

1621/01

HEALTH AND SOCIAL CARE

UNIT 1 – PROMOTING QUALITY CARE AND

COMMUNICATION

WEDNESDAY, 16 MAY 2018 - MORNING

1 hour 30 minutes plus your additional time allowance

Surname	
Other Names	
Centre Number	
Candidate Number 2	

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Question	Maximum Mark	Mark Awarded
1.	25	
2.	25	
3.	25	
4.	25	
Total	100	

INSTRUCTIONS TO CANDIDATES

Use black ink, black ball-point pen or your usual method.

Write your name, centre number and candidate number in the spaces provided on the front cover.

Answer ALL questions.

Write your answers in the spaces provided in this booklet.

If you run out of space, use the continuation pages at the back of the booklet, taking care to number the question(s) correctly.

INFORMATION FOR CANDIDATES

Each question carries 25 marks.

The number of marks is given in brackets at the end of each question or part-question.

You are reminded of the need for good English and orderly, clear presentation in your answers.

Assessment will take into account the quality of written communication used in your answers.

Answer ALL the questions in the spaces provided.

You should study the material provided carefully before answering each question.

1. Roy is 80 years old. He lives in his own home. He has dementia and, as part of his care package, a care assistant visits him twice a day.

During the morning visit a care assistant:

- prompts him to dress
- ensures he has a wash or shower and a shave
- prepares his breakfast

During the evening visit a care assistant:

- prepares a light snack
- spends time talking to Roy about his day
- ensures that he is ready for bed

At the end of each visit, the care assistant ensures the heating is on if necessary, and locks the door.

Also, once a week, a care assistant takes Roy shopping.

He attends a day centre twice a week.

1(a) Using the information provided opposite, identify

mair	EE quality of life factors which are being stained and explain how each would have a tive effect on Roy's life.	a
(i)	Quality of life factor	
	Explanation	[1]
		[2]
(ii)	Quality of life factor	
	Explanation	[1]
		[2]

1(a)	(iii)	Quality of life factor	
			[1]
		Explanation	
			[2]
			[2]

1(b) Explain how Roy's health and well-being would be

positively affected by the following:	
(i)	Care assistants keep accurate and legible records of their visit in Roy's care folder.
	F.43

1(b)	(ii)	Care assistants speak clearly to Roy.	
			[4]

1(c)	One care assistant who cares for Roy is often late
	arriving as she has child care problems and often
	complains that she is not well paid. She does not
	prepare his evening snack as she says she cannot
	cook.

Using the information above, identify TWO barriers to Roy's care.

(i)	
	[1]
(ii)	
	[1]

1(d)	Evaluate the importance for both Roy and hi assistants of using safe working practices.	

2.	Anjee is married and expecting her second
	child. She is anxious as she suffered health
	complications during her first pregnancy.

(a)	Identify THREE caring skills that the health
	visitor/midwife could use and explain how they
	would reassure Anjee.

(i)	Caring skill	
		[1]
	Explanation	
		[2]

2(a)	(ii)	Caring skill	[1]
		Explanation	
			[2]
	(iii)	Caring skill	[41
		Explanation	
			[2]

2(b)	Assess the importance of effective communication between Anjee and the health visitor/midwife. [4]					

2(c)	Anjee's husband would like to spend some time with his family when the baby is born. He has asked his employer for paternity leave.				
	(i)	Identify the legislation which entitles him to paternity leave. [1]			
	(ii)	Explain the key principles of this legislation. [6]			

2 (d)	Describe the stages in the system of redress that Anjee's husband could follow if his employer refuses him paternity leave. [5]				

3.	pre-school, and gets upset and cries when his mother leaves him there.			
(a)	The staff use distraction to help Tom.			
	Explain what is meant by 'distraction'.	[2]		

3(D)	the following THREE factors are provided for Tom:			
	(i)	Stimulation	[1]	
	(ii)	Safety [1]		
	(iii)	Dignity [1]		

3(c)	Identify and evaluate TWO different types of communication that the staff could use with Tom [
	Communication type 1				
	Evaluation				

Communication type 2			
Evaluation			

3(d)	Many children do not have the opportunity to attend pre-school due to geographical, financial and/or language barriers.					
	Explain the possible impact on a child's development of TWO of these barriers. [6]					

3(e)	All staff who work in a pre-school setting must follow work codes of practice.					
	Discuss the purpose of codes of practice in a care setting. [8]					

Julie is a 21-year-old who has severe learning difficulties as the result of a car accident. She lives with her parents. Her father works full-time and her mother is her main carer. As a carer her mother is entitled to support.					
(i)	Name ONE piece of legislation which gives carers the right to have a carer's assessment. [1]				
(ii)	Explain the purpose of having a carer's assessment. [4]				
	difficultives and I moth				

Identify and describe TWO caring skills that Julie's mother would be likely to use to support Julie.					
(i)					
[3					

4(b)	(ii)							
								[3]

4(c)	Explain ONE emotional factor that is likely to be lacking in Julie's day-to-day life. [3]					

4(d)	Julie's mother often represents Julie as an advocate when they attend the hospital for assessments.					
	Describe the role of an advocate. [2]					

4(e)	Julie receives respite care twice a year to enable her parents to have a break. Evaluate how respite care could have an effect on the well-being of Julie and her parents. [9]					

		
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END OF PAPER

FOR CONTINUATION ONLY.

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