

## NCFE CACHE Level 2 Technical Award in Health and Social Care (603/3294/3)

Assessment code: TAHSC/SAE

Paper number: Past Paper

Friday 13 May 2022 9.00 am-10.30 am

Time allowed: 1 hour 30 minutes

| To be completed by the examiner |      |               |      |  |
|---------------------------------|------|---------------|------|--|
| Question                        | Mark | Question      | Mark |  |
| 1(a)                            |      | 9(a)          |      |  |
| 1(b)                            |      | 9(b)          |      |  |
| 2(a)                            |      | 10            |      |  |
| 2(b)                            |      | 11            |      |  |
| 3                               |      | 12            |      |  |
| 4                               |      | 13            |      |  |
| 5(a)                            |      | 14            |      |  |
| 5(b)                            |      | 15            |      |  |
| 6                               |      | 16(a)         |      |  |
| 7(a)                            |      | 16(b)         |      |  |
| 7(b)                            |      | 16(c)         |      |  |
| 8(a)                            |      | 17            |      |  |
| 8(b)                            |      |               |      |  |
|                                 |      | TOTAL<br>MARK |      |  |

## Learner instructions

- Use black or blue ink. If you write your answers in pencil they will not be marked.
- Answer **all** questions.
- Read the scenario and each question carefully.
- You must write your responses in the spaces provided.
- You may do rough work in this answer book. Cross through any work you do not wish to be marked.
- All of the work you submit must be your own.

## Learner information

- The marks available for each question are shown in brackets.
- The maximum mark for this paper is 84.

Please complete the details below clearly and in BLOCK CAPITALS.

| Learner name   |               |  |
|----------------|---------------|--|
| Centre name    |               |  |
| Learner number | Centre number |  |

Do not turn over until the invigilator tells you to do so

Chloe is 40 years old and has a well-paid job as an office manager. Chloe enjoys socialising with friends. When she is out with friends, Chloe eats unhealthily and drinks large amounts of alcohol. Chloe has been overweight throughout her life and has not always found time to exercise.

Chloe's doctor, Dr Khan, referred Chloe to a dietician. Dr Khan also suggested Chloe take regular exercise and join a support group for people trying to lose weight.

Chloe followed the advice and has changed her lifestyle. She now eats more healthily and is losing weight.

Chloe lives with her daughter Mia, who is pregnant with her first child. Mia is a volunteer for a charity that supports older adults to live independently.

1 (a) The dietician works for the National Health Service (NHS).

What type of healthcare service does the dietician provide?

[1 mark]

- **A** Informal
- **B** Private
- **c** Statutory
- **D** Voluntary

Answer

| The dietician uses person-centred care.                              |           |
|--|-----------|
| Describe 'person-centred care' and explain two (2) benefits to Chloe | of the    |
| dietician using person-centred care.                                 | [6 marks] |
| Person-centred care  |           |
|  |           |
|  |           |
|  |           |
| Benefit 1  |           |
|  |           |
|  |           |
|  |           |
| Benefit 2  |           |
|  |           |
|  |           |
|  |           |
|  |           |
| Chloe telephoned a support group to book herself a place.            |           |
|  |           |
| Name the type of referral that has been made.                        | [1 mark]  |
|  |           |

| 2 (b) | Chloe is worried about attending the support group meeting for the first time.  |
|-------|---|
|       | Name the type of barrier Chloe is facing in accessing the support group meeting and explain one (1) way this barrier can be overcome.                             |
|       | [3 marks]   |
|       | Barrier   |
|       |   |
|       | How this barrier can be overcome  |
|       |   |
|       |   |
|       |   |
|       |   |
| 3     | Chloe's friends are supporting her to lose weight.  |
|       | Briefly describe <b>two (2)</b> ways Chloe's friends can support her to lose weight <b>and</b> explain how <b>each</b> way may contribute to Chloe's weight loss. |
|       | [4 marks]   |
|       | 1   |
|       |   |
|       |   |
|       |   |
|       | 2   |
|       |   |
|       |   |
|       |   |
|       |   |

| 4 | Chloe, like her parents, has been overweight throughout her life. Since attending a support group Chloe has lost weight by eating healthily and exercising. |
|---|---|
|   | Discuss how an individual's weight can be explained by the 'nature versus nurture' debate.  |
|   | [6 marks]   |
|   |   |
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| 5 (a) | Some of the lifestyle choices Chloe made before following the doctor's advice, may have impacted on her health.      |
|-------|--|
|       | Identify <b>two (2)</b> lifestyle choices that may have negatively impacted on Chloe's health.                       |
|       | [2 marks]  |
|       | Lifestyle Choice 1   |
|       | Lifestyle  |
|       | Choice 2   |
|       |  |
| 5 (b) | Use the <b>two (2)</b> lifestyle choices identified in question <b>5(a)</b> .  |
|       | Describe <b>two (2)</b> examples of how <b>each</b> lifestyle choice may have negatively impacted on Chloe's health. |
|       | [4 marks]  |
|       | Lifestyle choice 1:  |
|       | Example 1  |
|       |  |
|       | Example 2  |
|       |  |
|       | Lifestyle choice 2:  |
|       | Example 1  |
|       |  |
|       | Example 2  |
|       |  |

7 (a)

6

|                        | [6 marks   |
|------------------------|--|
| I                      |  |
|                        |  |
|                        |  |
|                        |  |
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|                        |  |
|                        |  |
|                        |  |
| 3                      |  |
|                        |  |
|                        |  |
|                        |  |
|                        |  |
| Chloe's doctor Dr Khan | is respectful and trustworthy.                       |
|                        | yays the doctor can demonstrate that they respect an |
| ndividual.             |  |
|                        | [2 marks   |
|                        |  |
|                        |  |
|                        |  |
| 2                      |  |
|                        |  |

| 7 (b) | Briefly describe <b>two (2)</b> ways the doctor can demonstrate they are trustworthy. [2 marks] |
|-------|---|
|       | 1   |
|       | 2   |

**8 (a)** Mia's unborn baby is developing as expected.

Complete the table below to identify the stages of development of an unborn baby. Use the numbers **1,2,3,4 and 5**, place them in order from the earliest stage (number 1) to the latest stage (number 5).

| Stage of development          | Number<br>(1 to 5) |
|-------------------------------|--------------------|
| Brain and spinal cord develop |                    |
| Eyes and ears develop         |                    |
| Hair begins to grow           |                    |
| Major organs develop          |                    |
| Neural tube develops          |                    |

[5 marks]

**8 (b)** State the name given to an unborn baby that has been developing for up to 8 weeks.

[1 mark]

9 (b)

9 (a)

| the effect this complication may have on the baby's health.  [3 mark  Complication | Assess how antenatal care can affect the de   | (4 mari   |
|--|---|---|
| the effect this complication may have on the baby's health.  [3 mark  Complication |   |   |
| Complication   |   |   |
| the effect this complication may have on the baby's health.  [3 mark  Complication |   |   |
| the effect this complication may have on the baby's health.  [3 mark  Complication |   |   |
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| the effect this complication may have on the baby's health.  [3 mark  Complication |   |   |
| the effect this complication may have on the baby's health.  [3 mark  Complication |   |   |
| Complication   | Briefly describe <b>one (1)</b> complication that call the effect this complication may have on the | n occur during labour <b>and</b> explain<br>baby's bealth |
| Complication   | the effect this complication may have on the  |   |
|  |   |   |
| Effect of the complication   | Complication  |   |
| Effect of the complication   |   |   |
| Effect of the complication   |   |   |
|  | Effect of the complication  |   |
|  |   |   |
|  |   |   |
|  | <b>▼</b>  |   |
|  |   |   |

| becoming a r | nother <b>and</b> assess the impact of <b>each</b> change. | [6 marks] |
|--------------|--|-----------|
| Change 1     |  |           |
| Impact       |  |           |
|              |  |           |
|              |  |           |
| Change 2     |  |           |
| Impact       |  |           |
|              |  |           |
|              |  |           |

Identify two (2) possible changes to Mia's emotional development from

| Identify <b>two (2)</b> influences culture can have on an individual's developmen assess the effect of <b>each</b> of these influences. | nt <b>and</b> |
|---|---------------|
| [6 m  | narks]        |
| Influence 1   |               |
|   |               |
| Effect  |               |
|   |               |
|   |               |
|   |               |
| Influence 2   |               |
|   |               |
| Effect  |               |
|   |               |
|   |               |
|   |               |
|   |               |

Culture can influence development of individuals.

Please turn over for the next question

| In the future, Mia would like to have another child. |  |  |
|--|--|--|
| Discuss how having a new sibling can affect          | a child's emotional development.<br>[6 marks |  |
|  |  |  |
|  |  |  |
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| 13 | Mia is a volunteer for a charity.   |                 |
|----|---|-----------------|
|    | What type of care is provided by a volunteer?   | 1 mark]         |
|    | A Community care  |                 |
|    | B Formal care   |                 |
|    | C Informal care   |                 |
|    | D Respite care  |                 |
|    | Answer  |                 |
| 14 | The older adults Mia supports use a range of health and social care service                         | es.             |
|    | Describe <b>two (2)</b> benefits of health and social care provision for older adule [2]  Benefit 1 | ts.<br>: marks] |
|    | Deliciil 1  |                 |
|    | Benefit 2   |                 |
|    |   |                 |

Please turn over for the next question

| have difficulty walking.  [4 mag)   |
|---|
|   |
| 1   |
|   |
|   |
|   |
| 2   |
|   |
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|   |
|   |
|   |
|   |
| Mia would like to become an occupational therapist.   |
| State one (1) route Mia can take to gain a qualification to become an occupat                                   |
| therapist. [1 n   |
|   |
|   |
|   |
|   |
| Describe <b>two (2)</b> ways a work experience placement could prepare Mia to become an occupational therapist. |
| [2 ma   |
|   |
| 1   |
| 1   |
| 1   |

| 16 (c) | Mia is creating a personal development plan to help reach her future goals. There are five steps in the plan that Mia will need to complete.        |
|--------|---|
|        | Name any three (3) steps in a personal development plan [3 marks]   |
|        | 1   |
|        | 2   |
|        |   |
|        | 3   |
|        |   |
| 17     | Give the meaning of being 'objective' <b>and</b> explain <b>one</b> (1) reason why Mia should be objective as an occupational therapist.  [3 marks] |
|        | Meaning of being objective  |
|        |   |
|        | Reason  |
|        |   |
|        |   |

This is the end of the external assessment.

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