri's family situation • Lowri asks about his interests/shared interest in football • Morgan reassures Harri that personal information will not be shared • Morgan demonstrates empathy (e.g. puts his hand on Harri's shoulder/ recognises that Harri losing his father is difficult) • Morgan reassures Harri that staff will work with his mum and others to make sure he is well and cared for • Morgan and Lowri talk to Harri about how they are going to support him (e.g. through the use of a personal plan) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	4 marks
9.	<p>Award 1 mark for each reason given up to a maximum of 2 marks.</p> <p>It helps Lowri to:</p> <ul style="list-style-type: none"> • get to know Harri better • treat him as an individual • build trust in their relationship • identify a common area of interest (e.g. football) • find out what matters to Harri <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	2 marks
10.	<p>Award 1 mark for each example given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Lowri and Morgan read Harri's notes before their initial meeting with him • Lowri and Morgan introduce Harri and his social worker to other staff and young people 	3 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Lowri and Morgan respond to Harri's anxieties about his mother's illness (e.g. offer to take him to visit his mother) • Lowri and Morgan reassure Harri that his personal information will not be passed on to other young people by workers • Morgan acknowledges the difficulties of Harri of losing his father • Lowri and Morgan reassure Harri that they will support him to attend the same school • Lowri asked Harri about his interests outside school (e.g. offers to support him to attend football training and match days) • Lowri arranges to help Harri to bring more of his belongings from home /personalise his room <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
11.	<p>Award 1 mark for each change given for 1 mark only.</p> <ul style="list-style-type: none"> • Mother's illness / admission to hospitalisation/ separation • Leaving own home / admission to a children's home • Becoming 'looked after' by the local authority • Changes in peer group relationships • Anxiety about the future • Having to make choices about future study/training/ work (e.g. due to sit GCSEs) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	1 mark
	Total unit 002: 10 marks, unit 005: 20 marks	30 marks

Question Set C Mark Scheme – Harri

Mark Scheme – Question Set C Harri		
	Unit 002: Principles and values of health and social care (Children and Young People) Unit 005: Professional practice as a health and social care worker	

Question	Answer guide	Maximum marks
1.	<p>Award 1 mark for each point given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Lowri shares her concerns with her manager about Harri/ reflects on Harri's visit • Lowri records the initial meeting with Harri in his personal file/ Morgan asks Lowri to take notes • Lowri and Morgan make sure that they introduce themselves to the social worker • Lowri identifies a gap in her professional development (e.g. she is booked onto a bereavement course) • Morgan leads the initial meeting with Harri (e.g. asks Lowri to write notes) • Morgan is being shadowed by Lowri i.e. acting as a role model for Lowri • Morgan talks about the fact a personal plan will need to be developed <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	2 marks
2.	<p>Award 1 mark for each reason given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Lowri has a duty of care in relation to Harri's welfare • Lowri needs to make sure that Harri is protected from potential harm • Lowri is following agreed ways of working/ need to know basis/ protocols • Lowri is responsible for the actions she takes/ not making any omissions • Lowri needs/wants to seek guidance from her manager 	2 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Lowri’s manager needs to be aware of all aspects of her work i.e. lines of accountability <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
3.	<p>Award 1 mark for each reason given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Philip has a responsibility to make sure care and support plans can be reviewed as needed i.e. more services may be required • Phillip has a responsibility to share information that may have implications for Harri’s well-being • Philip has a responsibility to amend Harris personal plan as required • Phillip needs to promote continued collaborative working with other organisations and professionals involved in Harri’s care i.e. multi-agency working) • Philip must meet his legal/regulatory requirement to report/share as the registered manager • Philip has a duty of care to share/ safeguard / follow policies and procedures and agreed ways of working. <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	2 marks
4.	<p>Award 1 mark for each reason given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • To demonstrate respect for Harri and Rhoswen’s language and cultural heritage • To meet the requirements outlined in "More than just words"/Active Offer • To help Rhoswen to build trust in the service • To make sure Rhoswen's needs, as Harri's carer, are met /service shows compassion • To make sure Rhoswen feels comfortable and reassured about the changes that are happening/to reduce any potential feelings of frustration • To make sure Rhoswen is able to clearly express her views /ask questions in her preferred language • To make sure Rhoswen is able understand everything that is said, with the opportunity to ask additional questions 	3 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • To prevent misunderstandings (e.g. misinterpretation, differences in tone) Because talking on the telephone in English might be more difficult for Rhoswen than talking in English face to face <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
5.	<p>Award 1 mark for each benefit given up to a maximum of 4 marks.</p> <ul style="list-style-type: none"> • May feel that everyone is working towards a common goal. • It may promote effective communication/sharing information/recording /reporting • Workload/s can be shared • Accountability/ responsibilities can be shared • There is an opportunity to share best practice • There is an opportunity to learn from other team members • There is someone to talk to / sharing concerns/identifying solutions • It may promote positive work culture/good morale • It provides social contact with other people/ not feeling lonely <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	4 marks
6.	<p>Award 1 mark for a limited response which shows little knowledge or understanding of how the role of supervision supports young people /Harri. The response fails to link the role of supervision with supporting the well-being of individuals.</p> <p>Award 2 marks for a basic response which shows some knowledge and understanding of how the role of supervision supports young people /Harri. The response makes some links with the role of supervision and how it supports the well-being of individuals.</p> <p>Award 3 marks for a good response which shows knowledge and understanding of how the role of supervision supports young people /Harri. The response links the value of effective supervision with how it supports the well-being of individuals.</p>	4 marks

Question	Answer guide	Maximum marks
	<p>Award 4 marks for an excellent response which shows knowledge and understanding of how the role of supervision supports young people /Harri. The response provides strong links and clear explanation of the value of effective of supervision in supporting the well-being of individuals.</p> <p>Answers are likely to include</p> <ul style="list-style-type: none"> • Identifies gaps in knowledge that can lead to better understanding of young people's situation (e.g. impacts of bereavement) • Promotes discussion on young person's needs resulting in better child-centred care (e.g. Harris anxiety about his mother's health) • Encourages workers to understand the positive impact of their practice (e.g. how Morgan and Lowri has already supported Harri to carry on with football) • Encourages workers to reflect on their practice so they can understand how to improve ways of working (e.g. should Lowri be the main Welsh speaking contact for Rhoswen) • Encourages workers and supervisors to discuss/ identify improvements for the overall service (e.g. recognising that there wasn't someone to communicate with Rhoswen in Welsh might lead to changes) • Identifies areas for personal development and relevant learning opportunities results in better understanding and skills (e.g. Lowri is booked a bereavement course) • Promotes continued professional development to ensure currency and consistency of knowledge and skills i.e. up to date with legislation/policies and procedures • Raises awareness of lines of accountability and limits of own responsibility which can safeguard both the worker and young person (e.g. Lowri reported her concerns to her manager) • Provides opportunity for workers to discuss their own progress and experiences/concerns for future development contributes to motivated/ skilled/knowledgeable team 	

Question	Answer guide	Maximum marks
7.	<p>Award 1 mark for each benefit given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Lowri will be familiar with role/responsibilities of a key worker (e.g. Morgan has worked at Hazel Grove for 5 years) • Lowri will become familiar with the policies and procedures of Hazel Grove • Lowri will see how policies and procedures/activities are put into practice (e.g. she sees the induction/introduction day put into practice) • Lowri has a point of contact for advice and support • Lowri has opportunity to gain experience before she works on her own (e.g. she talks to Harri during his visit) • Lowri has an opportunity to observe best practice (e.g. she sees Morgan reassuring Harri) • Lowri has the opportunity to practice with support i.e. being observed / not working on her own/ she can ask questions as she works (e.g. she takes notes of Harri's visit) • Morgan can provide immediate guidance/ feedback /reinforcement as Lowri works (e.g. Morgan advises that the Lowri's notes will help inform Harri's personal plan) • It is a learning and development opportunity Lowri can reflect on in her supervision <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
8.	<p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <p>May help</p> <ul style="list-style-type: none"> • To build Lowri and Harri's relationship i.e. they have something in common • To build trust with Harri • Helps Harri to feel valued and respected • Harri to participate in the activity enjoys/active participation • Harri to have a conversation with someone/common ground • Harri to learn /improve his football skills 	3 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Harri to be able/encouraged/supported to continue with his hobby (e.g. Lowri can take him to practice) • To promote Harri's physical well-being i.e. getting exercise/ supporting him be healthy • To promote Harri's mental well-being i.e. what matters to him /supporting him to be happy • Morgan reassures Harri that staff will work with his mum and others to makes sure he is well and cared for • Morgan and Lowri talk to Harri about how they are going to support him (e.g. through the use of a personal plan) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
9.	<p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • They introduce themselves to Harri and his social worker • They introduce Harri and his social worker to other staff and young people • They asked Harri about his interests / preferences (e.g. what he likes to do outside school) • They acknowledge Harri's concerns about his personal information/ explain they won't share his personal information with other young people • They explain that Harri will be involved in developing his personal plan. • They responded sensitively/with compassion to Harri's sadness in relation to his father's death/'s illness mother (e.g. Morgan touched him on the shoulder) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
10.	<p>Award 1 mark for each impact given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • It respects Harri's wishes • Harri's education is less likely to be interrupted / he can continue at the same school 	3 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Harri can maintain his family relationships (e.g. able to visit his mother) • Harri can maintain a sense of community/belonging (e.g. he can still go to football)/prevents social isolation • It keeps Harri safe/he will be cared for • There is opportunity for new friendships with other young people (e.g. new opportunities for different activities/trips) • Harri may meet/learn from other young people in similar circumstances (e.g. getting to know other looked after children in the setting) • There is opportunity for Harri build relationships with other workers/ expand examples of positive role models <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
11.	<p>Award 1 mark for any of the reasons given for 1 mark only.</p> <ul style="list-style-type: none"> • Lowri may be unable to take the call / or may be busy with another activity • It is not best practice to rely on one person in this way/'single point of failure' • Some conversations may not be appropriate for Lowri to have as a new member of staff/ (e.g. may require more senior member of staff) • There may be differences in Welsh dialects <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	1 mark
	Total unit 002: 10 marks, unit 005: 20 marks	30 marks

Case Study – Lily

You are going to read a case study about Lily, who has a condition called Tourette Syndrome (also referred to as Tourette's) and is in short term foster care.

The people who you will read about as part of this case study are:

Lily	The child who is in short term foster care.
Bethan	A support worker at the fostering organisation.
James and Anna	Lily's foster parents.

This case study is not based on a real organisation or individuals.

Bethan has been employed by a fostering organisation as a support worker for the last 12 months. She works with children and young people engaging them in leisure activities within their community. Her main role is to support them to develop positive relationships and develop a sense of trust and safety. Bethan is very enthusiastic and committed to her role and wants to do the best she can. She enjoyed her All Wales Induction Framework (AWIF), which helped her to understand the standards, values, behaviours, legal requirements, safeguarding and Codes of Conduct and Professional Practice expected of her.

One of the children Bethan works with is Lily. Lily is eight and in short-term foster care. Lily's preferred language is Welsh, and she usually lives with her mum, who has recently had a mental health crisis and is staying in a mental health unit. Lily has regular contact with her mum and is having appropriate support to understand her mum's mental health crisis. Bethan's first language is not Welsh, but she is learning and uses the Welsh words that she knows during their conversations. Lily lives with a condition called Tourette Syndrome. She has physical signs that involve blinking repeatedly and makes unexpected sounds. Lily is pleased to be attending the same school. The school reports that recently Lily has become less engaged in school life and the signs of her Tourette's have increased.

Bethan works closely with Lily's foster carers, Anna and James, and other relevant professionals, such as the supervising social worker and health professionals. Lily has actively participated in the development of her personal plan, which is based on her needs, interests and preferences. The plan describes how Lily has always enjoyed swimming and likes to go regularly. One of Bethan's tasks is to take Lily swimming every week as well as to encourage Lily to access a local café after the activity. This is to help Lily develop confidence and deal with potentially difficult social situations. The plan states that Lily wants to be asked about how to respond in situations where she feels uncomfortable.

In line with the personal plan, Bethan picks up Lily from school and they go to the leisure centre for the weekly swim. Bethan and Lily have separate changing cubicles side by side so that Bethan is close by in case Lily wants help. In the pool there is lots of noise and a wave machine. Bethan and Lily enjoy themselves. Bethan sees Lily laughing and splashing in the pool and playing with other children.

After the swim and once they are both dressed, Bethan assumes that Lily will enjoy a drink and snack in the café as usual. In the café it is very busy and two unaccompanied children stare at Lily, mimicking her. Bethan feels angry and upset at this behaviour and wants to protect Lily from the hurt. She knows that if she ignores their behaviour, she will be accepting it. She remembers her induction and thinks about her duty of care and safeguarding responsibilities towards Lily.

At that moment the children's father walks back into the café to join his children. Bethan goes and speaks to him about the children's behaviour and asks for it to stop. He is embarrassed and apologises to Bethan. He then tells his children to apologise to Lily. The children say sorry to Lily and by now, there are lots of people watching them. Lily feels embarrassed and upset. On the journey home, Bethan tries to speak to Lily, but Lily does not speak to her. When they arrive, Bethan tells Anna and James what happened in the café. On returning to the office Bethan records the facts in Lily's file notes and she stores them on the organisation's ICT system making sure they are secure.

James phones Bethan later and explains that Lily said she wasn't asked if she wanted to go to the café after swimming. She also said that she didn't want Bethan to speak to the parent in the café. James informed Bethan that he had explained to Lily that she has a right to make a complaint about not being consulted. He also asked Lily if she wanted to speak to an independent advocate. Lily had said no to both of his suggestions.

Bethan responds by apologising for any upset she caused and respects that James has a duty of care to Lily. However, she felt that she was right to challenge the incident in the café. She tells James that she will discuss this with her supervisor. She adds the conversation with James to Lily's notes.

Following the phone call with James, Bethan arranges to meet with her supervisor. The supervisor encourages Bethan to reflect on her practice to think about what happened and how it made Lily and her feel. Bethan talks about her belief that Lily has the right to feel an included part of society wherever she goes. She remembers how she felt as a young child when she experienced hurtful reactions to her stammer. Her supervisor encourages Bethan to reflect about how her own experiences impacted on how she reacted.

The supervisor reminds Bethan that there is information in the personal plan about how to deal with these types of situations. Bethan says she can't remember seeing it in the plan and wonders if she read the plan properly.

They discuss that workers have power and how that can be used sensitively to meet the needs of children and young people. Bethan's supervisor asks her how she might do things differently with a similar situation in the future.

Bethan's appraisal is due soon. Prior to this Bethan agrees to read Lily's personal plan to be sure she fully understands what to do in similar situations to support Lily to have a voice. They also agree that Bethan will research power and control in relation to supporting children and young people. Her appraisal will identify other potential learning opportunities, such as mentoring, shadowing and training.

It is agreed that Bethan will share information about the incident in the café at the next multi-agency team meeting to review progress on Lily's personal plan.

Question Set A Mark Scheme – Lily

Mark Scheme – Question Set A Lily		
	Unit 002: Principles and values of health and social care (Children and Young People) Unit 005: Professional practice as a health and social care worker	

Question	Answer guide	Maximum marks
1.	<p>Award 1 mark for each example given up to a maximum of 4 marks.</p> <ul style="list-style-type: none"> • Bethan uses Welsh words she knows during conversations with Lily/ Respect for Lily’s Welsh language and culture • Bethan waits for Lily to get changed alone in the changing cubicle at the leisure centre/ Respect for dignity and privacy • Supporting inclusion and challenging discrimination/unacceptable behaviour (e.g. Bethan has a discussion with a parent in the café). • Bethan informs Anna and James about what happened in the cafe/ openness and honesty • Bethan’s willingness to apologise to Lily/ Humility • Bethan’s empathy (e.g. having insight into how Lily might be feeling). • Focus/respond to Lily’s interests (e.g. swimming) • Follows policies and procedures (e.g. safeguarding) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	4 marks
2.	<p>Award 1 mark for each reason given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Develops and supports positive relationships between Bethan and Lily • Supports trust and rapport/promotes openness i.e. more likely to make disclosure • Reduces misunderstanding • Encourages Lily to have a voice/ express views • Promotes values (e.g. dignity and respect) • Promotes feelings of safety and security/might reduce stress (e.g. reduce the risk of signs of increasing) • Enables worker to read/understand non-verbal cues • Enables Lily to exercise choice, voice and control 	3 marks

Question	Answer guide	Maximum marks
	<i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i>	
3.	<p>Award 1 mark for each factor given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Positive experience in temporary foster care (e.g. James advocates for Lily in the phone call) • Lily can maintain sense of community/belonging (e.g. continues with swimming / goes to same schools) • Regular visits/contact with mum • Communication in Welsh whenever possible. • Personal plan that incorporates Lily's background and preferences • Understanding of how Lily's Tourette Syndrome affects her/ responding appropriately • Emotional support for Lily/ enable her to come to terms with her mum's mental health crisis <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	2 marks
4.	<p>Award 1 mark for any example given for 1 mark only.</p> <ul style="list-style-type: none"> • Ensure Bethan/other workers use key phrases, e.g. greetings are delivered in Welsh • Support Bethan/workers to learn Welsh/take classes • Implement the 'Active Offer' i.e. have information available such as personal plan in Welsh/ Lily no having to ask <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	1 mark
5.	<p>Award 1 mark for each example given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Scheduling to take Lily swimming/ picking up / dropping off Lily/Timings • Paying for tickets/lockers at the swimming pool/ checking change/ charged the right amount • Budgeting/ working out how much money is needed to pay for drinks and snacks /make sure money spent falls within permitted amounts of expenditure • Recording/processing receipts • Claiming for expenses <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	2 marks

Question	Answer guide	Maximum marks
6.	<p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Bethan and the foster carers communicate to make arrangements (e.g. Anna and James are present when Lily returns from swimming) • Bethan communicates/reports incident in the café • James contacts Bethan to discuss Lily's concerns/ advocates for Lily • Bethan makes James aware she will discuss the incident with her supervisor/James and Bethan agree action • James promotes Lily's rights (e.g. James talks to Lily about her right to make a complaint/independent advocate after the incident in the café) • Bethan and the foster carers share information on Lily's health and well-being/ follow agreed protocols on confidentiality/sharing information • Bethan and the foster carers work with Lily/ others to monitor and review personal plan <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
7.	<p>Award 1 mark for each reason given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Because Bethan has a duty to report when things go wrong/ she has a duty of candour • So that Bethan follows reporting and recording procedures • Because Lily is upset by what happened • So James and Anna can support Lily • So James and Anna can advise Lily about her rights • So James and Anna can advise /help Lily with future/similar situations <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
8.	<p>Award 1 mark for each example given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Safeguarding/respecting Lily's dignity and privacy when she was getting changed. • Using Welsh words/ demonstrating respect for Bethan's language and culture. • Talking to the children's father/challenging the unwanted behaviour/mimicking • Recognising need to apologise to Lily about not consulting her 	2 marks

Question	Answer guide	Maximum marks
	<i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i>	
9.	<p>Award 1 mark for a limited response which shows little knowledge and understanding of reflective practice. The response does not specifically link reflection to Bethan’s practice or improving practice.</p> <p>Award 2 marks for a basic response which shows some knowledge and understanding of reflective practice. The response makes some links between reflection and Bethan’s practice or improving practice.</p> <p>Award 3 marks for a good response which shows knowledge and understanding of reflective practice. The response provides some links on how reflection can improve Bethan’s practice.</p> <p>Award 4 marks for an excellent response which shows detailed knowledge and understanding of reflective practice. The response provides clear examples and/or explanation of how feedback can improve Bethan’s practice.</p> <p>Answers are likely to include</p> <ul style="list-style-type: none"> • Can be used as part of the reporting process to talk about what happened, including who was involved • Can be an opportunity to talk about /evaluate how others were affected by Bethan’s actions • Bethan can talk about her thoughts and feelings at the time to understand how she reacted and if there was anything underlying (e.g. previous life experiences) that triggered that reaction • Opportunity to learn from hindsight/ think back on the situation and compare with how this makes her feel now • Bethan can develop an understanding of what was in her control and what wasn’t/what she could influence and the power she may hold • Able to identify key learning points from the experience helps to improve future practice /what would be done differently if the situation arose again • Can help to reduce Bethan’s stress if she is upset by her own actions / behaviours during her practice <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	4 marks
10.	Award 1 mark for each point given up to a maximum of 3 marks.	3 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Ensure practice complies with legislation, i.e. Data Protection Act 2018 / General Data Protection Regulation (GDPR) • Ensure ICT stored information is password/encryption protected • Ensure practice meets the requirements of Codes of Conduct and Professional Practice • Carry information upon her person at all times if she leaves the office/goes to a meeting • Make sure only authorised staff are able to access file notes • Only share Lily's file notes in accordance with agreed protocols about sharing information between agencies • Do not discuss the notes with anyone other than those authorised/ do not discuss with family/friends <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
11.	<p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Understanding/recognising each other's values and beliefs • Being open and honest • Recognising that Lily is focus of their relationship/ adhering to child centred practice • Respecting each other / listening to each other's views/allowing each other to speak/not speaking over each other. • Understanding each other's roles and responsibilities/ respecting boundaries • Sharing expertise/skills to provide effective care and support/ learning from each other • Sharing information/following agreed protocols for sharing information • Having a shared view of what needs to be achieved/personal plan • Being reliable/ attendance at meetings/with practical arrangements/being punctual • Delivering on what they say they will do • Having mutual respect/ not blaming each other/ not personalising disagreements • Resolving differences positively <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
	Total unit 002: 10 marks, unit 005: 20 marks	30 marks

Question Set B Mark Scheme – Lily

Mark Scheme – Question Set B Lily		
	Unit 002: Principles and values of health and social care (Children and Young People) Unit 005: Professional practice as a health and social care worker	

Question	Answer guide	Maximum marks
1.	<p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Respecting Lily’s dignity and privacy when she is getting changed (e.g. cubicles next to each other) • Not forming an inappropriate relationship with Lily/ her foster carers/recognising professional boundaries • Being willing to apologise to Lily about assuming she wanted to go to the cafe/acknowledging mistakes • Making sure Lily’s notes are stored securely /maintaining data protection (upholding GDPR regulations) / Information is secure and stored safely • Not condoning/accepting / discrimination (e.g. challenging unacceptable behaviour in the café) • Maintaining reputation/ standards/ code of conduct and profession practice / representing the social care profession <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
2.	<p>Award 1 mark for each piece of information given up to a maximum of 4 marks.</p> <ul style="list-style-type: none"> • Lily’s care and support needs/positive outcomes • Lily’s wishes/preferences • Lily’s health needs • Leisure activities • Contact arrangements with family and friends • Roles/ responsibilities of individual foster carers / support workers /others/ professionals • Actions involving multi-agency/ partnership working • Timescales within which actions should be taken • Indicators to measure progress/ specific goals • Review date for personal plan 	4 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Revised actions following review of the personal plan • Education information i.e. school/ any additional support <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
3.	<p>Award 1 mark for each point given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Respect for Lily's culture (e.g. trying to use Welsh as much as possible) • Respect for Lily's privacy and dignity (e.g. in the changing rooms) • Empathy for Lily (e.g. Bethan had unacceptable responses to her stammer/has some insight as to Lily's experiences as a child living with Tourette Syndrome) • Advocate for Lily/stand up (e.g. challenges the unacceptable behaviour/discrimination) • Honest/ openness to report/record the incident • Belief in inclusion – not removing Lily from the café when the incident happened • Willingness to learn/ improve (e.g. reflecting on her own practice) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	2 marks
4.	<p>Award 1 mark for any example given for 1 mark only.</p> <ul style="list-style-type: none"> • The lack of opportunity for Lily to communicate in Welsh/ her preferred language • Lily is anxious about communicating / conscious of the signs of her Tourette Syndrome • Lily doesn't speak to Bethan after the incident in the café/loss of trust from Lily <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	1 mark
5.	<p>Award 1 mark for each benefit given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Helps Bethan make sense of what has happened • Increases Bethan's emotional self-awareness (e.g. her emotional responses to the incident in the café – feeling angry) • Helps Bethan recognise/understand how own experience influences reactions 	2 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Helps Bethan to identify her personal and professional strengths • Helps Bethan to recognise/improve the personal and professional challenges to be addressed within her practice • Allows Bethan and her supervisor to identify formal/informal learning opportunities <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
6.	<p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <p>Bethan</p> <ul style="list-style-type: none"> • Challenges the children’s behaviour in the café • Reports what went wrong to Lily’s foster carers • Talks to James about her next actions to improve outcomes for Lily • Reports important information to her supervisor (e.g. incident in the café during supervision) • Engages in supervision/ responds to feedback) • Shares information with multi-agency partners • Makes sure she follows policies and procedures that are relevant to her role/ improve her practice. • Is willing to apologise to Lily for not consulting her • Records notes of the incident and stores them securely <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
7.	<p>Award 1 mark for each example given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Knowledge of Tourette Syndrome/ how Tourette’s affect children/young people/ ways in which to support a child or young person with Tourette’s • Importance of reading personal plans • Importance of involving child/young person in personal planning/decision making • Multi-agency working/ partnership/communication in planning • Consultation with a child/young person and why this is important/potential consequences of not doing so. • A child/ young person’s right to make a complaint • A child/young person’s right to have an independent advocate. • Reflective practice • Dilemmas involved in working with children/ young people 	3 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Duty of candour/need to be open and honest including when things go wrong • Managing own emotions/ understanding how emotions can impact response to situations <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
8.	<p>Award 1 mark for each reason given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • To make sure Lily can access care and support in a seamless way/ there are no gaps in services • To make sure Lily accesses care and support in a timely way/ agencies/professionals can organise who will deliver their service and when/avoid clashes in the timing of service delivery • To remove the need for Lily to repeat information to different agencies. • To deliver a more holistic/responsive service/no single professional/ organisation is likely to have the whole picture of Lily's life. • To share information to support Lily/ her outcomes • To share responsibility/expertise between agencies /professionals to overcome any challenges for Lily • To share limited resources between agencies / professionals. <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
9.	<p>Award 1 mark for each reason given up to a maximum of 2 marks.</p> <p>To understand</p> <ul style="list-style-type: none"> • The impact/effects of own behaviour • different ways of using her power • Importance of promoting the rights of the child • The importance of voice and control • Where power and control fits in to Bethan's role as a care and support worker • How to use power and control responsibly/sensitively • That power must not be used in ways to abuse others • How children in Lily's circumstances might feel disempowered. i.e. being looked after /separated from mum • The ways in which Lily may be empowered (e.g. access to advocacy) • The needs of children with Tourettes/ disability 	2 marks

Question	Answer guide	Maximum marks
	<i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i>	
10.	<p>Award 1 mark for a limited response which shows little knowledge and understanding of shadowing. The response does not specifically link this to Bethan or improving practice.</p> <p>Award 2 marks for a basic response which shows some knowledge and understanding of shadowing. The response makes some links between the shadowing and Bethan or improving practice.</p> <p>Award 3 marks for a good response which shows knowledge and understanding of shadowing. The response provides some links on how shadowing can improve Bethan's practice.</p> <p>Award 4 marks for an excellent response which shows detailed knowledge and understanding of shadowing. The response provides clear examples and/or explanation of how shadowing can improve Bethan's practice.</p> <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • Observing the different ways workers communicate can help Bethan to understand / try out different ways to negotiate /encourage children to join in activities • Seeing how other workers gain consent may give Bethan different approaches to try out in order to consult/get consent • Seeing other workers reassuring children who are feeling uncomfortable/displaying anxiety will help develop Bethan's awareness of body language • Seeing other workers managing children's behaviour may help Bethan to de-escalate challenging behaviour • Observing others may give Bethan the opportunity to learn from the mistakes of others/ identify improvements • Opportunity to talk about best practices with other worker/ask questions about specific areas/issues • Opportunity to work alongside more experienced workers, can help Bethan gain confidence in her role/ try out / practice different approaches with guidance /support <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	4 marks
11.	Award 1 mark for each example given up to a maximum of 3 marks.	3 marks

Question	Answer guide	Maximum marks
	<p>Bethan</p> <ul style="list-style-type: none"> • Works closely with the foster carers • Reports to the multiagency team • Has supervision with her supervisor • Will be shadowing more experienced colleagues • Picks up Lily from school • Records in the personal plan • Follows Code of Conduct and Professional Practice <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
	Total unit 002: 10 marks, unit 005: 20 marks	30 marks

Question Set C Mark Scheme – Lily

Mark Scheme – Question Set C Lily		
	Unit 002: Principles and values of health and social care (Children and Young People) Unit 005: Professional practice as a health and social care worker	

Question	Answer guide	Maximum marks
1.	<p>Award 1 mark for any example given for 1 mark only.</p> <ul style="list-style-type: none"> • Lily has been involved in developing her personal plan • Lily is able to express her wishes (e.g. go swimming) • James tells Lily that she has the right to make a complaint about Bethan not consulting her • James tells Lily that she has a right to have an independent advocate <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	1 marks
2.	<p>Award 1 mark for each change given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Experience of mum’s mental health crisis • Being separated from mum /mum is in a mental health unit • Leaving the family home /moving away from friends/family • Moving into temporary foster care/meeting foster carers/ • Potential/likely changes to daily routines • Change in local environment • Becoming a looked after child <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	2 marks
3.	<p>Award 1 mark for each skill given up to a maximum of 4 marks.</p> <ul style="list-style-type: none"> • Use as many Welsh words as she can/ demonstrates respect for Lily’s language and culture • Give Lily time/space to talk • Respond to/understand body language and non-verbal communication • Be aware /respond to body language and non-verbal communication • Use appropriate tone/volume of voice • Use eye contact • Think about proximity near to Lily/seating position • Use open questioning/find out what Lily thinks/wants 	4 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Give non-judgmental responses • Communicate in child appropriate ways/use language that Lily can understand • Reflect back /check that Lily has understood <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
4.	<p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Honours/meets work commitments/ reliable/ dependable (e.g. picking up and drop of Lily) • Tells James and Anna what happened in the café/ communicates in open ways/fulfills the duty of candour • Honesty during supervision/ engages in reflective practice • Tells her supervisor what happened • Respects confidential information/storing Lily's file notes securely • Maintains professional standards (e.g. completing tasks such as file notes as required/attending supervision) • Advocates for Lily (e.g. the café) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
5.	<p>Award 1 mark for each reason given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • It meets the requirements of the Code of Conduct and Professional Practice/need to be open and honest, including when things go wrong. • It supports the professional duty of candour/Bethan must pass on important information to her manager, i.e. when things go wrong. • To follow a child-centred practice/ puts Lily's interests first. • Promotes Lily's human rights/right to review of treatment in care/ • Promotes Lily's voice and control. • It supports the principles of safeguarding and safe practice. • It provides the opportunity for Bethan to learn from the experience. <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
6.	<p>Award 1 mark for each point given up to a maximum of 2 marks.</p>	2 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Maintains confidentiality of Lily's personal information • Shows respect to Lily's dignity/privacy (e.g. not unnecessarily sharing private information) • Can only be accessed by those who need to know • Prevents harm to Lily's well-being/ loss of trust • Upholds Lily's rights • Makes sure there is continuity of care and support <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
7.	<p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • To help them express feelings /wishes • To provide impartial advice / information to a child/ help them to make an informed decision • To help prepare them for meetings • To attend meetings where decisions are made that affect their lives/attend on child's behalf • To make sure that that they are being treated fairly/ uphold their rights • To support them with a concern or complaint • To negotiate with other professionals on their behalf/represent their wishes • To ask questions/speak on behalf their if that is what they want <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
8.	<p>Award 1 mark for each benefit given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Sharing responsibility/accountability for Lily's care and support/ not isolated • Working towards a common goal • Promoting effective communication • Sharing workloads • Opportunity to learn from other team members • Opportunity to share best practice • Someone to talk to /share concerns/identify solutions • Promoting good work culture / positive moral • Provides social contact with others, and not feeling lonely <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks

Question	Answer guide	Maximum marks
9.	<p>Award 1 mark for a limited response which shows little knowledge and understanding of the importance of learning from feedback. The response does not specifically link this to Bethan or improving practice.</p> <p>Award 2 marks for a basic response which shows some knowledge and understanding of the importance of learning from feedback. The response makes some links between feedback and Bethan or improving practice.</p> <p>Award 3 marks for a good response which shows knowledge and understanding of the importance of learning from feedback. The response provides some links on how feedback can improve Bethan's practice.</p> <p>Award 4 marks for an excellent response which shows detailed knowledge and understanding of the importance of learning from feedback. The response provides clear examples and/or explanation of how feedback can improve Bethan's practice.</p> <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • Bethan learns that she did not give Lily voice, choice and control by assuming that she wanted to go to the café after swimming • Bethan learns the importance of consulting with a child /young person on a daily basis, including the potential consequences of not doing this • Bethan learns about the importance of reading personal plan carefully to ensure that she has the all the information she needs to provide effective support • Bethan learns that her failure to consult can result in a complaint against her conduct as a support worker • Bethan recognises that it is important to apologise when she gets something wrong • Bethan's supervisor supports her to learn about her strengths and areas for further development as a support worker/ what she would repeat and may do differently if faced with the same situation • Bethan explores/ understands the challenges in tackling difficult behaviours • Bethan learns about approaches to tackling difficult situations • Bethan learns about the importance of recognising/managing emotions in dealing with similar situations 	4 marks

Question	Answer guide	Maximum marks
	<i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i>	
10.	<p>Award 1 mark for each reason given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • To maintain her own duty of care • To maintain Lily's dignity/ show respect • To protect Lily's rights as child • To promote Lily's inclusion/ make her feel safe/secure in the café • To follow Code of Conduct and Professional Practice / safeguard Lily from abuse <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	2 marks
11.	<p>Award 1 mark for each benefit given up to a maximum of 3 marks.</p> <p>Enables Bethan</p> <ul style="list-style-type: none"> • To provide a verbal report/update on whether objectives/goals have been met for Lily's care • To discuss progress in relation to Lily's personal plan/ set new targets for Bethan relating to Lily's well-being. • To discuss issues of concern (e.g. incident in the café) • To discuss any issues in relation to professional relationships linked to Bethan's role, • To discuss/agree ways to support Lily's well-being/ outcomes more effectively • To share personal issues that may impact upon Bethan's work with Lily • To identify professional development /training needs (e.g. reading personal plan/research of power) • To make sure that Bethan is held to account for her work with Lily <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
	Total unit 002: 10 marks, unit 005: 20 marks	30 marks

Case Study – Leon

You are going to read about a young person with learning disabilities who uses a short break centre called Bryn Tywyll.

The people who you will read about as part of this case study are:

Leon	The young person aged 13 who has learning disabilities.
Mary	Leon's mother.
Erik	A care and support worker at Bryn Tywyll.
Anna	The manager of Bryn Tywyll.
Martin	A friend of Leon's mother.
Leon's Social Worker	

This case study is not based on a real organisation or individuals.

Bryn Tywyll is a short break centre for young people with learning disabilities/autistic spectrum disorders. Young people use the centre in the evenings and at weekends. The centre has 6 beds and young people can stay for up to two weeks.

Leon is 13 years old. He has learning disabilities and is on the autistic spectrum. Leon enjoys attending the centre and has made lots of friends there.

Leon is known to the local authority children's social care team and is on the child protection register, category of neglect.

Leon's mother is not always able to fully meet his needs. She has on occasions forgotten to give him prescribed medication for seizures. Leon is often hungry and wears clothing that does not always fit well.

Leon's mother has had a previous relationship with a man who had been convicted for abusing children. Leon's extended family do not live locally and have little to do with his upbringing.

As a result of the safeguarding concerns, Leon has a care package at the centre. This is for 1 evening per week, 1 weekend per month and 4 weeks each year.

Erik has been Leon's keyworker since he has started using the centre and is responsible for updating his personal plan. Leon enjoys spending time with Erik. Leon has also formed positive relationships with other workers; this has provided continuity of care, which Leon has found reassuring.

Leon is able to communicate verbally but likes to use Makaton when he is anxious. Leon responds best when information is put into clear language. Erik and other staff have learnt how Leon prefers to communicate and have attended Makaton training to ensure they communicate effectively with Leon.

Leon is due to have a one-week break at Bryn Tywyll. It is school holidays, so his mother should be taking him to the centre before 5pm rather than the usual taxi directly from the school.

At 5.30 Leon has still not arrived and Erik is becoming concerned. He tries to call Leon's mother but there is no reply. Shortly afterwards, Leon arrives at the centre. During school holidays Leon would usually be accompanied by his mother, who would stay with him for a

short while. On this occasion, Leon is unaccompanied, and has very few belongings with him. A worker saw Leon arrive, with the car driving off. The worker alerted the manager, Anna, who tried to phone Leon's mother but didn't get any response.

In the meantime, Erik takes Leon to the dining area and offers him a drink and some food and sits with him while he eats his food. Erik notices that Leon is smelling strongly of body odour. Erik asks Leon why his mother did not come with him and who had dropped him off. Leon replies that she is in bed. Erik tries to get more details from Leon, but he puts his fingers to his lips and says 'secret'. Erik tells Leon that secrets can be shared if they will help someone, but Leon will say nothing other than 'secret'.

Erik shows Leon to his room and helps him to unpack his bag, and notices that there are fewer clothes than usual, and they are all dirty. Erik suggests to Leon that they wash the clothes together. Erik takes Leon to choose some clean clothing from the spare selection they keep at the centre. Erik encourages Leon to bathe. Before leaving the room, Leon removes his shirt and Erik notices that he has some fresh bruises on his chest and upper arms. He asks Leon how they happened, and Leon again puts his fingers to his lips and says 'secret'.

Erik is very concerned about Leon and reports his concerns to Anna. Anna agrees and reports the matter to the out of hours duty social work team. They agree that Leon's allocated social worker will visit him the following morning. Anna reminds Erik to complete Leon's individual records and staff communication book.

Later that evening when Erik is encouraging Leon to get ready for bed, Leon starts to tell Erik about his secret. Leon starts to sign 'home' and seems anxious. Erik reassures Leon that he's in a safe place and explains that some secrets need to be shared to make sure children are kept safe.

Leon tells Erik that he came to the centre with his mum's new friend - Martin. Leon says he does not like him very much. Leon says that Martin is spending a lot of time at their home and says that Martin shouts at him and his mum and calls him stupid and laughs at him. Leon says that Martin has made him cry and he has seen his mother crying too. Leon says that his mum was not feeling very well so she stayed at home in bed. Martin has apparently told Leon that he must keep everything that happens at home a secret and that he will punch him if he hears that Leon has told anyone.

Erik tells Leon that he has been very brave for telling him and that the information will need to be shared with Anna and his social worker. Leon nods and seems happy with this.

Once Leon has settled, Erik speaks to Anna. Anna supports Erik to compile a safeguarding report before communicating to other workers about their concerns. They then call the safeguarding team for further guidance and support and arrange a debrief meeting the next day.

In the debrief, Anna advises Erik to read reviews into serious failures to protect children as they can provide valuable learning points.

Question Set A Mark Scheme – Leon

Mark Scheme – Question Set A Leon		
	Unit 002: Principles and values of health and social care (Children and Young People) Unit 006: Safeguarding individuals	
Question	Answer guide	Maximum marks
1.	<p>Award 1 mark for each reason given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Family history of neglect • Mother not being well • Disability (learning disability and autistic spectrum disorder) • Limited communication • Known history of unsafe family relationships • Lack of local family support • Use of a short break centre <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
2.	<p>Award 1 mark for each reason given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Told to keep things secret • Fear of reprisals from Martin • Fear of being told off by others • Assuming he would not be believed • Fear of Martin hurting his mum • Fear of being removed from home • Not understanding he is being abused • Not understanding what may happen • Not knowing how to raise his concerns <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
3.	<p>Award 1 mark for each way given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Provide opportunities for Leon to talk • Being consistent and reliable/ has a good relationship • Avoid excessive questioning of Leon about what happened • Reassure Leon that he is in safe place • Reassure Leon that he is doing the right thing • Is honest about next steps • Undertake Makaton training to support communication 	3 marks

Question	Answer guide	Maximum marks
	<i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i>	
4.	<p>Award 1 mark for a limited response which shows little knowledge and understanding of the importance of building trust and rapport. The response does not specifically link knowledge/understanding shown with Leon.</p> <p>Award 2 marks for a basic response which shows some knowledge and understanding of the importance of building trust and rapport. The response attempts to make links to Leon.</p> <p>Award 3 marks for a good response which shows knowledge and understanding of the importance of building trust and rapport. The response links knowledge/understanding shown with how trust/rapport might be built with Leon.</p> <p>Award 4 marks for an excellent response which shows detailed knowledge and understanding of the importance of building trust and rapport. The response clearly links knowledge/understanding shown with how trust/rapport might be built with Leon/workers.</p> <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • To help Leon feel safe • To overcome the lack of trust Leon may have from his history of neglect • To support Leon's communication needs • To support Leon's ongoing welfare needs (the more trust in the relationship, the easier it is to interpret behaviour and communication) • To help Leon feel confident about the support he is receiving • To help Leon feel able to disclose any possible abuse • To be able to talk with Leon about what he wants • To empower Leon by asking what he wants/needs • To ensure Leon has a voice (by acting as an informal advocate) • To promote Leon's rights • To be able to develop a personal plan with Leon • To be able to implement a personal plan • To promote child centred care and values • To build positive relationships with Leon and his family • To meet duty of care • To meet to agree ways for working/legislation/policies and procedures 	4 marks
5.	Award 1 mark for each principle given up to a maximum of 3 marks.	3 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Records must be accurate • Records must be dated and, in this case, timed • Records must be legible • Records must be completed as soon as possible after the disclosure • Records must include the exact words of the young person • Records should name individuals clearly, full names not initials • Records should be signed (e signature is acceptable) • No jargon or slang to be used unless it is the exact words of the young person • Ensure the records differentiate between fact, opinion and third party information <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
6.	<p>Award 1 mark for each point given up to a maximum of 2 marks.</p> <p>The setting's policies and procedures,</p> <ul style="list-style-type: none"> • Explains job role and responsibilities in relation to safeguarding • Gives limits of job role in relation to safeguarding (identifying tasks to be undertaken by others) • Gives definitions of abuse and neglect • Gives guidance on who to contact outside of the service (whistleblowing) • Duty to report safeguarding • Report errors and omissions/ Candour • Gives guidance to Erik on where to find information and support in relation to concerns over potential abuse and harm <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	2 marks
7.	<p>Award 1 mark for each reason given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • To adapt to better ways of working to protect others • To ensure you learn from the mistakes of others and to not repeat them • To ensure multi-agency working occurs as necessary • To ensure effective/timely sharing of information • To be aware of everyone's responsibilities • To be able to identify concerns at an earlier stage 	2 marks

Question	Answer guide	Maximum marks
	<i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i>	
8.	<p>Award 1 mark for each skill given up to a maximum of 4 marks.</p> <ul style="list-style-type: none"> • Employ active listening skills/ allow time to listen • Use Makaton to reinforce verbal communication • Provide safe spaces for conversation • Summarise and feedback/ repeat information to check understanding • Be non-judgemental • Match body language and tone of voice to language used • Use language that Leon will understand • Do not use complex sentence structure • Give Leon time to communicate at his own pace • Be aware of Leon’s feelings/ environment and adapt accordingly <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	4 marks
9.	<p>Award 1 mark for each way given up to a maximum of 3 marks.</p> <p>The code promotes:</p> <ul style="list-style-type: none"> • partnership working with other professionals • working with young people to keep them safe • promotes safe sharing of information • using the power in the relationship with sensitivity • recognising and listening to the voice of the young person • using agreed procedures to challenge, report or highlight abusive behaviour <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
10.	<p>Award 1 mark for each way given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Using appropriate methods of communication • Responded to Leon’s anxieties • Provided opportunities for Leon to disclose • Listened to Leon • Understand Leon’s position/ and potential risks in the family • Actively involving Leon in his care and making choices • Ensure Leon is able to express fears • Ensuring Leon has a voice (acting as informal advocate) • Concentrating on Leon’s welfare rather than the wider family 	3 marks

Question	Answer guide	Maximum marks
	<i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i>	
	Total unit 002: 10 marks, unit 006: 20 marks	30 marks

Question Set B Mark Scheme – Leon

Mark Scheme – Question Set B Leon		
	Unit 002: Principles and values of health and social care (Children and Young People) Unit 006: Safeguarding individuals	
Question	Answer guide	Maximum marks
1.	<p>Award 1 mark for each responsibility given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Identifies potential safeguarding issues (signs and symptoms) • Reports concerns promptly and correctly to the appropriate person/his senior • Records concerns promptly and correctly • Follows national and local safeguarding requirements • Responds to Leon in the appropriate way (e.g. tells Leon his responsibility to report it) • Shares appropriate information with colleagues/ 'need to know' <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	2 marks
2.	<p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <p>Erik</p> <ul style="list-style-type: none"> • Uses active listening • Gives Leon choices and shares ideas • Is open and honest with Leon (e.g. he told Leon he couldn't keep his secret) • Communicates with Leon using Leon's preferred way (e.g. Makaton) • Takes action to protect Leon • Values Leon as an individual • Recognises that something is wrong/asks Leon what's wrong <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
3.	<p>Award 1 mark for each point given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • By making sure they do not discuss any information about work/Leon outside of work 	2 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • By making sure that conversations happen in an appropriate location • By making sure that manual and electronic records are kept secure • By reminding colleagues about confidentiality/professional boundaries • By only discussing Leon's situation with those on 'a need to know' basis • By seeking guidance if not sure about what sharing of information/training • By following policies and procedures/ agreed ways of working <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
4.	<p>Award 1 mark for each responsibility given up to a maximum of 3 marks</p> <ul style="list-style-type: none"> • To disclose any safeguarding issues are revealed to them • To support the well-being of Leon • To support Leon to understand the options available to them • To make sure Leon's wishes and feeling are known • To attend decision making meetings with organisations /on behalf of Leon • To uphold Leon's legal rights • To provide impartial information to Leon i.e. in a format he can understand • To negotiate with social workers and other relevant people <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
5.	<p>Award 1 mark for a limited response which shows little knowledge and understanding of how Leon's family situation might increase the risk of harm or abuse. The response does not specifically link this to Leon and potential signs of abuse.</p> <p>Award 2 marks for a basic response which shows some knowledge and understanding of how Leon's family situation might increase the risk of harm or abuse. The response attempts to link this to Leon and potential signs of abuse.</p> <p>Award 3 marks for a good response which shows knowledge and understanding of how Leon's family situation might that increase the risk of harm or abuse.</p>	4 marks

Question	Answer guide	Maximum marks
	<p>The response links these with how this might apply to Leon's and potential signs of abuse Award 4 marks for an excellent response which shows detailed knowledge and understanding of how Leon's family situation might increase the risk of harm or abuse. The response clearly links this with how they might apply to Leon's and potential signs of abuse.</p> <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • Leon's mother has had a previous relationship with known abuser which is a child protection issue • Lack of support as extended family do not live locally • Leon's mother has a history of not meeting his needs resulting him on child protection register • Leon stating that Martin might punch him could be a potential risk of physical abuse • Erik is unable to contact Leon's mother, potential concern for her welfare • Change in drop off arrangements may signal neglect from Leon's mother • Reports of Leon's mother being unwell and in bed impact on Leon's safety 	
6.	<p>Award 1 mark for each reason up to a maximum of 3 marks.</p> <p>Leon</p> <ul style="list-style-type: none"> • Has been told to keep things secret • Is scared of Martin (e.g. being punched) • Might be scared of his mum 's reaction (e.g. she might be angry/upset) • Might be scared of being told off by others • Might think he won't be believed • Might be scared of Martin hurting his mum • Might be scared being removed from home • Might not understand he is being abused • Might not understand what may happen • Might not know how to raise his concerns <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
7.	<p>Award 1 mark for each example up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Details must be accurate/factual • Report as soon as possible after the disclosure • Report must include the exact words of the young person • No jargon or slang to be used (unless it is the exact words of the young person) 	3 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Ensure the details differentiate between fact/opinion/ third party information • Make sure the report/conversation is confidential/ takes place in a confidential area • Make sure it is reported directly to the right person • Follow the organisation’s policies and procedure for reporting concerns. <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
8.	<p>Award 1 mark for each example up to a maximum of 4 marks.</p> <p>Erik</p> <ul style="list-style-type: none"> • Identifies that there is an issue (e.g. Leon is late arriving) • Uses Leon's preferred method of communication (e.g. Makaton) • Offers Leon choices (e.g. food and drink) • Respects Leon’s wishes about not wanting to talk straight away about something. • Tries to contact Leon’s mum when he is late • Reports his concerns to Anna • Tells Leon he has been very brave • Is honest with Leon about reporting concerns to Anna/social worker • Works with Anna to make a safeguarding report/seek further guidance • Supports Leon to develop life/independence skills (e.g. washing clothes) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	4 marks
9.	<p>Award 1 mark for each reason up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • It is Erik’s duty of care • It is Erik’s moral and ethical duty’/expectations • It demonstrates good child-centred care/best practice • It upholds Leon’s human rights • It promotes Leon’s emotional well-being • It promotes positive working environment/relationships • So that Erik follows agreed ways of working • So that Erik builds/maintains trust with Leon <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks

Question	Answer guide	Maximum marks
10.	<p>Award 1 mark for each reason up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Informs workers of Leon’s needs and preferences • Helps to ensure continuity of care • Provides up to date information on Leon • Is a national requirement • Promotes child-centred care • Identifies any potential risks • Identifies ‘what matters’ to and for Leon • Supports decision making by different professionals • Records life events / impact on Leon <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
	Total unit 002: 10 marks, unit 006: 20 marks	30 marks

Question Set C Mark Scheme – Leon

Mark Scheme – Question Set C Leon		
	Unit 002: Principles and values of health and social care (Children and Young People) Unit 006: Safeguarding individuals	
Question	Answer guide	Maximum marks
1.	<p>Award 1 mark for each responsibility given up to a maximum of 3 marks.</p> <p>Erik should</p> <ul style="list-style-type: none"> • Be alert to potential signs of harm or abuse • Make sure he follows safe practice • Report any concerns promptly, following the correct procedures • Record concerns correctly using the correct procedure • Empower young people to identify and disclose their concerns • Be aware of risks and follow risk assessments • Follow the Code of Professional Conduct and Practice • Store and share confidential information appropriately <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
2.	<p>Award 1 mark for each point up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • By providing opportunities for young people to talk • By providing a homely environment • By providing a quiet space for discussion • By providing a culture of openness/ trust/honesty • By operating a key worker system • Aiming for continuity of care • Young people’s meeting • By providing access an independent visitor • By providing workers with the appropriate training (e.g. Makaton) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
3.	<p>Award 1 mark for each benefit given up to a maximum of 3 marks.</p>	3 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Makes sure Leon’s point of view is listened to • Makes sure that information is given in a way that Leon can understand • Makes sure that Leon has a voice • Promotes Leon’s rights • Promotes Leon’s individuality and what he wants • Supports Leon to understand the safeguarding process • Supports Leon’s well-being <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
4.	<p>Award 1 mark for each point up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Follow policies and procedures/ national and local safeguarding/reporting requirements • Follow Leon’s personal plan/Share information appropriately • Reflecting/learning on own practice <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	2 marks
5.	<p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Helps workers to identify signs of harm/ abuse/ neglect • Reinforces safeguarding training/standards • Identifies what went wrong/help to make sure workers do not repeat the same mistakes in future • Supports/reinforces best practice • Promotes effective multi-agency working <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
6.	<p>Award 1 mark for a limited response which shows little knowledge and understanding of the actions that decrease the risk of harm or abuse. The response does not specifically link these to Leon’s situation.</p> <p>Award 2 marks for a basic response which shows some knowledge and understanding of the actions that decrease the risk of harm or abuse. The response attempts to link these to Leon’s situation.</p> <p>Award 3 marks for a good response which shows knowledge and understanding of the actions that decrease the risk of harm or abuse. The response links these with how they might apply to Leon’s situation.</p>	4 marks

Question	Answer guide	Maximum marks
	<p>Award 4 marks for an excellent response which shows detailed knowledge and understanding of the actions that decrease the risk of harm or abuse. The response clearly links these with how they might apply to Leon's situation.</p> <p>Answers are likely to include.</p> <ul style="list-style-type: none"> • Anna and Erik report concerns promptly, following correct procedures • Anna supports Erik with safeguarding report, so information is clear for future investigations • They ensured Leon's immediate safety, taking him in to the home despite the drop off arrangements • Erik as key worker had an understanding of Leon's situation so was able to identify something was wrong (e.g. different drop arrangements, fewer clothes than usual and anxious) • Erik as key worker had an understanding of changes in Leon's emotional state/presentation (e.g. anxious) • Anna has provided training e.g. Makaton which has led to Erik being able to communicate/ share concerns • Anna and Erik had provided environment where Leon can share his concerns (e.g. Erik sat with Leon while he ate and drank) 	
7.	<p>Award 1 mark for each legislation given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • The Children Act 1989 • Social Services and Well-being (Wales) Act 2014 • Well-being of Future Generations (Wales) Act 2015 • Care Standards Act 2002 • Adoption and Children Act 2004 • Mental Capacity Act 2005 • Children's and Family Measure (Wales) 2010 • Mental Health Act (1983) • Equality Act • Human Rights Act 	2 marks
8.	<p>Award 1 mark for each example up to a maximum of 4 marks.</p> <ul style="list-style-type: none"> • Uses active listening • Gives Leon choices and shares ideas • Is open and honest with Leon (e.g. he told Leon he couldn't keep his secret) • Communicates with Leon using Leon's preferred way (e.g. Makaton) 	4 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Takes action to protect Leon • Values Leon as an individual • Recognises that something is wrong/asks Leon what's wrong <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
9.	<p>Award 1 mark for each point up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Supports his personal hygiene • Encourages Leon to be more independent (e.g. life skills) • Helps to develop Leon's self-esteem/ self-confidence / self-awareness • Develops/maintains trust between Leon and Erik/ other workers • Increases Leon's opportunity for learning and development • Increases opportunity for Leon to talk to Erik/ express his concerns about his family life/ make disclosure <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
10.	<p>Award 1 mark for each action up to a maximum of 3 marks.</p> <p>Erik might</p> <ul style="list-style-type: none"> • Reassure Leon. • Ask Leon how he can help him • Find someone else / senior to help if required • Use Leon's preferred method/s of communication (e.g. combination of Makaton and verbal) • Take Leon to environment where Leon feels safe/ comfortable • Give Leon time to express himself/ don't rush him • Suggest activities that might calm Leon (e.g. suggesting they get something to eat) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
	Total unit 002: 10 marks, unit 006: 20 marks	30 marks

Case Study – Iwan

You are going to read a case study about young people at Y Traeth Residential Children's home.

The people who you will read about as part of this case study are:

Iwan	A young person aged 14 who is at Y Traeth Residential Children's home.
Megan	Iwan's sister.
Jack	The partner of Iwan's mum.
Abdul	Iwan's key worker.
Rhys	Another young person at Y Traeth Residential Children's home, Iwan's friend.

This case study is not based on a real organisation or individuals.

Iwan is fourteen. He felt loved and secure during his early childhood, living with his parents and sister Megan, who is twenty. This changed when his dad went to prison several years ago for repeated handling stolen goods and non-domestic burglary. Iwan's mum met Jack and he moved in. There had always been tension between Iwan and Jack, and when Megan moved out a year ago, this got much worse.

Megan had a way of calming the situation between Iwan and Jack. After she moved out, the arguments increased. Iwan was often absent from school and when he did attend, his behaviour was disruptive. He engaged in anti-social behaviour, including street-drinking and graffiti. Iwan and his family had support from Social Services and the Youth Offending Team. Iwan and his friends stole a car and his friend died when the car crashed. Iwan's mum said that she couldn't cope with him anymore. Several months ago, he moved into Y Traeth, a residential children's home for young people aged 13 to 17, which is one hundred miles from his family home. He retains contact with his mum and sister. He is still close to Megan and enjoys regular contact with her through a combination of visits and supervised video calling.

Workers at Y Traeth Residential Children's Home are committed to providing a safe and secure environment, asking visitors to sign in and out. There is a choice of communal and quiet spaces and supervised access to internet and phone. The young people are involved in their personal plans to ensure they have a choice of activities to interest and engage them. They are encouraged to personalise their room and the setting has a commitment to the Active Offer.

Iwan has settled in well, but sometimes gets angry with the routines, especially when he can't go on the internet on his own. The workers are calm and consistent in their responses, explaining why such routines and boundaries exist. They provide him with age-appropriate information about the concerns and complaints procedures. They also give him the option to have an independent advocate. Iwan is supported by his key worker, Abdul, who has developed trust and rapport with Iwan by taking an interest in his life and genuinely listening to what he has to say.

The setting has information displayed on the noticeboard about safe relationships and safe use of the internet and mobile phones. Iwan and other young people enjoyed taking part in a project called *Keep Safe!* The project included using social media responsibly and not harming others, such as uploading degrading posts. It looked at ways in which they could be harmed such as child sexual exploitation (CSE) and child criminal exploitation (CCE), such as county lines. Workers continually stress the importance of reporting safeguarding concerns to a trusted adult, even if they feel afraid.

Iwan becomes close friends with Rhys, who is fifteen and also has a dad in prison. Rhys has had to move placements several times. He likes it at Y Traeth and values his friendship with Iwan.

Sometimes Rhys doesn't go to school, and he is out all night so that the workers have to report him missing. Rhys often leaves suddenly without warning. The workers speak to him expressing their concern, but they don't stop him. They recently attended training and learnt from reviews and reports into serious failures to protect children and young people from harm and abuse. They know about the independent report into child sexual exploitation in Rotherham, which identified a link between children in care going missing and CSE. There is also concern about drug dealing and county lines activity locally.

Iwan sees Rhys being dropped off at the end of the street in a car by a couple of men. He sees Rhys share unfamiliar hand signs with them. When Iwan asks Rhys about the men, Rhys says they are his friends. Rhys has bright new clothes and trainers, but he has no money. Rhys never looks clean, and he sometimes has cuts and bruises that he says he got playing football. Rhys has a panned logo on his arm and tells Iwan that this and his clothing are his gang's sign.

He shows Iwan a phone the men have given him and tells Iwan not to tell anyone at Y Traeth. He says he does favours for the men and gets rewards. There is plenty of work to go around and he can introduce them to Iwan if he wants. When Iwan asks what sort of favours, Rhys says travelling around delivering packages to different areas. He also talks about doing some 'sex stuff' but says that you don't have to do the 'sex stuff', that is up to you. Iwan says that he will think about it.

Iwan is worried about Rhys. He knows that he can contact one of the organisations discussed in the project, but he doesn't feel confident to do this. So, Iwan asks Abdul, if he tells him something, will he promise to keep it between them? Abdul explains why he can't do that. Iwan withdraws from the conversation because although he likes and trusts Abdul, Rhys has made him promise not to tell the workers.

Iwan is scared so he confides in Megan when she visits him. Iwan hasn't promised Rhys not to tell Megan. His sister becomes upset and tells Iwan to stay well away. Megan informs Abdul about Rhys' conversations with Iwan. Abdul reports the conversation to his manager, who asks him to complete Y Traeth's disclosure form. The manager takes further action in line with safeguarding procedures.

Question Set A Mark Scheme – Iwan

Mark Scheme – Question Set A Iwan		
	Unit 002: Principles and values of health and social care (Children and Young People) Unit 006: Safeguarding individuals	
Question	Answer guide	Maximum marks
1.	<p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Know/find out about their whereabouts/movements • Make sure visitors sign in and out • Follow risk assessments • Listen/respond to concerns/disclosures • Report/record any concerns i.e. following reporting procedures • Report safeguarding issues (e.g. going missing) • Make sure safeguarding training is up to date • Know/recognise potential signs of abuse • Promote effective communication/team working/sharing information • Build trust and rapport with young people/positive relationships • Meet standards of practice (e.g. Code of Professional Practice) • Don't break professional boundaries • Know who to contact if unhappy with the Home's safeguarding practices (i.e. whistleblowing) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
2.	<p>Award 1 mark for each situation given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Family changes/father in prison, mother with new partner and sister left home/ attachment issues • Family tensions and arguments (e.g. Jack and Iwan) • Mother consented to Iwan going into care/ rejection • Involvement of anti-social behaviour/ graffiti • Involvement in criminal activity (e.g. Stole a car car) • Street drinking/associated risks • History of unauthorised absences from school • Loss of friend/trauma and grief • Away from familiar home/neighbourhood and peers 	2 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Iwan is in residential child care/looked after child/ care experience • Rhys asks Iwan to join him/ Iwan wants to please Rhys / friendship with Rhys and his friends/peer pressure • Iwan sees the material benefits to Rhys lifestyle <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
3.	<p>Award 1 mark for each sign given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Wearing bright new clothes/ no money • Rhys never looks clean • Sometimes has cuts and bruises (says he got them playing football) • Penned logo on his arm • Doesn't go to school/ misses school sometimes • Is out all night / workers have to report him missing • Goes out in a hurry <p>Can also accept examples that workers may not have seen first hand</p> <ul style="list-style-type: none"> • Being dropped off at the end of the street / seen with two unknown men • Rhys is seen sharing unfamiliar hand signs with the men • Secret phone / Iwan might tell Megan about Rhys phone • Reference to 'sex stuff' / Iwan might tell Megan about 'sex stuff' • Rhys asks Iwan to keeps secrets • Iwan asks Abdul to keep a secrets <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
4.	<p>Award 1 mark for each example given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Stress the importance of reporting concerns • Have conversations about behaviours (e.g. missing school) • Noticeboard about safe relationships/have conversations about keeping safe in relationships • Workers help Iwan/young people understand why they should follow routines (e.g. supervised internet access) • Make sure they have access to literature/posters/flyers • Provide information about/access to an independent advocate • Make sure they have a voice, choice, control in decisions around their support 	3 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Make sure young people understand complaints' procedures feedback / how to raise a concern / their role and responsibilities of all professionals • National initiatives/project work (e.g. about not harming others) • Make sure their safeguarding training is up to date (e.g. attended recent CSE training) • Be aware of their own roles and responsibilities in regards to safeguarding i.e. duty to report <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
5.	<p>Award 1 mark for each piece of information given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Date/location/time of when Megan reports • Record the conversation in Megan's words/in the language that she uses • What is observed i.e. Megan's emotions/body language/tone of voice • When the incidents/conversation/s between Rhys and Iwan took place • Location of the conversation between Iwan and Megan • Whether Iwan is aware Megan is reporting concerns to Abdul • Contact details for Megan/any other key witnesses / checking details are up to date • Signature/date of any written record <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
6.	<p>Award 1 mark for a limited response which shows little knowledge and understanding of why child sexual exploitation might not be disclosed. The response does not make specific links between why abuse might not be disclosed and Rhys' situation.</p> <p>Award 2 marks for a basic response which shows some knowledge and understanding of why child sexual exploitation might not be disclosed. The response makes an attempt to make links with Rhys' situation.</p> <p>Award 3 marks for a good response which shows good knowledge and understanding of why child sexual exploitation might not be disclosed. The response makes links with how not making disclosures might contribute to Rhys' situation or impact him.</p>	4 marks

Question	Answer guide	Maximum marks
	<p>Award 4 marks for an excellent response which shows detailed knowledge and understanding of why child sexual exploitation might not be disclosed.</p> <p>The response makes clear and detailed links with how not making disclosures might contribute to Rhys' situation or impact him.</p> <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • Rhys has had to move care placements several times so he may have had little opportunity to form trusting relationships with workers • Rhys' various placement moves may mean that he needs a sense of belonging and the men's grooming behaviour/the gang offers this • Rhys' 'friendship' with the two men and their grooming behaviour means that he might not understand that what he is experiencing is child sexual exploitation • Rhys may be in denial or not wanting to acknowledge that he is experiencing child sexual exploitation because the enormity of it will overwhelm him/he cannot deal with the acknowledgement • Rhys may feel that making a disclosure will cause aggravation/problems to his friends/ young peoples who may also be involved • Rhys may have been threatened or intimidated not to tell anyone so he does not want to make a disclosure • Rhys may feel ashamed/embarrassed/blames himself/feels responsible for what is happening to him in the belief that he should be able to stand up to people / feels he should be in control as a young male (i.e. stereotypes around masculinity) • Rhys may be afraid of the consequences of making a disclosure (e.g. being moved as a result of the disclosure when he likes it at Y Traeth /having to be a witness/go to court) • It may be that Rhys has been abused in the past and made a disclosure, but workers have dismissed his allegations • It may be that Rhys raised various concerns in the past which have not been taken seriously by workers • Rhys likes the status/culture of being in the gang /enjoying gifts/new friends and wants to maintain this <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
7.	<p>Award 1 mark for each lesson given up to a maximum of 2 marks.</p> <p>Should help workers understand</p> <ul style="list-style-type: none"> • Why failures happen in the first place 	2 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Importance of police/other agencies not negatively judging young people's behaviour • Importance of multi-agency working/sharing information/ effective communication • How to avoid making the same mistakes in own practice • The consequences of not believing/failing to respond/take action when a young person discloses • Long term impact on the health and well-being of young people /families/carers • Signs of perpetrator behaviour/grooming • Signs of harm and abuse/child sexual exploitation/child criminal exploitation/county lines • Why some young people can be more at risk from harm, abuse or neglect • Why a young person going missing is a serious cause for concern <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
8.	<p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Respond to/understand/recognise body language and non-verbal communication • Be aware of/respond to body language and non-verbal communication • Use appropriate tone/volume of voice • Use eye contact as appropriate • Display empathy / help Iwan to feel that he is being understood/his anger is being understood • Use a non-judgmental approach / Iwan is not made to feel that he is being judged for questioning/challenging the setting's routines and outcomes • Active listening skills/ listening and clarifying back to Iwan • Recognising what angers Iwan/giving him time and space to ask questions) • Use language that is age/culturally appropriate • Use clear language / give accurate and honest messaging <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
9.	<p>Award 1 mark for each event given up to a maximum of 4 marks.</p> <ul style="list-style-type: none"> • Dad went to prison. • Mum met a new partner/he lives with the new partner • Sister/Megan moved out of the house • Iwan's friend died (e.g. they stole a car and it crashed) 	4 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Engaged in criminal activity • Involvement from Social Services and the Youth Offending Team • Iwan's mum said that she couldn't cope with him anymore / did not want him living at home / relationship breakdown • Iwan moved into Y Traeth / became a looked after child • Iwan has been moved to live miles away from his family home/neighbourhood/friends • Iwan has to move school <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
10.	<p>Award 1 mark for each reason given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Likely to engage/focus attention / they do not find the project boring • Might increase knowledge about staying safe/gang culture/CSE /CCE • Influences future decisions/behaviours/actions • Offers alternatives to involvement in activities that harm/ involvement in county lines • Supports creativity • Supports the opportunity to work with others/team work • Can increase resilience / reduces risk • Supports commitment to undertaking a piece of work / seeing it through to completion • Promotes self-esteem and self-confidence/ young people feel valued <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
	Total unit 002: 10 marks, unit 006: 20 marks	30 marks

Question Set B Mark Scheme – Iwan

Mark Scheme – Question Set B Iwan		
	Unit 002: Principles and values of health and social care (Children and Young People) Unit 006: Safeguarding individuals	
Question	Answer guide	Maximum marks
1.	<p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> Express genuine interest for young people's lives/encouraging children to talk (e.g. they make time to talk) Develop trust and rapport (e.g. Abdul's support of Iwan) Active listening (e.g. Abdul genuinely listens to what Iwan has to say/workers genuinely listen to what angers Rhys) Workers express empathy (e.g. acknowledge that Iwan is sometimes angered by the setting's routines) Workers take time to explain to Iwan why routines exist Young people's rights are promoted and respected (e.g. access to the organisation's concerns and complaints procedure communicated in an age appropriate way) Young people have choice, voice and control (e.g. access to an independent advocate) Provision of a safe and secure environment Workers are calm and consistent in their approach/work through issues together in response to Iwan anger about routines Minimal use of restrictive approaches (e.g. workers do not physically restrain Rhys when he leaves the home) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
2.	<p>Award 1 mark for each responsibility given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> Abdul should inform Megan about the reporting procedure/that he has a duty to report Immediately/as soon as possible make a verbal report about Megan's information to his manager/another senior staff member Write notes/record key details Obtain Megan's contact details / make sure contact details are up to date 	3 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Do not include opinion in the notes/report / keep to the facts • Share information on need to know basis • Complete documentation as required/sign and date any written communication • Follow reporting procedures <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
3.	<p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Provides impartial advice/information to support informed decisions/different courses of action • Supports young people to express their feelings and wishes • Supports/prepares young people before attendance at meetings • Attends meetings relevant to the young person • Asks questions/ speaks on young people's behalf as needed/requested • Upholds young people's rights/make sure they are treated fairly during the decision-making processes/views are being listened to • Explains decision making processes procedures • Supports young people with a concern/complaint • Helps young people report abuse/make a disclosure • Supports young people to challenge decisions that have been made about/for them • Liaises/negotiate with other professionals on young people behalf/in accordance with wishes <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
4.	<p>Award 1 mark for each point given up to a maximum of 2 marks. Don't accept responses that are referenced in the keep safe project.</p> <ul style="list-style-type: none"> • Signpost to relevant organisations/information • Agree acceptable behaviours in the use of internet • Show an interest/ discuss potential risks in online technologies/the sites they like to visit/why they like to visit them • Support young people to spot manipulation/pressuring or threatening behaviour • Tell young people how to report concerns/who to report it to 	2 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Ask young people about any concerns they might have about their online activity • Talk about/show how privacy settings can be used to help keep them safe/control what is shared with others • Discuss what is inappropriate to share online / talk about examples of photos, videos, comments and personal information not to share • Talk about how they can harm others i.e. uploading or posting an insulting comment/photo/video • Stress the importance of not assuming a person is who they say they are online (i.e. catfishing) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
5.	<p>Award 1 mark for a limited response which shows little knowledge and understanding of situations that increase the risk of harm or abuse. The response does not make specific links as to why Iwan's situation might increase the risk of him being drawn into child criminal exploitation.</p> <p>Award 2 marks for a basic response which shows some knowledge and understanding of situations that increase the risk of harm or abuse. The responses makes an attempt to show links as to why Iwan's situation might increase the risk of him being drawn into child criminal exploitation.</p> <p>Award 3 marks for a good response which shows good knowledge and understanding of situations than increase the risk of harm or abuse. The response makes links as to how these situations might contribute to the risk of Iwan being drawn into child criminal exploitation.</p> <p>Award 4 marks for an excellent response which shows detailed knowledge and understanding of situations than increase the risk of harm or abuse. The response makes clear and detailed links with how these situations might contribute to the risk of Iwan being drawn into child criminal exploitation.</p> <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • Iwan is no longer living with his family/seeking out new relationships puts him at risk of perpetrators/grooming • Because Iwan's mum said she couldn't cope with him anymore he may feel rejected • Iwan's mum chose her partner Jack over him, resulting in low self-esteem, increasing his risk of child criminal exploitation 	4 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Iwan has a history of being involved in anti-social behaviour which he may repeat • Iwan has a history of street drinking/ being drunk puts him in a vulnerable position if he repeats this • The feelings of grief of losing his friend/guilt /loneliness can affect behaviour /judgement i.e. choice of new friends/open to manipulation • Iwan is in a residential children’s home and children and young people in care are one of the target groups for perpetrator grooming/child criminal exploitation/county lines • Iwan is isolated / Y Traeth Home is one hundred miles away from Iwan’s family home making access to his former life/school/family/friends difficult • Rhys and Iwan are close friends and so Iwan might want to please Rhys/be with Rhys/be doing the same things as Rhys • Iwan is fourteen and seeking independence/wanting to express his identity/friendship with the men/adults and opportunity to earn income supports this <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
6.	<p>Award 1 mark for each point given to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Maintain clear professional boundaries • Keep own personal information safe/not share personal information • Support young people to be calm when upset / deal with anger appropriately / avoid escalating situations • Only use restrictive practices in line with the personal plan / keep use of restrictive practices to a minimum (e.g. workers don’t restrain Rhys when he goes out in a hurry) • Record and report safeguarding concerns • Make sure safeguarding training is up to date • Treat workers and young people with dignity and respect • Whistle blow / know who to contact if unhappy with home’s safeguarding practices • Making sure own responsibilities for record keeping are up to date/maintained • Being a positive role model <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
7.	<p>Award 1 mark for each point given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Workers know why they have to report Rhys as missing 	2 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Workers can talk to Rhys about their concerns/dangers of missing school • Workers understand the importance of communicating with relevant agencies • Workers can take action to try and reduce the risk of Rhys going missing (e.g. encouraging Rhys to engage in activities that interest him) • Workers can talk to Rhys about being out all night/the risk of child exploitation • Workers can monitor/look for patterns of Rhys going missing/frequency of him going missing. <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
8.	<p>Award 1 mark for each example given up to a maximum of 4 marks.</p> <ul style="list-style-type: none"> • Young people are encouraged to personalise their rooms • Workers make time to talk to the young people • Workers implement/follow the Active Offer • Workers take time to explain to Iwan why the setting has routines and boundaries • Workers are calm and consistent in their responses to Iwan about supervised internet access • Abdul takes an interest in Iwan’s life/ genuinely listens to what he has to say • Workers encourage young people to keep themselves and others safe/safeguarding project • Workers stress importance of reporting safeguarding concerns to adults • Abdul respects Iwan’s decisions to withdraw from making his disclosure • Workers express concern / do not prevent Rhys from leaving the building <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	4 marks
9.	<p>Award 1 mark for each reason given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • So that they are more likely to take an active interest in/engage with/read/watch the information that is provided. • So they understand the information given • So they understand definitions/ what is meant by harm/abuse/ neglect 	3 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • So they can put what they have learnt into practice/ keep themselves safe / make choices on actions and behaviours • So they know what they need to do if they are experiencing or at risk of harm/abuse/neglect. • So they know who they can turn to/seek help if they are experiencing or at risk of harm/abuse/neglect / make disclosure <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
10.	<p>Award 1 mark for each change given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Inappropriate 'friendships' / interacting with men / workers not aware of 'friendship' with two men • New friendship with Iwan / positive friendship for Rhys • New sense of identity (e.g. uses unfamiliar hand signs / penned logo on his arm/ wears new clothes and trainers) • Changes in personal care (e.g. never looks clean) • Engage in risky activity (e.g. sometimes has injuries / stays out all night) • Changes to routines/ behaviour (e.g. sometimes misses school/ leaves Y Traeth without warning) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
	Total unit 002: 10 marks, unit 006: 20 marks	30 marks

Question Set C Mark Scheme – Iwan

Mark Scheme – Question Set C Iwan		
	Unit 002: Principles and values of health and social care (Children and Young People) Unit 006: Safeguarding individuals	
Question	Answer guide	Maximum marks
1.	<p>Award 1 mark for each example given to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Promote a safe and secure environment (e.g. requesting visitors sign in and out) • Develop trust and rapport (e.g. Iwan trusts Abdul) • Are calm and consistent in their responses to Iwan when he gets angry • Provide information about staying safe/safeguarding • Stress the importance of reporting concerns (e.g. talking to a trusted adult) • Report Rhys as missing • Speak to Rhys when he goes out suddenly • Abdul reports Megan's concerns • Manager takes action/s follow safeguarding procedures <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
2.	<p>Award 1 mark for each example up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Details must be accurate • Details must be factual • All key facts must be included • Reports must be dated and signed • Reports must be legible / must vein line with settings requirements such as black pen • Must include the exact words of any person/witnesses • No jargon or slang to be used (unless it is the exact words of witnesses/young person) • Make sure the details differentiate between fact/opinion/ third party information • Maintain confidentiality at all times / store confidentially/securely <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks

Question	Answer guide	Maximum marks
3.	<p>Award 1 mark for each point given to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Might reduce the risk of Iwan re-offending • Might reduce the risk of Iwan harming others (e.g. Iwan is sometimes gets angry by the setting's routines) • Iwan is more likely to engage with information/activities intended to keep him safe (e.g. the project) • Promotes a sense of belonging at Y Traeth • Iwan is less likely to accept Rhys' invitation • Iwan is more likely to express his concerns <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	2 marks
4.	<p>Award 1 mark for each example given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Workers are calm/consistent in the way that they deal with Iwan's anger • Balance of communal and quiet spaces • Choice of interesting and engaging activities • Time to talk to workers • Commitment to the Active Offer • Workers provide Iwan with information about the concerns and complaints' procedure/s • Workers provide Iwan with information about an independent advocate • Iwan has a good relationship with Abdul <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
5.	<p>Award 1 mark for each reason given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • May not recognise the men's behaviour as harmful • May feel embarrassed/ashamed because of stereotypes around being male / feels that he should not have let this happen to him • Thinks he might not be believed / his involvement in crime will go against him • Has history of disclosures/not being believed • Fear of intimidation/repercussions from the gang / there is a threat to own and others' lives • Fear of going to court/police involvement/being a witness • Has developed a sense of belonging with the gang /wants to fit in somewhere (e.g. unfamiliar hand signs, penned logo on his arm/gang's sign) 	3 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Does not have alternative/many positive strong attachments / may not have anyone to turn to (e.g. dad is in prison/several care placements) • The men/gang give him credibility amongst his peers / develop his sense of identity • Gives him a sense of independence (e.g. gains clothes) • May offer Rhys an alternative to school / might lack engagement/interest in academic study/his new school • Fear of having to move placements again <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
6.	<p>Award 1 mark for a limited response which shows little knowledge of why some individuals could be more at risk of harm or abuse. The response does not make specific links to how this relates to young people living in residential children’s homes.</p> <p>Award 2 marks for a basic response which shows some knowledge of why some individuals could be more at risk of harm or abuse. The response attempts to make some links as to how this relates to young people living in residential children’s homes.</p> <p>Award 3 marks for a good response which shows good knowledge and understanding of why some individuals could be more at risk of harm or abuse. The response makes links as to how this contributes to the risk factors of young people living in residential children’s homes.</p> <p>Award 4 marks for an excellent response which shows detailed knowledge and understanding of why of why some individuals could be more at risk of harm or abuse. The response makes clear and detailed links as to how this contributes to the risk factors of young people living in residential children’s homes.</p> <p>Anticipated responses will be about children/ young people in general however-examples relating to Rhys/ Iwan can be accepted to support the response</p> <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • Perpetrators/groomers are deliberately targeting young people because they are living away from their family home/ had several placements • Young people can be more vulnerable to being manipulated/controlled by perpetrator grooming/criminals because of poor attachments with their parents/carers/unstable family • Young people may have already been involved in criminal activity which means that they worry about not being believed/not being credible 	4 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Young people may invest more in their friendships/peer groups as role models because of their separation from family • Young people may feel rejected and have low self-esteem, therefore more vulnerable to harm and abuse • Perpetrators /gangs can offer young people a sense of belonging/meet their desire to fit in (e.g. logos / hand signs) • Some young people may have experienced abuse in the past making them at risk of it happening again • Family backgrounds / culture / adverse childhood experience (e.g. parents in prison) can make young people more vulnerable <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
7.	<p>Award 1 mark for each point given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Raise young people's awareness of exploitation i.e. its definition/examples of • Talk to young people about how to deal with/reduce risks • Support young people to engage in meaningful/interesting activities • Use child centred approaches / support well-being • Signpost to agencies i.e. police / voluntary services / invite speakers • Follow policies and procedures on safe internet use • Local knowledge / be aware what is happening in area/signs of gang activity • Make sure visitors sign in and out / monitor visitors • Maintain/develop positive relationships / build trust • Identify any changes in young people's behaviour • Make sure the home is welcoming / encourage sense of belonging • Follow reporting and recording procedure (e.g. when Rhys goes missing) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	2 marks
8.	<p>Award 1 mark for each example given up to a maximum of 4 marks.</p> <ul style="list-style-type: none"> • The setting offers a choice of communal and quiet spaces available • Young people are encouraged to personalise their rooms • Commitment to the Active Offer 	4 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Active listening from workers (e.g. in response to Iwan's anger). • Explanations about routines and boundaries • Provision of information about the concerns and complaints procedure • Option to have an independent advocate • Involvement in Keep Safe! project • Workers express concern/ do not prevent Rhys from leaving the building • Workers stress importance of reporting safeguarding concerns to adults • Abdul respects Iwan's decisions (e.g. he withdraws from making his disclosure) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
9.	<p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Talk to Rhys about his preferences/background/what matters to him. • Taking an interest in his life/genuinely listen to what he has to say • Build positive relationships/develop trust and rapport • Promote reassuring /unconditional approaches/positive regard to behaviours • Engaging him in meaningful activities/activities that interest him • Promote/use a non-judgmental approach / not passing judgment/making negative comments • Express concern about his injuries / show compassion • Being there as a reassuring presence/ not being overly intrusive/ (allow Rhys to approach workers if /when he feels ready to talk). <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	3 marks
10.	<p>Award 1 mark for each factor given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • The setting provides safe and secure environment • The setting provides clear safeguarding protocols to keep Iwan safe • The setting supports Iwan to engage in meaningful activities (e.g. project) • The setting provides an option for Iwan to have access to an independent advocate • The setting supports Iwan to maintain regular contact with his sister Megan mum 	3 marks

Question	Answer guide	Maximum marks
	<ul style="list-style-type: none"> • Workers build positive relationships with Iwan / has trust and rapport with Abdul • Workers support Iwan to have increased understanding of Y Traeth's routines and boundaries • Workers give Iwan time and space to express himself / given voice and control • Workers use positive approaches / calm and consistent responses towards Iwan • Iwan is provided with the concerns and complaints procedure <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p>	
	Total unit 002: 10 marks, unit 006: 20 marks	30 marks