higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)

COMMUNITY ORIENTED PRIMARY CARE
NQF LEVEL 4

(9010124)

22 November 2024 (X-paper)
09:00–12:00

This question paper consists of 9 pages and 2 answer sheets.

423Q1N2422

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DEPARTMENT OF HIGHER EDUCATION AND TRAINING
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)
COMMUNITY ORIENTED PRIMARY CARE
NQF LEVEL 4
TIME: 3 HOURS
MARKS: 200

INSTRUCTIONS AND INFORMATION

1. Answer all the questions.
2. Read all the questions carefully.
3. Number the answers according to the numbering system used in this question paper.
4. Answer QUESTIONS 3.2.2 and 5.2.2 on the ANSWER SHEETS (attached). Write your EXAMINATION NUMBER in the spaces provided, detach them from the question paper and hand in with the ANSWER BOOK.
5. Use only a black or blue pen.
6. Write neatly and legibly.

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QUESTION 1

1.1 Each of the following statements is FALSE. Explain why each of them is false.

1.1.1 Community oriented primary care (COPC) implies that health-care workers make health decisions on behalf of the community.

1.1.2 The legalisation of abortions increased maternal deaths.

1.1.3 Health-care workers in the private sector are often faced with a lack of physical and human resources, resulting in them leaving the country.

1.1.4 COPC principle 1 is concerned with providing health care along with the health-disease continuum.

(4 × 2) (8)

1.2 Define the following terms:

1.2.1 Performance standards

1.2.2 Primary information

1.2.3 Ethics

(3 × 3) (9)

1.3 Read the case study below and answer the questions that follow.

> Ayanda missed one menstruation and suspected that she might be pregnant. She was seen by a professional nurse and was tested positive for pregnancy, TB and HIV. She was referred to a dietician to discuss a diet rich in vitamins and nutrients.The doctor prescribed anti-retroviral treatment (ARVs) and TB medication. She defaulted on her TB meds and died 28 days after giving birth.

1.3.1 Would Ayanda's death be seen as a maternal death? Give a reason for your answer. (3)

1.3.2 Name ONE other Burden of Disease from the case study. (2)

1.3.3 Define the term *disease risk*. (2)

1.3.4 Name ONE *modifiable* and ONE *non-modifiable* risk factor from the case study. (2)

1.3.5 (a) State principle 4 from the case study.

(b) Give THREE examples of principle 4.

(2 × 3) (6)

1.3.6 Formulate THREE strategic goals to promote treatment compliance amongst TB patients. (3)

1.3.7 State FIVE points of advice that you would have given Ayanda to prevent the spread of TB and HIV. (5)
[40]

QUESTION 2

2.1 Match an item from COLUMN B with a description in COLUMN A. Write only the letter (A−N) next to the question number (2.1.1−2.1.10) in the ANSWER BOOK.

	COLUMN A		COLUMN B
2.1.1	A community that is selected due to its geographical boundaries	A	rationing
2.1.2	Obstacles that prevent progress	B	implementation
2.1.3	Small actions that need to be taken to achieve long-term goals	C	psychologists
2.1.4	Thinking through activities before they are done	D	barriers
2.1.5	A change in the health of a community as a result of intervention	E	physical community
2.1.6	A tool for collecting information	F	community
2.1.7	An action that denies patients beneficial health-care services	G	social community
2.1.8	A specific geographical place where people live, work or study	H	consent
2.1.9	To give permission for something to be done	I	prioritisation
2.1.10	Health professionals who assess and manage emotional conditions	J	outcomes
		K	questionnaire
		L	action steps
		M	planning
		N	physiotherapists

(10 × 1) (10)

2.2 Read the extract below and answer the questions that follow.

ADOLESCENT PREGNANCY RATES IN SOUTH AFRICAN PROVINCES

South Africa has a large proportion of young people, and teenage pregnancy has emerged as one of the major public health problems. A shocking 2020 report from Statistics South Africa shows that there were 33 899 adolescent mothers, representing 17,1% of the population, and 660 babies birthed by girls aged 10 years or younger. The teenage pregnancy statistics of girls between 10 and 17 years reveal that Kwa-Zulu-Natal is the leading province for teenage pregnancy, followed by Limpopo in South Africa. A study using data from three districts on health information from 2017–2021 discovered that teenage pregnancy among 10–14-year-old girls increased by 48%.

[Adapted from: *https://www.mdpi.com/2673-7051/3/1/4#:~:text*]

2.2.1 State the health priority in the article. (1)

2.2.2 How many babies were born to girls 10 years and younger in 2020? (1)

2.2.3 Is survey information gathered in 2017−2021 relevant to current South Africa? State 'Yes' or 'No' and substantiate the answer. (3)

2.2.4 Discuss the role of a partnership between schools and local health clinics in relation to the abstract. (4)

2.2.5 Discuss FIVE main issues the organisations mentioned in QUESTION 2.2.4 should agree on before forming a partnership. (5)

2.2.6 Give FOUR reasons why the organisations should form a formal partnership. (4)

2.2.7 Give TWO reasons why it is important for the partners to stay committed to the agreement. (2)

2.2.8 Discuss the role and ideas that FIVE different members of a health forum (steering committee) can exchange to fight teenage pregnancy at high schools.

(5 × 2) (10)

[40]

QUESTION 3

3.1 What is the purpose of a local institutional analysis or local institutional support assessment (LISA)? (5)

3.2 Read the scenario below and answer the questions that follow.

> As a Primary Health Level 4 student, you are required to do work-integrated learning. You are placed at an NGO where a health-care team is about to do an intervention in the community to reduce diarrhoea and its subsequent death in children younger than 5 years. The team consists of a health promoter, social worker, environmental health officer (EHO) and a professional nurse, who is the team leader.

3.2.1 Discuss why the health promoter cannot lead the team. (4)

3.2.2 Complete an action plan for the health priority, diarrhoea on the relevant ANSWER SHEET (attached). Use the health-care team mentioned in the scenario. (17)

3.2.3 Why, in your opinion, is it important to do a formative evaluation of the action plan mentioned in QUESTION 3.2.2? (5)

3.2.4 Give THREE reasons why the team leader should monitor the implementation of the intervention. (3)

3.2.5 Design a questionnaire for mothers on 'NUTRITION IN CHILDREN'. There should be a column with SIX questions and the respondents should be able to answer only 'Yes' or 'No' to the questions in separate columns. (6)

[40]

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QUESTION 4

4.1 Choose ONE term from the list below that matches each of the following descriptions and write it next to the question (4.1.1–4.1.10) in the ANSWER BOOK.

reporting; high cholesterol; depression; respect; evaluation criteria; self-evaluation; accessible health care; monitoring formal system; uncivil practice; person-centred care; civil practice; outputs

4.1.1 An ethical requirement when doing research.

4.1.2 A component of COPC principle five.

4.1.3 Giving a spoken or written account of an intervention.

4.1.4 A condition associated with high lipid levels.

4.1.5 A standard against which performance is measured.

4.1.6 A mental disorder associated with the lowering of a person's mood.

4.1.7 A process of keeping track of activities, using the action steps of an intervention.

4.1.8 The results of a program or intervention activities.

4.1.9 The ability to examine yourself to see how much progress you have made.

4.1.10 Rude, disruptive behaviour towards others.

(10 × 1) (10)

4.2 State FIVE challenges of the existing health-care system in South Africa. (5)

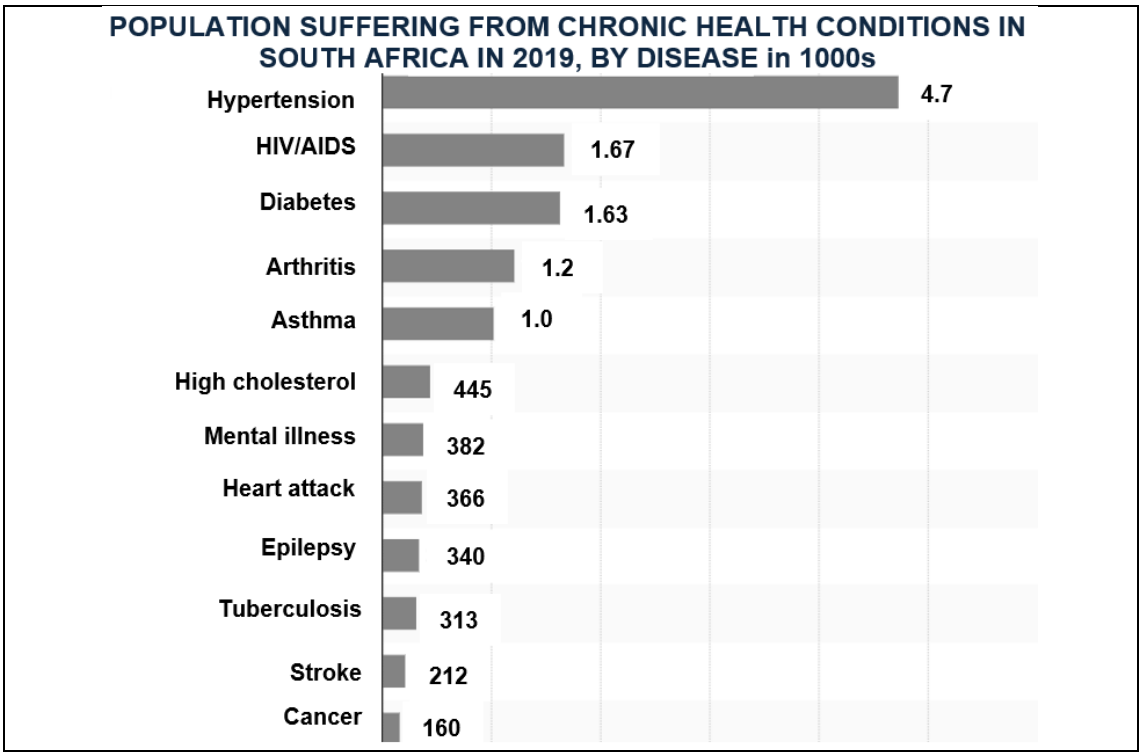
4.3 It is important to get informed consent from household members before registering a household for research on their health status.

4.3.1 State which household members can give consent for a household registration and under which circumstances. (7)

4.3.2 Why is it important for research conclusions about a household health status to be credible? (4)

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4.4 Study the bar graph below and answer the questions that follow:



[Source: *https://www.statista.com/statistics/1116079/population-suffering-from-chronic-health-conditions-in-south-africa-by-disease/*]

4.4.1 Choose TWO chronic illnesses that should be prioritised and give reasons for your choice. (2 × 2) (4)

4.4.2 Name and discuss the role of FIVE members who can form part of a health-care team to manage the illnesses mentioned in QUESTION 4.4.1. (5 × 2) (10)

[40]

QUESTION 5

5.1 Give FIVE reasons why it is important to do a mid-way evaluation. (5)

5.2 Read the scenario below and answer the questions.

TOWNSHIP'S STRUGGLE WITH DOMESTIC ABUSE

In a 2016 study of a township in South Africa, 56% of men surveyed admitted to raping or beating a woman in the previous 12 months.
Domestic abuse usually starts on a Thursday evening and is worse over long weekends. An owner of a shelter for women says a lack of policing is just the start of the problem. She has barely taken a weekend or holiday off since starting the Green Door shelter in the heart of the community. It is a safe space women can run to if they are experiencing abuse from their partners. The Green Door shelter is situated between the police station and the community. The police station is a deadly 3 km walk from the community.

[Source: *https://www.theguardian.com/cities/2019/oct/25/women-were-being-killed-on-the-street-the-township-struggling-with-gender-based-violence-diepsloot*]

5.2.1 Name FIVE health and well-being organisations and give an example of how each one can assist in reducing domestic abuse in the township. (5 × 2) (10)

5.2.2 Complete the relevant ANSWER SHEET (attached) to plan a workshop to educate the men in the township on the effects of domestic abuse and how it can be prevented. (18)

5.2.3 What are the benefits of a workshop? (4)

5.2.4 Name THREE related activities necessary when running a workshop. (3)

[40]

TOTAL: 200

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ANSWER SHEET

EXAMINATION NUMBER: | | | | | | | | | | | | | |

CENTRE NUMBER: | | | | | | | | | | | |

QUESTION 3.2.2: ACTION PLAN TEMPLATE

TASK/OBJECTIVE	ACTION STEPS	RESPONSIBLE PERSON	RESOURCES	TIME	BARRIERS/ OBSTACLES	EXPECTED RESULTS
(1)	(3)	(3)	(3)	(1)	(3)	(3)

[17]

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ANSWER SHEET

EXAMINATION NUMBER: | | | | | | | | | | | | | |

CENTRE NUMBER: | | | | | | | | | | | |

QUESTION 5.2.2: WORKSHOP PLANNING TEMPLATE

TEMPLATE

	ITEM	APPROACH/ACTIVITY	DURATION/ NUMBERS	PERSON RESPONSIBLE
TOPIC	(1)	(1)	(1)	(1)
TOPIC CONTENT	(2)	(3)	(2)	(2)
PARTICIPANTS	(1)			
MATERIALS	(1)			
VENUE	(1)			
TIME	(2)			

[18]

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