

**3625-20-020/520 JUNE 2019 MARK SCHEME**

**Level 2 Technical Certificate in Healthcare, Care and Childcare**

**Level 2 Health, Care and Childcare - Theory exam**

**June 2019**

Q1	Identify <b>four</b> categories of short-term care provision. (4 marks)		
Q1	<b>Acceptable answer(s)</b>	<b>Guidance</b>	<b>Max marks</b>
Q1	<b>One mark for each of the following:</b> <ul style="list-style-type: none"> <li>• self-referral for mental health/substance misuse support services</li> <li>• respite</li> <li>• home from hospital</li> <li>• crisis intervention</li> <li>• Any other appropriate response.</li> </ul>		4

Q2	Describe <b>one</b> specialist care service.		(2 marks)
Q2	<b>Acceptable answer(s)</b>	<b>Guidance</b>	<b>Max marks</b>
Q2	<p><b>One mark maximum for the name of the service and one mark maximum for a description up to a maximum of two marks:</b></p> <ul style="list-style-type: none"> <li>• palliative care units (1) - provide specialist treatments, care and support for people with life limiting conditions (1)</li> <li>• hospices (1) - provide specialist care and relief of symptoms for people undergoing end of life care (1)</li> <li>• burns units (1) - provide specialist treatments/pain management and care for people undergoing treatment for severe burns/scalds (1)</li> <li>• Cancer units (1) - provide diagnostic tests /specialist treatments/chemotherapy/radiotherapy and support for people undergoing treatment for cancer (1).</li> </ul>	<p><b>Do not award mark for only stating care support is provided as part of a specialist service. Candidates must demonstrate knowledge of the specialist care for 1 mark.</b></p>	2

Q3	Explain <b>two</b> ways the healthcare and care sectors work together to meet the needs of adults with complex needs. (4 marks)		
Q3	Acceptable answer(s)	Guidance	Max marks
Q3	<p><b>One mark for identification of methods of working together and one mark for relevant explanation up to a maximum of four marks</b></p> <ul style="list-style-type: none"> <li>• Integrated funding for healthcare and care services (1) so a suitable range of services can be provided to the individual (1)</li> <li>• Multi-disciplinary teams of health and care professionals (1) to avoid gaps in the services provided to the individual/ prevent duplication of care provision (1)</li> <li>• Health and care early intervention initiatives (1) to prevent hospital admission /speed up hospital discharge (1)</li> <li>• Joint needs assessment and health care packages (1) are agreed so a suitable range of professionals from different services can provide integrated support (1)</li> </ul>	<p><b>Marks may be awarded for examples that demonstrate each of the points within the mark scheme.</b></p>	4

Q4	State <b>two</b> job roles that work in services for young people.		(2 marks)
Q4	<b>Acceptable answer(s)</b>	<b>Guidance</b>	<b>Max marks</b>
Q4	<p><b>One mark for each of the following up to a maximum of two marks:</b></p> <ul style="list-style-type: none"> <li>• Youth worker</li> <li>• Youth Offending Officer</li> <li>• Social worker</li> <li>• Educational Psychologist</li> <li>• Speech and Language Therapist</li> <li>• Teaching Assistant/Higher Level Teaching assistant/Teacher/Lecturer</li> <li>• Residential Childcare Officer/Senior Officer/Residential Childcare Manager</li> <li>• Any other appropriate response.</li> </ul>		2

Q5	Describe <b>two</b> benefits of effective time management when working in a childcare role.		(2 marks)
Q5	<b>Acceptable answer(s)</b>	<b>Guidance</b>	<b>Max marks</b>
Q5	<p><b>One mark each for a description of each of the following up to a maximum of two marks:</b></p> <ul style="list-style-type: none"> <li>• enables management of own work activities connected to supporting children/activities</li> <li>• enables support to be given to others to manage their time when working with the children/activities/other duties</li> <li>• enables prioritisation of work load effectively when emergencies/unplanned situations occur for self/others.</li> <li>• Any other appropriate response.</li> </ul>		2

Q6	State <b>five</b> childcare services that offer alternative approaches to pre-school education. (5 marks)		
Q6	<b>Acceptable answer(s)</b>	<b>Guidance</b>	<b>Max marks</b>
Q6	<b>One mark for each of the following up to a maximum of five marks:</b> <ul style="list-style-type: none"> <li>• Montessori</li> <li>• HighScope</li> <li>• Reggio Emilia</li> <li>• Forest</li> <li>• Playwork</li> <li>• Steiner</li> <li>• Any other appropriate approach.</li> </ul>		5

<b>Q7</b>	Define the term 'residential childcare'. (1 mark)		
<b>Q7</b>	<b>Acceptable answer(s)</b>	<b>Guidance</b>	<b>Max marks</b>
<b>Q7</b>	<p><b>One mark maximum for a suitable definition:</b></p> <ul style="list-style-type: none"> <li>Residential childcare provides a setting where children (minors) live when they cannot live with their own family / relevant example. (1)</li> </ul>		1



Q8	<p>Elise is 15 years old and has recently complained of being unable to sleep and has become irritable and argumentative. She also avoids going to school.</p> <p>Explain reasons why Elise may require mental health support. (4 marks)</p>		
Q8	Acceptable answer(s)	Guidance	Max marks
Q8	<p><b>One mark for each need up to a maximum of two marks and one mark for each explanation up to a maximum of two marks.</b></p> <ul style="list-style-type: none"> <li>• To develop coping strategies (1) to deal with the pressures she may be experiencing due to issues at school/exam stress/cyberbullying (1)</li> <li>• To understand her own needs and reactions to events(1) so she can prepare to deal with them more positively (1)</li> <li>• To recognise who may be able to help (1) to avoid the problem escalating (1)</li> <li>• To build up resilience (1) to cope with future problems</li> </ul>		4

Q9	State <b>four</b> requirements of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) in the workplace. (4 marks)		
Q9	<b>Acceptable answer(s)</b>	<b>Guidance</b>	<b>Max marks</b>
Q9	<p><b>One mark for each bullet point up to a maximum of four marks:</b></p> <ul style="list-style-type: none"> <li>• Reporting an accident/incident/near-miss which occurs in the setting involving staff/users of the service/visitors (1)</li> <li>• Reporting an accident/incident/near-miss occurring outside the setting while a service is being provided which involves staff/users of the service/visitors (1)</li> <li>• Reporting if a staff member/user of the service/visitor develops a specified occupational disease (1)</li> <li>• Reporting if a staff member/user of the service/visitor develops a specified notifiable disease (1)</li> <li>• Reporting if a staff member/users of the service/visitor is exposed to a hazardous substance (1)</li> <li>• Reporting if there is a death of a staff member/users of the service/ visitor at the service/setting/during a work activity outside of the service (1)</li> <li>• Record/maintain accurate records of accidents/incidents/near-misses (1)</li> <li>• Reporting to the identified Responsible Person regarding work accidents, occupational diseases and dangerous occurrences (1)</li> </ul>	<p><b>Do not accept ‘report all illnesses’ for one mark.</b></p> <p><b>Do not award marks for simply rewording the regulation title.</b></p>	4

<b>Q10</b>	<p>Aaron is a Care Assistant in a residential home. One of his responsibilities is to deal with hazardous substances.</p> <p>Explain the actions Aaron may need to carry out in relation to the safe handling of hazardous substances.</p> <p style="text-align: right;">(3 marks)</p>		
<b>Q10</b>	<b>Acceptable answer(s)</b>	<b>Guidance</b>	<b>Max marks</b>
<b>Q10</b>	<p><b>One mark for identification of an action up to a maximum of two marks.</b></p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Check cleaning products are labelled correctly</li> <li>• Store products securely</li> <li>• Dispose of product following instructions</li> <li>• Handle with appropriate PPE</li> </ul> <p><b>One mark for related explanation up to a maximum of two marks.</b></p> <p><b>Explanations:</b></p> <ul style="list-style-type: none"> <li>• Products are not used inappropriately</li> <li>• Protect against infection</li> <li>• Keep self/residents/others safe</li> </ul>	<p><b>Candidates must provide a minimum of one action and one explanation. To gain full marks, candidates may provide 2 actions and one linked explanation or one action and two linked explanations.</b></p> <p><b>Only listing three actions will cap marks to 2 marks.</b></p>	<b>3</b>

<b>Q11</b>	<p>Paul notices his friend Lirral has some bruises on his back. When Paul asks Lirral about them he admits his girlfriend regularly hits him when she is cross.</p> <p>a) Explain how Lirral’s feelings may lead to self-harming. (2 marks)</p> <p>b) Describe <b>five</b> other possible signs and symptoms of physical abuse. (5 marks)</p>		
<b>Q11</b>	<b>Acceptable answer(s)</b>	<b>Guidance</b>	<b>Max marks</b>
<b>Q11a</b>	<p><b>One mark for any of the following, up to a maximum of two marks:</b></p> <ul style="list-style-type: none"> <li>• Lirral could have difficulty expressing his emotional responses (1) and therefore is turning emotional pain into physical pain (1)</li> <li>• He may feel like he is at fault (1) and therefore carry out self-punishment (1)</li> <li>• Any other appropriate response</li> </ul>		2
<b>Q11b</b>	<p><b>One mark for any of the following, up to a maximum of five marks:</b></p> <ul style="list-style-type: none"> <li>• aggression</li> <li>• withdrawal</li> <li>• drastic changes in appearance/increase or decrease in weight/signs of self-neglect</li> <li>• mood swings</li> <li>• anxiety</li> <li>• other physical signs</li> <li>• Any other appropriate response</li> </ul>	<b>Do not award a mark for self-harming.</b>	5

<b>Q12</b>	<p>Getting older influences development, growth and maturity during life stages.</p> <p>a) State <b>three</b> impacts of getting older on individuals. (3 marks)</p> <p>b) State <b>four</b> other influences on development, growth and maturity through life stages. (4 marks)</p>		
<b>Q12</b>	<b>Acceptable answer(s)</b>	<b>Guidance</b>	<b>Max marks</b>
<b>Q12a</b>	<p><b>One mark for each of the following up to a maximum of three marks:</b></p> <ul style="list-style-type: none"> <li>• Employment status</li> <li>• Relationships</li> <li>• Retirement</li> <li>• Self-confidence/ self-esteem/self-image</li> <li>• Physical changes</li> </ul>		3
<b>Q12b</b>	<p><b>Any four points to a maximum of four marks</b></p> <ul style="list-style-type: none"> <li>• Parenting style / nurturing</li> <li>• Culture and ethnicity</li> <li>• Beliefs and values</li> <li>• Environment – e.g. access to opportunities and services</li> <li>• Demographic – e.g. location, personal wealth, poverty cycle</li> <li>• Health and predisposition to disease</li> <li>• Disability</li> <li>• Gender</li> <li>• Sexuality.</li> </ul>		4

Q13	Describe <b>three</b> ways how a child's educational achievement may impact on their adult life.		(3 marks)
Q13	<b>Acceptable answer(s)</b>	<b>Guidance</b>	<b>Max marks</b>
Q13	<p><b>One mark for each of the following, up to a maximum of three marks:</b></p> <p>Children with poor educational achievement are more likely</p> <ul style="list-style-type: none"> <li>• to be in low paid work</li> <li>• be at risk of poverty</li> <li>• suffer from low self-esteem/feel they are not able to achieve their aspirations/ have low aspirations</li> <li>• to have less opportunities to develop skills as a young adult</li> <li>• have less opportunity to achieve qualifications as a young adult</li> </ul> <p>Children with good educational achievement are more likely to</p> <ul style="list-style-type: none"> <li>• become professionals</li> <li>• have rewarding careers</li> <li>• have higher paid jobs/more disposable income</li> <li>• have more opportunities</li> <li>• have more chance of changing their social status</li> <li>• Any other appropriate answer.</li> </ul>	<p><b>Candidates may give responses for either poor or good educational achievements to gain a mark.</b></p>	3

<p><b>Q14</b></p>	<p>Sam is a 7-year-old boy and has a diagnosis of Attention Deficit Hyperactivity Disorder (ADHD). He loves going to school but can exhibit behaviours that challenge which is disruptive to the other children. Sam has two older sisters who are at secondary school. Sam’s father is a single parent and works full time.</p> <p>Evaluate Sam’s situation and recommend how his needs can be met. <span style="float: right;">(12 marks)</span></p>		
<p><b>Q14</b></p>	<p><b>Acceptable answer(s)</b></p>	<p><b>Guidance</b></p>	<p><b>Max marks</b></p>
<p><b>Q14</b></p>	<p><b>Indicative content</b>  Services/professionals that may support the child with his individual needs</p> <ul style="list-style-type: none"> <li>• Referral to a range different professionals to provide him with support/ treatments for his behavioural issues.</li> <li>• Sam may have some assessments completed to assist planning the support</li> </ul> <p>Ways for the school staff to support Sam and his family</p> <ul style="list-style-type: none"> <li>• Sam may receive intensive support as part of his day at school</li> <li>• Positive engagement with Sam and his family</li> <li>• Open communication and regular meetings</li> <li>• Fixing problems as they arise</li> <li>• Seeking support when required</li> </ul> <p>Issues relating to Sam (including the principles of protecting vulnerable children and related current legislation on the rights of the child and inclusion)</p> <ul style="list-style-type: none"> <li>• Behaviours associated with ADHD</li> <li>• Sam’s behaviour that challenges may mean he is vulnerable to abusive behaviour</li> <li>• Sam’s behaviour that challenges may mean he is not included by other children and their parents</li> <li>• Sam’s behaviour that challenges may place himself and others at risk of harm</li> <li>• UN Convention on the Rights of the Child and Sam’s rights</li> </ul> <p>Possible challenges to Sam’s ongoing growth, development wellbeing</p> <ul style="list-style-type: none"> <li>• Sam may have underlying mental health issues</li> </ul>	<p><i>For no awardable content, award 0 marks.</i></p> <p><b>Band 1: 1 – 4 marks</b>  The response covers a narrow range of considerations with limited reference to the implications of Sam’s issues. Basic discussion displaying mostly recall of knowledge and limited understanding on the different aspects of the scenario. Brief or no analysis and recommendations to overcome the issues faced by Sam. Limited or no reference to sources of support. Minimal justification for considerations.</p> <p>To access the higher marks in the band, the candidates’ response will cover a broader range of considerations and show understanding of the implications to Sam’s development.</p> <p><b>Band 2: 5 – 8 marks</b>  The response makes a reasonable attempt to cover a variety of considerations displaying a good level of knowledge and understanding of the implications of Sam’s issues. Discussion is mostly relevant and likely to be detailed in some areas more than others. Some sound analysis and recommendations to overcome the issues faced by Sam provided with reference to a range of sources of support. Some justification to decisions.</p> <p>To access the higher marks in the band the overall discussion is presented in a clear, logical format, detailed and contains relevant justifications. Specific reference made to support and involvement of the family.</p> <p><b>Band 3: 9– 12 marks</b>  The response is both thorough and detailed covering a variety of considerations displaying</p>	<p>12</p>

	<ul style="list-style-type: none"> <li>• Sam’s family may have underlying social issues</li> <li>• Sam may have some developmental delay</li> <li>• Sam’s behaviour may mean he becomes socially isolated</li> </ul> <p>The wider social context</p> <ul style="list-style-type: none"> <li>• Social isolation for children with individual needs and behaviours that challenge</li> </ul>	<p>excellent breadth of knowledge and depth of understanding of the implications of Sam’s issues and impacts on the family. A comprehensive discussion supported with sound recommendations to overcome the issues faced by Sam with reference to a range of sources of support.</p> <p>To access the higher marks in the band the response will be well balanced, comprehensive and the recommendations fully justified. Links made to the rights of the child, wider social context and practice.</p>	
--	--	---	--