higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE (VOCATIONAL)

COMMUNITY ORIENTED PRIMARY CARE
NQF LEVEL 2

17 November 2023

This marking guideline consists of 7 pages.

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QUESTION 1

1.1
1.1.1 C
1.1.2 D
1.1.3 A
1.1.4 A
1.1.5 C
1.1.6 B
1.1.7 A
1.1.8 D
1.1.9 B
1.1.10 C

(10 × 1) (10)

1.2
- Breast development
- Growth of pubic hair
- Growth of underarm hair
- Growth spurts
- Growth of arms, hands, legs, and feet
- Fat deposits around breasts, hips and thighs
- Changes in the voice, but not noticeably
- Menarche (the beginning of menstruation)
- Ovulation (Any relevant 5 × 1) (5)

1.3
- Coughing for more than 3 weeks
- Feeling weak
- Tiredness
- Fever
- Coughing up blood
- Night sweats
- Poor appetite
- Chills
- Shortness of breath (Any relevant 3 × 1) (3)

1.4
- FIGURE 1: Universal✓ – information is printed on packaging where everyone can read it and therefore the message targets everyone.✓
- FIGURE 2: Indicated✓ – the picture shows only one pregnant girl.✓
- FIGURE 3: Selected ✓ – it's a group of pregnant women getting support✓
- FIGURE 4: Selected✓ – the picture shows only 2 boys at risk of disease due to drug abuse.✓
- FIGURE 5: indicated✓ – the picture shows one obese boy at risk of disease because of eating junk food.✓
- FIGURE 6: Universal✓ – the vaccination affects everyone in a society OR everyone in a society needs to vaccinate to prevent the spread of COVID-19.✓ (Any relevant 6 × 2) (12)

[30]

QUESTION 2

2.1
2.1.1 True
2.1.2 False
2.1.3 False
2.1.4 True
2.1.5 False
2.1.6 True
2.1.7 False
2.1.8 False
2.1.9 True
2.1.10 True

(10 × 1) (10)

2.2
- Horizontal equity means facilities or resources must be distributed equally✓ so that they are available to everyone with the same needs.✓
- Vertical equity means that facilities or resources✓ must be distributed to where the needs are greatest.✓ (Any relevant 2 × 2) (4)

2.3
2.3.1 Physical time✓ 18 March 2022✓ 08:00✓ 20 seconds (Any 2 × 1) (2)

2.3.2 Basic health literacy (1)

2.3.3 Health promotion or prevention.✓ People are educated on how to wash hands/the importance of hand washing✓ (2)

2.3.4 Strategic choice.✓ Handwashing can save lives✓ or not washing hands can lead to death as diseases can spread.✓ (2)

2.3.5 Interactive health literacy.✓ The person understands the meaning and importance of actively participating✓ in hand washing to prevent getting sick or spreading germs to other people.✓ (3)

2.4 Time is important in the management of hypertension:
- A person can do regular (i.e. every six months✓) testing.✓
- Regular testing can identify risk factors✓ so that an individual can change his/her lifestyle.✓
- The individual can then take caution to prevent a diagnosis.✓
- If hypertension is present, an early (timely) diagnosis can be made✓ and the person can go on early treatment✓ to prevent complications✓ and death.✓
- The person can follow his/her medication schedule (organizational time) to treat hypertension✓ (Any relevant 3 × 2) (6)

[30]

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QUESTION 3

3.1 3.1.1 Extended family,✓ because it's a family consisting of grandparents, parents and children.✓ (2)

3.1.2 Three (1)

3.1.3
- 33-year-old
- 32-year-old
- 30-year-old
- 13-year-old (4)

3.1.4 Old age (60)✓
- Treatment for chronic illnesses, eye and hearing screening,✓ physical therapy for stiff joints,✓ flu vaccinations,✓ etc.

Middle adults (50)
- Testing for chronic illnesses,✓ eye testing,✓ testing for menopause, osteoporosis, etc.✓

Young adults (33, 32, 30, 29)✓
- Health promotion on safe sex✓ HIV management for the 32-year-old,✓ pap smears✓ and family planning✓ for the females,✓ flu vaccinations,✓ etc.

Teenager (13)✓
- Health promotion on reproductive health (safe sex,✓ contraceptives,✓ treatment for STIs,✓) treatment for minor ailments,✓ etc.

Child (6)
- De-worming,✓ treatment for minor ailments,✓ vaccination,✓ etc.

Toddler (3)
- Vaccinations,✓ de-worming,✓ treatment for diarrhoea and other minor ailments,✓ etc. (Any relevant 5 × 2) (10)

3.1.5
- Accessible health care;✓ health care within a 5 km radius✓ or 30 minute walk✓
- Affordable health care;✓ free✓ or low-cost health care✓
- Appropriate health care;✓ care that meets the needs of the family, e.g. vaccinations for the toddler,✓ pap smears for the females,✓ treatment for chronic illnesses✓ including HIV and diabetes,✓ etc.
- Relevant health care;✓ health care that meets the needs and expectations of the community in which family lives, e.g., providing HIV testing and management; vaccinations; antenatal and postnatal care; treatment of non-communicable diseases ✓

(Any relevant 4 × 2) (8)

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3.2 3.2.1 body clock
3.2.2 barriers
3.2.3 prevalence
3.2.4 retain
3.2.5 biological

(5 × 1) (5)
[30]

QUESTION 4

4.1 4.1.1 Ethnicity
4.1.2 Race
4.1.3 Values
4.1.4 Parentage
4.1.5 Sex
4.1.6 Nationality
4.1.7 Xenophobia
4.1.8 Equity
4.1.9 Gender
4.1.10 1:3-5

(10 × 1) (10)

4.2 4.2.1
- Life course
- The image shows normative stage where the adolescents are going through puberty ✓

4.2.2
- Life cycle
- The image shows the male during the ages of infant, child, young to old adult

OR

- Life span
- Can see his life spanning from birth till old age (current age)

(Any relevant 2 × 2) (4)

4.3

AGE-RELATED	NOT AGE-RELATED
• Hearing loss • Menopause • Menstruation	• COVID-19 • HIV • Diarrhoea

(3 × 2) (6)

4.4 4.4.1 Comprehensive care: prevention✓
- Do regular testing✓ and diabetic screening to prevent diabetes.✓
- Take medication✓ such as insulin as prescribed to prevent further complications.✓ (Any relevant 3 × 1) (3)

4.4.2 Practice with science: scientifically informed✓
- Professional nurses and doctors must be trained and qualified✓ to be able to diagnose and treat diabetic patients.✓
- Dieticians are specifically trained in providing health education✓ and diet plan suited to diabetic patients.✓ (Any relevant 3 × 1) (3)

4.4.3 Service integration around users: person-centred care
- Nurse to ask questions about the patient's background (social context) ✓ to provide more holistic care.✓
- Encourage patient to take part in his/her own diabetic management (autonomy).✓
- Take into consideration his/her own special needs.✓
- Maintain relationship.✓ (Any relevant 4 × 1) (4)

[30]

QUESTION 5

5.1 5.1.1 palliation
5.1.2 unidirectional
5.1.3 sociological
5.1.4 gender
5.1.5 polyandry

(5 × 1) (5)

5.2
- The family is responsible for making babies✓
- Parents are expected to teach, discipline/how to behave, (norms and values)✓
- Provision of physical resources (e.g., food, clothing, and shelter),✓ decision-making and family management.✓
- Provision of emotional support and encouragement to family members.✓
- Financial support;✓ providing basic needs such as an education ✓
- Protection and welfare,✓ especially for children, caring for the ill, ✓ the aged and the destitute (destitute refers to the extremely poor who lack the means to provide for themselves)✓
- Family gives a sense of belonging (Any relevant 4 × 1) (4)

5.3
- Activity limitation is inability or difficulty✓ experienced by an individual in executing/ performing a task✓ such as washing, eating, going to toilet, etc.✓
- Participation restriction is the inability or difficulty✓ experienced by an individual to take part in life events✓ such as going to school or work✓

(Any relevant 2 × 2) (4)

5.4
- Denying treatment.
- Denying treatment to foreigners without documentation or with expired documentation.
- Deliberately refusing to communicate with foreigners in a language that they understand.
- Making xenophobic statements.
- Verbally abusing foreign patients.
- Prioritizing South African citizens above foreigners.
- Sending foreigners to NGOs or private medical facilities.

(Any relevant 3 × 1) (3)

5.5
- Undescended testes
- Testicular torsion
- Phimosis
- Paraphimosis
- Erectile dysfunction
- Prostatitis or prostate cancer (Any relevant 3 × 1) (3)

5.6
- Labour market✓ − wages,✓ salaries ✓
- Social assistance✓ − government grants ✓
- Capital✓ − interest on savings,✓ rent on property,✓ dividends on investments,✓ pensions✓
- Remittance✓ − wages send by working people to their family members or households✓ (Any relevant 4 × 1) (4)

5.7 Local health and institutional analysis ✓
Scientific information✓
- Determine the number of people in a community who are at risk of acquiring disabilities✓ or determine the number of people who already have disabilities.✓
- Find out which societal factors are the cause of disabilities✓ or what people are doing that is putting them at risk of becoming disabled.✓
- Come up with strategies to reduce the risk of disabilities.✓
- Prioritize those who are more at risk.✓

People and organisations in defined communities ✓
- Find active organisations✓ in a defined community that can assist people with disabilities✓ such as clinics,✓ day hospitals,✓ NGOs,✓ churches,✓ welfare organisations, etc.
- Find people✓ in a defined community that can assist those with disabilities such as DOTS workers; social workers, etc.✓ (Any 7 × 1) (7)

[30]

TOTAL: 150

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