higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)

PUBLIC HEALTH
NQF LEVEL 4

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DEPARTMENT OF HIGHER EDUCATION AND TRAINING
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)
PUBLIC HEALTH
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. Use only a blue or black pen.
5. Write neatly and legibly.

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QUESTION 1

1.1 Read the extract below and answer the questions.

WHEELCHAIR USERS, ACCESS, AND EXCLUSION IN SOUTH AFRICAN HIGHER EDUCATION

South Africa's Constitution guarantees everyone, including persons with disabilities, the right to education. However, South African universities are still not places where all students are equally able to integrate socially. Poorly designed physical environments exclude persons with disabilities from participating in mainstream society.

Challenges that higher education institutions face for accessibility for wheelchair users include failure to modify older buildings, unwillingness to create accessible environments and failure to address access to toilets, libraries and transport facilities for wheelchair users. These include 'curbs and stairs that cannot be navigated by wheelchairs by the physically frail, the unavailability of tactile maps for the blind and no TTY1 phones for the deaf'. Lack of elevators, ramps, automatic doors, braille signage and telecommunication devices are among the more obvious factors that deter and restrict the equal participation in various spheres of public life of disabled people. Students with a mental illness and learning difficulties are excluded from admission.

It is a central requirement of respect for diversity that 'physical barriers that limit mobility and thus access to institutional services for some disabled students, especially physically disabled and blind students' be eliminated.

[Source adapted from: *https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5594260/*]

1.1.1 Define the term *disability*. (2)

1.1.2 State from the article SIX challenges faced by disabled students at universities. (6 × 1) (6)

1.1.3 Name THREE types of disabilities from the article and give ONE example of each. (Examples not necessarily from the article). (3 × 2) (6)

1.1.4 State FIVE ways in which limited accessibility has an impact on disabled students. (5 × 2) (10)

1.1.5 Give advice to family members on how they can assist a disabled person to become more empowered. (6 × 1) (6)

1.2 Explain the following statement:
'Pets can play an important role in a person's life.' (5 × 1) (5)

1.3 State FIVE points of advice you would give a friend regarding taking care of a puppy. (5 × 1) (5)

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QUESTION 2

2.1 Indicate whether the following statements are TRUE or FALSE by writing 'True' or 'False' next to the question number (2.1.1–2.1.5) in the ANSWER BOOK. Give ONE reason for each answer.

2.1.1 Environment refers to any place inhabited by people.

2.1.2 Humans do not depend on the environment for food.

2.1.3 It is our responsibility to dispose of waste properly.

2.1.4 Saving water promotes a healthy environment.

2.1.5 Environmental health deals with the health of animals in communities.

(5 × 2) (10)

2.2 Study the image below and answer the questions.



[Source: *https://www.twinkl.co.za/illustration/dangers-in-the-bathroom*]

2.2.1 Name the type of safety that is presented in the above image and explain your choice. (3)

2.2.2 Differentiate between a *hazard* and a *risk*. (2 × 2) (4)

2.2.3 State FIVE potential hazards from the image. (5 × 1) (5)

2.2.4 Name a risk factor for each hazard you mentioned in QUESTION 2.2.3. (5 × 1) (5)

2.2.5 The homeowners noticed a cockroach infestation in the bathroom. Copy the following table in the ANSWER BOOK and complete the risk assessment column.

HAZARD: COCKROACH INFESTATION	
STEP	**RISK ASSESSMENT**
State the risk	
State who may be harmed	
State TWO actions to address the hazard	
Monitor and review	

(5 × 1) (5)

2.3 Describe common practices that happen in your community that have a negative effect on the environment. (4 × 2) (8)

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QUESTION 3

3.1 Read the extract below and answer the questions.

VIOLENCE AGAINST WOMEN AND CHILDREN IN SOUTH AFRICA

South Africa is the country with the highest number of cases of violence against women in the world. In South Africa 40% of men have beaten their partners and one in four has committed sexual crimes. Even if only 2% leads to charges being laid, violence against women is a growing phenomenon.

This widespread and senseless violence against women is above all caused by poverty, lack of public services and infrastructure. The women are uneducated, don't have jobs and are totally dependent on their husbands. Therefore, even if they are beaten and abused, they remain with them, because they have nowhere else to go.

[Source adapted from: *https://www.cesvi.eu/what-we-do/protection-of-infancy/south-africa-against-violence-women-and-children/*]

3.1.1 Define the term *violence*. (4)

3.1.2 According to the article, state FOUR contributing factors that lead to domestic violence. (4 × 1) (4)

3.1.3 In your opinion, give THREE reasons why men are violent towards women. (3 × 2) (6)

3.2 Create an awareness poster on anaemia. The poster should include the following information:

- Definition (2)
- Causes (4)
- Signs and symptoms (4)
- Treatment (2)

3.3 In 2020, a global pandemic, Coronavirus disease (COVID-19) was announced. COVID-19 is a deadly disease that may spread from person to person via droplet infection.

3.3.1 Provide health education for the people of South Africa on how to prevent the spread of COVID-19. Refer to all THREE levels of health education. (3 × 3) (9)

3.3.2 One of the principles of health promotion is *intersectoral involvement*.

Discuss how this principle can be used to prevent the spread of COVID-19. (5)

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QUESTION 4

4.1 Copy the following table in the ANSWER BOOK and complete it by writing the words in the list below in the correct column:

BIODEGRADABLE	NON-BIODEGRADABLE

plastic bottles; glass; cardboard boxes; paper; wood; aluminium cans; eggshells; computer hardware; plastic grocery bags; medical syringes (10)

4.2 Write down what is the best way of disposing of each item mentioned in the list in QUESTION 4.1. (10)

4.3 Noise pollution has become a growing concern globally.

4.3.1 Define *noise pollution*. (2)

4.3.2 Name FIVE sources of noise pollution. (5)

4.3.3 Discuss the effects of being overexposed to loud music. (4 × 2) (8)

4.4 What information would you include on a public health campaign poster to encourage hand hygiene? (5 × 1) (5)

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QUESTION 5

5.1 State THREE things that should be done in each of the following situations:

5.1.1 A toddler is choking on a small toy.

5.1.2 Mr Abraham accidentally cut his forearm while cutting meat.

5.1.3 A 5-year-old sustained burns to his leg when spilling boiling water.

5.1.4 Ava (10 years old) fell down the stairs and broke her arm.

5.1.5 Lukho sustained a spinal injury during a rugby match.

(5 × 3) (15)

5.2 Read the following scenario and answer the questions.

Mohamed (33 years old) sustained a possible head injury at work following an explosion. The finding of the health and safety officer assessment:
He opened his eyes when the officer spoke to him. He moved his legs when the officer pinched the skin. He was confused and disorientated.

ASSESSMENT TOOL		
ACTION	**RESPONSE BY PERSON**	**SCORE**
EYES OPENING	Eyes open spontaneously	4
	Open to speech	3
	Open to pain	2
	No response	1
VERBAL RESPONSE	Orientated	5
	Confused	4
	Used inappropriate words	3
MOTOR RESPONSE	Obeys commands	6
	Localises pain	5
	Withdraws from pain	4

5.2.1 The above assessment tool can be used to assess Mohamed's level of consciousness. What is this assessment tool called? (1)

5.2.2 By referring to the assessment tool mentioned in QUESTION 5.2.1, work out Mohamed's level of consciousness. (2 × 1) (2)

5.2.3 Explain how you would treat Mohamed after the assessment. (6)

5.2.4 Discuss the role of the following people prior to this accident:

(a) Employer
(b) Mohamed
(c) Health and safety officer

(3 × 4) (12)

5.2.5 Name TWO Acts relating to the workplace, that can guide the employer in the above situation and give a reason for each choice.

(2 × 2) (4)

[40]

TOTAL: 200

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