



3625-20-020/520 MARCH 2019 MARK SCHEME

Level 2 Technical Certificate in Healthcare, Care and Childcare

Level 2 Healthcare, Care and Childcare – Theory Exam

March 2019

Q1	a) Describe the term 'long-term condition' used in healthcare.		
	b) State three different health and care services an individual with a 'long-term condition' may use.		
Q1	Acceptable answer(s)	Guidance	Max marks
Q1a	<p>1 mark maximum available for a description of the term 'long-term condition':</p> <p>A 'long term condition' is a healthcare condition for which there is no cure but which is managed by treatment and medication.</p>	Candidates must state there is 'no cure' and it is 'managed by treatment/medication' to gain the mark.	1
Q1b	<p>1 mark for any of the following up to a maximum of 3 marks:</p> <ul style="list-style-type: none"> • GP • Hospital • Domiciliary services • Day Centre • Residential care • Community hospital • Specialist service • Pharmacist • District Nurses • Occupational health • Mental health services • Physiotherapist • Speech and language therapists • Any other appropriate response 		3

Q2	State two types of donor services.		
Q2	Acceptable answer(s)	Guidance	Max marks
Q2	1 mark for each of the following up to a maximum of 2 marks: <ul style="list-style-type: none"> • Blood donor • Bone marrow • Organ donor • Sperm/egg donor 	Note to marker: Marks may be awarded for an example of organ service eg heart. Additional marks not to be awarded for the different types of organ donor service eg, heart, lungs, corneas.	2

Q3	Describe two factors that may prevent an individual seeking and making use of health and care services.		
Q3	Acceptable answer(s)	Guidance	Max marks
Q3	<p>1 mark for identification of a factor up to a maximum of 2 marks and 1 mark for relevant description up to a maximum of 2 marks.</p> <p>Answer may include but not be limited to:</p> <ul style="list-style-type: none"> • Mental incapacity - the individual may not have capacity (1) to access services themselves / consent to services (1) • Individual preference – e.g. culture, religion, beliefs and preferences (1) may limit choice of services available (1) • Family intervention - influence of family members (1) who may not agree with the service being offered may restrict options / goes against the individual choice (1) • Financial constraints - the individual may have to pay for a continuing service (1) and may not have the money (1) • Lack of access – either through lack of transport (1) or additional needs which present physical barriers to access 		4

Q4	Describe two reasons why effective communication is an important transferrable skill across roles in childcare.		
Q4	Acceptable answer(s)	Guidance	Max marks
Q4	<p>1 mark for a description of any one of the following up to a maximum of 2 marks.</p> <p>Effective communication contributes to:</p> <ul style="list-style-type: none"> • team meetings/ team working • sharing best practice with colleagues • provide information to parents/children/colleagues • records and reports to be completed accurately • supporting the needs of individual children • children’s safety • understanding information given by parents/ colleagues/ other professionals 		2

Q5	Describe the role of one specialist professional who may be involved with supporting children in a nursery setting.		
Q5	Acceptable answer(s)	Guidance	Max marks
Q5	<p>1 mark for correct identification of a role and 1 mark for relevant description.</p> <ul style="list-style-type: none"> • Speech and language therapist (1) - helps to develop young children’s speech and language when there is a delay/disability (1) • Social workers (1) - work within families to support children who are vulnerable (1) • Physiotherapist (1) - works with children who need help with mobility (1) • Educational psychologist (1) - works with children who have problems with attention deficit/ dyslexia/learning or behavioural difficulties (1) • Health Visitor (1) - works with children and families providing health advice and vaccinations/safeguarding issues (1) • Special Needs Co-ordinator (1) - works to identify children who have special learning needs/individual difficulties/disabilities (1) 		2

Q6	<p>Jenna is 19-years-old and visits her local Sexual Health Clinic. She is concerned she is pregnant and may have a sexually transmitted disease.</p> <p>Describe four different services the clinic can provide which may be useful to Jenna.</p>		
Q6	Acceptable answer(s)	Guidance	Max marks
Q6	<p>Candidates must cover both elements regarding pregnancy and sexually transmitted disease to gain maximum marks.</p> <p>1 mark for a description of each of the following up to a maximum of 4 marks:</p> <ul style="list-style-type: none"> • Pregnancy testing • To provide advice and guidance on unwanted/wanted pregnancy • To provide contraception supplies for the future • To provide advice and guidance on sexual health/safe sex • To diagnose sexually transmitted diseases • To provide treatment for sexually transmitted diseases • To refer on to specialist services • Any other appropriate response. 		4

Q7	a) Define the term 'statutory education services'.		
	b) List five services available for children who are of statutory education age.		
Q7	Acceptable answer(s)	Guidance	Max marks
Q7a	1 mark for a correct definition. Statutory education services are funded and provided by the state.		1
Q7b	1 mark for each listed up to a maximum of 5 marks: <ul style="list-style-type: none"> • Primary school • Secondary school • Out of School Groups/Clubs/Centres and School Aged Childcare • Wraparound care – e.g. breakfast club, homework club • Residential care • Childminding • Foster care • Secure units / youth offender institutions • Any other appropriate response. 		5

Q8	Identify two pieces of legislation or regulation that keeps service users and staff safe in the workplace.		
Q8	Acceptable answer(s)	Guidance	Max marks
Q8	<p>1 mark for each of the following up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Health and Safety at Work Act • COSHH Regulations • Environmental Protection Act • The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations • Special Waste and Hazardous Waste Regulations • Fire precaution (Workplace) Regulations • Management of Health and Safety at Work Regulations • Health and Safety (First-Aid) Regulations • Care Act 2014 • Any other appropriate answer. 		2

Q9	State two different substances found in the workplace which may pose a risk to health.		
Q9	Acceptable answer(s)	Guidance	Max marks
Q9	1 mark for each of the following up to a maximum of 2 marks: <ul style="list-style-type: none"> • Cleaning products • Aerosols • Clinical waste • Soiled materials • Medicines • Solvents • Printer Toner • Any other appropriate answer. 		2

Q10	<p>Fred lives in a residential home. He had a stroke some time ago, which resulted in him being unable to walk. Julie works at the residential home and is supporting Fred today.</p> <p>Explain three reasons for carrying out a risk assessment before assisting Fred to move.</p>		
Q10	Acceptable answer(s)	Guidance	Max marks
Q10	<p>1 mark for a description of each of the following up to a maximum of 3 marks:</p> <ul style="list-style-type: none"> • A risk assessment should be carried out to identify any risks and hazards when moving Fred (1). • The risk assessment should help identify the safest (1) and most comfortable way to move Fred (1). • It will help to keep everyone involved with moving Fred safe from harm (1). 	Candidates must state 'identify risks and hazards' to gain maximum marks.	3

Q11	<p>Claire is 22-years-old and has Down syndrome. She tells her carer that her sister keeps taking her money from her bank account.</p> <p>a) Describe two possible reactions that Claire may have to this financial abuse.</p> <p>b) State five other categories of abuse.</p>		
Q11	Acceptable answer(s)	Guidance	Max marks
Q11a	<p>1 mark for a description of each of the following, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • Mood swings • Distressed • Anxious • Withdrawn • Angry 		2
Q11b	<p>1 mark for each of the following, up to a maximum of 5 marks:</p> <ul style="list-style-type: none"> • Material • Sexual • Neglect and acts of omission • Abandonment • Bullying • Online e.g. Cyberbullying, grooming • Physical including violence (domestic or other) • Self-harming, • Emotional • Psychological • Institutional • Radicalisation and extremism • Any other appropriate response. 		5

Q12	Describe three reasons for using theories when working in a healthcare, care or childcare setting.		
Q12	Acceptable answer(s)	Guidance	Max marks
Q12	<p>1 mark for each description of each of the following point up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Sharing knowledge with others for continuity of care • Setting best practice that is underpinned by research/theory • Standardising practice across the team so that the theories can be consistently applied • Evidence based practice can be developed for all staff. 		3

Q13	a) Define the term 'life stages' as used in theories relating to human lifespan.		
	b) State two physical changes that only occur to boys during the adolescence stage.		
Q13	Acceptable answer(s)	Guidance	Max marks
Q13a	1 mark for each of the following points for a definition of the term life stages up to a maximum of 2 marks A 'life stage' is recognised as a developmental phase (1 mark) which has its own characteristics (1 mark)	Do not award mark for identification of a particular life stage	2
Q13b	1 mark each of the following up to a maximum of 2 marks: <ul style="list-style-type: none"> • growth of penis (1) • growth of testicles (1) • production of sperm (1) • lower voice/voice breaks (1) • facial hair (1) • growth of larynx/Adam's Apple (1) • muscles develop (1) 		2

Q14	Gender, sexuality and getting older are all influences on development, growth and maturity through life stages and transitions between them. State three other influences.		
Q14	Acceptable answer(s)	Guidance	Max marks
Q14	1 mark for each of the following up to a maximum of 3 marks: <ul style="list-style-type: none"> • Parenting style / nurturing • Culture and ethnicity • Beliefs and values • Environment – e.g. access to opportunities and services • Demographic – e.g. location, personal wealth, poverty cycle • Health and predisposition to disease • Disability 		3

<p>Q15</p>	<p>Sarah is 78-years-old and has recently started to show signs of depression and confusion. Sarah's daughter takes her to the GP as she is worried her Mother is neglecting her personal care needs and is losing weight.</p> <p>Evaluate Sarah's situation and recommend how her health and wellbeing needs can be met.</p>		
<p>Q15</p>	<p>Acceptable answer(s)</p>	<p>Guidance</p>	<p>Max marks</p>
<p>Q15</p>	<p>For no awardable content, award 0 marks.</p> <p>Band 1 (1-4 marks) The response covers a narrow range of considerations with limited reference to the implications of Sarah's health and care. Basic discussion displaying mostly recall of knowledge and limited understanding on the different aspects of the scenario. Brief or no description of analysis and recommendations to overcome the issues faced by Sarah. 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 Sarah's long term health.</p> <p>Band 2 (5-8 marks) The response makes a reasonable attempt to cover a variety of considerations displaying a good level of knowledge and understanding of the implications of Sarah's health and care. 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 Sarah provided with reference to a range of sources of support.</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. Reference to mental health services included.</p> <p>Band 3 (9-12 marks)</p>	<p>Indicative content</p> <p>Services for the older adult</p> <ul style="list-style-type: none"> • Sarah may be referred to different healthcare professional to see if there is an underlying reason for her depression and confusion. • Sarah may have some diagnostic tests and risk assessments completed to assist in the diagnosis at the GPs as part of her needs assessment • Sarah may be able to attend a day centre, homecare or respite service in the short term • Sarah may be referred to a memory clinic • Sarah may need to be referred to a safeguarding office regarding her neglect and possible incapacity • Sarah may need more care and support and may move into a residential setting <p>Possible challenges to Sarah's health and wellbeing</p> <ul style="list-style-type: none"> • Sarah has been neglecting herself so may be malnourished or dehydrated • Sarah may have an infection • Sarah may be developing dementia • Sarah's depression may make her unmotivated to look after herself 	<p>12</p>

	<p>The response is both thorough and detailed covering a variety of considerations displaying excellent breadth of knowledge and depth of understanding of the implications of Sarah's complex health and care needs. A comprehensive discussion supported with sound recommendations to overcome the issues faced by Sarah 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. Detailed analysis of mental health, capacity and family involvement.</p>	<ul style="list-style-type: none"> • She may become increasingly isolated • Range of conditions which may be affecting Sarah's health <p>Challenges posed by current health issues</p> <ul style="list-style-type: none"> • Getting older means increases in health disability and disease • Socially isolated people are more likely to develop mental illness 	
--	--	---	--