

Level 2 Technical Certificate in Healthcare, Care and Childcare (3625-20)

Sample Theory Exam

Duration: 1 hour 30 minutes

SAMPLE

Question / Mark scheme	Marks
1. Explain how a person who has had a stroke could be supported by front line health services.	5 marks Total marks 5
<p>Mark scheme</p> <p>One mark per point explained to a maximum of five marks;</p> <ul style="list-style-type: none"> • Stroke is a medical emergency (1 mark) and by calling emergency services the person will be able to receive emergency care (1 mark) • Emergency care could be received from paramedics (1 mark), accident and emergency departments (1 mark) and then from specialist stroke units in hospitals (1 mark) • These services can help to minimize brain damage following a stroke (1 mark) 	
2. Describe the main differences between service provision in the community and in a hospital.	2 marks Total marks 2
<p>Mark scheme</p> <p>One mark per described point to a maximum of two marks;</p> <ul style="list-style-type: none"> • Accessibility - Proximity to home residence • Physical appearance – size, number of people, types of buildings • Provision of non-acute services • Home from home rather than ward environment • Types of machines and equipment available • Specialist skill sets of staff – domiciliary caring more probably more prevalent than nursing care for most • Less time spent in acute setting • Care received as result of referral or emergency 	
3. Identify two types of non-acute service provision for adults with mental health issues.	2 marks Total marks 2

Question / Mark scheme	Marks
<p>Mark scheme</p> <p>One mark for the following points to a maximum of two marks</p> <ul style="list-style-type: none"> • Supported/independent living • Secure units • Day/learning centres • Hostels • Drop in services • Private, voluntary and charitable organisations • Crisis centres • Support groups • Community based – social enterprises 	
<p>4. a) Define the term 'legal age'.</p> <p>b) Explain how this might differ from 'actual age'.</p>	<p>1 mark</p> <p>1 mark</p> <p>Total marks 2</p>
<p>Mark scheme</p> <p>a. Legal age refers to the age at which a person may legally engage in a certain activity.</p> <p>b. Actual age is a numerical calculation based on numbers of years passed from date of birth. When determining actual age neither mental capacity or physical ability are taken into consideration</p>	
<p>5. a) Identify two types of setting that offer services to young people.</p> <p>b) Describe three differences between the settings identified in a).</p>	<p>2 marks</p> <p>3 marks</p> <p>Total marks 5</p>

Question / Mark scheme	Marks
<p>Mark scheme</p> <p>a. One mark for the following points to a maximum of two marks:</p> <ul style="list-style-type: none"> • Out of School Groups/Clubs/Centres and School Aged Childcare • Wraparound care – e.g. breakfast club, homework club • Home-based informal care e.g. grandparents, siblings • Foster care • Residential care • Hostels • Secure units / youth offender institutions • Alternative approaches – e.g. Montessori, HighScope <p>b. One mark per description to a maximum of three marks;</p> <ul style="list-style-type: none"> • Services, activities and curriculums provided • Age appropriate for • Compulsory or optional • Child: adult/care ratio • Governing/inspecting bodies • Security and access controls (open and closed access) • Provision of care plans • Designated key worker / key person • Designated social worker 	
<p>6. Discuss the impact of personal qualities and behaviours on the delivery of effective healthcare, care and childcare.</p>	<p>9 marks</p> <p>Total marks 9</p>

Question / Mark scheme	Marks
<p>Mark scheme</p> <p>Band 0: 0 marks No awardable marks.</p> <p>Band 1: 1 – 3 marks Basic - Largely listed response with generalised, simplistic explanation. Some attempt to explain the behaviours and qualities to move to upper end of level. Little or no consideration of more than one service area. Response is disorganised and ambiguous.</p> <p>Band 2: 4 – 6 marks Clear - More detailed explanation in response, inclusion of specific examples of practice and some consideration of their impacts. Response is presented mostly in a structured format.</p> <p>Band 3: 7 – 9 marks Comprehensive, thorough explanation in response with specific detail and examples. Response shows evaluation of impacts and how the behaviours and qualities influence each other with consideration across health, care and childcare. Response is presented in a structured format.</p> <p>Indicative content Qualities and behaviours including:</p> <ul style="list-style-type: none"> • Adaptability • Flexibility • Motivation • Enthusiasm • Reliability • Good sense of humour • Self-presentation • Caring • Interested and enthusiastic • Compassionate and empathetic • Courageous • Effective communicator • Competent • Committed • Approachable • Aspirational – solution focussed • Creative 	
7. Describe four components of a code of conduct for a childcare setting.	4 marks Total marks 4

Question / Mark scheme	Marks
<p>Mark scheme</p> <p>One mark per description to a maximum of four marks;</p> <ul style="list-style-type: none"> • Provisions for safeguarding and child protection - including PREVENT where applicable • No physical punishment • Not being alone with a child • No personal relationships with children and/or families outside the setting • Provision of personal/intimate care • No sexual language, sexually suggestive comments, sexually provocative games • No engaging in rough physical games • No use of inappropriate or offensive language including racist, homophobic or other discriminatory or offensive language • No bullying • No giving and receiving of personal presents • Guidelines around the use of the internet including social media • Guidelines around data and information protection • Uphold the rights and paramourcy of the child 	
<p>8. a) Explain how active listening can be used to overcome communication barriers.</p> <p>b) State two ways in which touch can be used to communicate in childcare settings.</p>	<p>3 marks</p> <p>2 marks</p> <p>Total marks 5</p>
<p>Mark scheme</p> <p>a. One mark for the following points to a maximum of three marks:</p> <ul style="list-style-type: none"> • Gives other people confidence by valuing what they are saying regardless of stereotypical attitudes • Acknowledging what people say opens lines of communication • Identifying non-verbal cues enables people to use other forms of communication if necessary or preferred • Enabling environments to be conducive for listening makes people comfortable and able to communicate well • Use of follow-up questioning shows interest and listening • Repeating back allows people the chance to offer clarification or correction • Inviting responses allows for further clarification, correction or discussion <p>b. One mark for the following points to a maximum of two marks:</p> <ul style="list-style-type: none"> • Shaking hands with parents, co-workers and other professionals • Hugging or comforting a parent • Holding a baby • Soothing a baby or child • Caring for an injury e.g. grazed knee • Playing with a baby or young child e.g. pat-a-cake pat-a-cake, round and round the garden 	

Question / Mark scheme	Marks
<ul style="list-style-type: none"> • Personal/intimate care of babies and young children e.g. changing a nappy, changing clothes after a toilet accident, giving a bottle, spoon feeding, cleaning face after eating, assisting with hand washing, cleaning noses, teeth cleaning • Holding hands for safety • Assisting and supporting crawling, walking, climbing and other gross motor skills 	
<p>9. Define the following terms:</p> <p>a) Risk assessment</p> <p>b) Risk benefit analysis</p>	<p>1 mark</p> <p>1 mark</p> <p>Total marks 2</p>
<p>Mark scheme</p> <p>a. A Risk assessment identifies the potential risks that may be involved in an activity or undertaking and explains actions taken to minimise or make safe the risks</p> <p>b. A Risk benefit analysis evaluates whether the benefits of engaging in an activity or undertaking outweigh the risks involved</p>	
<p>10. Explain four reasons why personal hand and nail hygiene is important in the prevention of infection.</p>	<p>4 marks</p> <p>Total marks 4</p>
<p>Mark scheme</p> <p>One mark per description to a maximum of four marks;</p> <ul style="list-style-type: none"> • Rings/jewellery can harbour germs if they are not cleaned regularly (1 mark) – where possible jewellery/rings should therefore not be worn, be covered or clean (1 mark) • Nail extensions should not be worn as germs can be harboured under the extension (1 mark) – they are also harder to clean /remove the presence of germs/microorganisms (1 mark) • Nails should be short in length to avoid snagging/tearing and/or scratching self or others (1 mark) and the therefore potential for spread of infection through blood (1 mark) • Regular hand washing with soap and water kills/reduces the amount of germs/micro-organisms/bacteria present (1 mark) and prevents the spread of infection, with contact of hands to surfaces (1 mark) • Keeping fingernails dry and clean prevents bacteria from growing under the nails (1 mark) 	
<p>11. a) Identify three key principles of safeguarding vulnerable people.</p> <p>b) Describe two potential indicators of physical abuse.</p>	<p>3 marks</p> <p>4 marks</p> <p>Total marks 7</p>

Question / Mark scheme	Marks
<p>Mark scheme</p> <p>a. One mark for the following points to a maximum of three marks:</p> <ul style="list-style-type: none"> • Empowerment • Prevention • Proportionality • Protection • Partnership • Accountability <p>b. One mark per described point to a maximum of four marks:</p> <ul style="list-style-type: none"> • Behavioural changes – withdrawal (1 mark), anti-social behavior (anger, aggression) (1 mark), harming behaviours (1 mark) • Emotional changes – mood swings (1 mark), anxiety (1 mark) • Physical signs – bruising (1 mark), broken bones (1 mark), drastic changes in appearance (weight) (1 mark), skin disorders (1 mark), female genital mutilation (1 mark) 	
<p>12. State two ways in which geographic location can influence health inequalities in the UK.</p>	<p>2 marks</p> <p>Total marks 2</p>
<p>Mark scheme</p> <p>One mark for the following points to a maximum of two marks:</p> <ul style="list-style-type: none"> • Local/regional funding differences in relation to treatment programs • Access to healthcare support services • Limited transport available to facilities • Increased costs of food/healthy options in remote/rural areas 	
<p>13. State two differences between formal and informal theory.</p>	<p>2 marks</p> <p>Total marks 2</p>
<p>Mark scheme</p> <p>One mark for the following points to a maximum of two marks:</p> <ul style="list-style-type: none"> • Formal theory <ul style="list-style-type: none"> ○ based in scientific research ○ has been subject to extensive analysis, criticism and testing • Informal theory <ul style="list-style-type: none"> ○ has not been peer reviewed ○ tends to be based on personal or practice wisdom ○ is private, implicit and not rigorously tested 	
<p>14. Josie is 2½ years old.</p> <p>Describe four physical milestones that Josie will have met if her development has followed the expected pattern.</p>	<p>4 marks</p> <p>Total marks 4</p>

Question / Mark scheme	Marks
<p>Mark scheme</p> <p>One mark per description point to a maximum of four marks:</p> <ul style="list-style-type: none"> • Ability to walk short distances unaided (1 mark), ability to change direction slowly when walking (1 mark), can walk up steps/stairs holding onto adults hand (1 mark) • Ability to sit and stand unaided (1 mark) • Beginning potty training – she will have to be placed on a potty and will still be wearing nappies (1 mark) , may be showing signs of bladder control but not bowel control (1 mark) • Developing fine manipulative and motor skills – e.g. Turning pages of a thick-paged book, able to assist in dressing/undressing (1 mark) • Can hold a crayon (1 mark) May show right or left preference (1 mark), enjoys scribbling (1 mark) • Can assist with feeding self, using a spoon/fingers to guide food to the mouth (1 mark) • Can try to kick a ball, possibly showing left of right preference (1 mark), squats to pick up toys (1 mark), ability to build a tower of six or more blocks (1 mark) 	
<p>15. Define the following terms:</p> <p>a) Positive stress</p> <p>b) Negative stress</p>	<p>1 mark</p> <p>1 mark</p> <p>Total marks 2</p>
<p>Mark scheme</p> <p>a) 1 mark for a definition of positive stress – model answer:</p> <p>Positive stress is stress that give extra energy/adrenaline to help accomplish goals and meet deadlines. Positive stress provides mental alertness, motivation, and efficiency and can increase self-esteem. Also known as Eustress.</p> <p>b) 1 mark for a definition of negative stress – model answer:</p> <p>Negative stress is stress that that causes negative implication such as anxiety, fatigue, depression, unhappiness and other illnesses.</p>	
<p>16. Describe three personal strategies that can help reduce personal negative stress levels.</p>	<p>3 marks</p> <p>Total marks 3</p>

Question / Mark scheme	Marks
<p>Mark scheme</p> <p>One mark per description point to a maximum of three marks:</p> <ul style="list-style-type: none"> • keeping a stress diary • self-referral to GP, welfare or counselling services • maintaining a good work/life balance • taking regular exercise • making time for relaxation e.g. with friends and family, pursuing hobbies • practising relaxation techniques • practising positive imaging and reinforcement techniques • maintaining a healthy diet • establishing and maintaining healthy rest and sleep routines • positively engage with professional supervision opportunities. 	
Total Marks	60

SAMPLE