higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

MEDICAL PRACTICE N5
(Second paper)

8 October 2020

This marking guideline consists of 7 pages.

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SECTION A

QUESTION 1

1.1 1.1.1 Displaying one's genitals or sexual organs to a non-consenting person

1.1.2 Sexual urges associated with non-living objects

1.1.3 Sexual urges directed towards children

1.1.4 Sexual attraction to or intercourse with a dead body

1.1.5 Underactivity of the thyroid gland resulting in stunted physical and mental growth and other abnormal features

1.1.6 Abnormal build-up of cerebrospinal fluid in the brain

1.1.7 Excessive and undue worry about having a serious illness

1.1.8 Sleepwalking

1.1.9 Memory deficit/loss due to brain damage, disease or psychological trauma

1.1.10 A physical illness that results from or is made worse by mental or emotional factors

(10 × 2) (20)

1.2 1.2.1 True
1.2.2 False
1.2.3 True
1.2.4 False
1.2.5 True
1.2.6 False
1.2.7 False
1.2.8 True
1.2.9 False
1.2.10 True

(10 × 2) (20)
[40]

TOTAL SECTION A: 40

SECTION B

Mark only THREE questions from this section.

QUESTION 2

2.1
- Alcohol swabs
- Gloves
- Bandages
- Plasters
- Needles
- Syringes
- Disposable speculums
- Disposable examination table covers
- Tongue depressors
- Cotton balls
- Disinfectant (Any relevant 7 × 1) (7)

2.2
- Drinking interferes with home life, school or work
- Drinking creates interpersonal difficulties with family or friends
- Drinking results in a retreat from other activities that were important to you/ prioritising drinking over other activities
- Continuing to drink despite relationship problems caused by drinking
- Strong cravings for alcohol
- Thinking about alcohol when not drinking
- Physical dependence/experiencing withdrawal symptoms when not drinking
- Developing a high tolerance for alcohol
- Inability to control drinking
- On more than one occasion feeling the need to cut down or stop drinking
- Continuing to drink even though it makes you feel anxious, down, results in memory blackouts, or is linked to another health problem

(Any relevant 8 × 1) (8)

2.3
- The exact mechanism is not fully understood, but we know that there is a link between our emotions and our breathing, and that they affect each other
- Strong emotions can cause a change in breathing patterns or make breathing difficult and trigger an asthma attack
- Stress causes a surge in certain hormones in our bodies that result in a 'fight or flight' response. Our heart beats faster, our muscles become tense, and our breathing becomes faster and more shallow. This can increase the risk of asthma symptoms such as a tight chest or coughing
- Emotional stress can make people choose to engage in activities that trigger asthma, such as drinking alcohol or smoking
- People dealing with long-term emotional stress may suffer from anxiety or depression, which can make it difficult for them to take their asthma medication regularly or as prescribed
- People suffering from emotional stress may lose their tempers, and anger is a trigger for asthma attacks (Any relevant 5 × 1) (5)

[20]

QUESTION 3

3.1
- Impaired coordination or balance
- Weakness/paralysis
- Impairment or loss of speech
- Urinary retention
- Dystonia
- Gait problems
- Tremors
- Difficulty swallowing
- Convulsions
- Fainting (Any relevant 7 × 1) (4)

3.2
- Keep prescription pads safe
- Care for keys and keep them in a safe place
- Notify the doctor if keys are missing or lost, and ensure that locks are replaced
- Ensure that medication is secure and not accessible to patients
- Ensure that cash is not visible and is safely kept
- Be familiar with steps to take in an emergency situation
- Have an evacuation plan
- Keep emergency telephone numbers on hand
- A fire extinguisher should be accessible
- Be aware of the right to refuse entry to the practice if needed
- Know the location of panic buttons and have one on hand if possible

(Any relevant 8 × 1) (8)

3.3
- Ensure that the child feels loved
- Provide good examples/be a role model for pro-social behaviour
- Be sensitive to the child's distress
- Be responsive to the child's needs
- Practice empathetic caregiving
- Give the child attention
- Ensure that the child feels supported
- Seek appropriate intervention/ help early during the critical developmental period (Any relevant 5 × 1) (5)

[20]

QUESTION 4

4.1
- Hypertension
- Irritable bowel syndrome
- Stomach ulcer
- Asthma
- Psoriasis
- Eczema
- Anorexia nervosa
- Bulimia
- Obesity
- Fibromyalgia (Any relevant 7 × 1) (7)

4.2
- Secretaries/receptionists should be pleasant and diplomatic
- Greet patients in a friendly manner
- Secretaries/receptionists should be aware of the names of patients
- Patients with an appointment should get preference over walk-ins
- Walk-ins/patients without an appointment should be seen as soon as the doctor is available again
- Patients requiring quick assistance may be squeezed in between other appointments if possible
- Do not make patients feel 'squeezed in'
- The next patient may be sent in if a patient with an appointment is late
- Be pleasant if a patient is late for an appointment, and let them know when the doctor will be able to see them
- A late patient may go in if there is still time left
- Allow approximately 15 minutes in the mornings and afternoons for emergencies
- Emergencies get preference over waiting patients
- Be able to adapt to changes in plans when needed
- Ensure a fast and continuous flow of patients (Any relevant 8 × 1) (8)

4.3
- Access to supportive individuals in a stable environment who can encourage you to stay sober
- Peer support from others facing the same difficulties
- It reduces the burden on a family's budget in the long run, with less being spent on alcohol
- It presents a clear opportunity to start over with a blank slate
- Medical management and monitoring to ensure safety through the process
- Ongoing assistance after recovery (Any relevant 5 × 1) (5)

[20]

QUESTION 5

5.1
- Infections
- Congenital syphilis
- Foetal alcohol syndrome/foetal alcohol spectrum disorder
- Rubella
- Meningitis
- Encephalitis
- Disorders in metabolism and nutritional deficiencies
- Injuries
- Radiation
- Poisoning
- Genetics/chromosomal disorders
- Rhesus incompatibility
- Inbreeding
- Environmental factors (Any relevant 7 × 1) (7)

5.2
- Ensure that the patient's name is taken down and spelt correctly
- Find out whether it is a routine appointment
- Schedule an appointment that requires urgent/immediate attention accordingly
- Offer the patient the next available time
- Give patients a choice of dates and times to cater to their own schedules and needs
- Learn the appointment time preferences of regular patients
- Remember to take down contact details (phone number, email address to send reminders or forms, etc. if needed)
- Check that the doctor will be available at the scheduled time
- Send any forms that need to be completed soon after the appointment has been made
- Send a reminder email or message to patients before the scheduled appointment, or phone the patient to confirm the appointment date and time if the appointment has been made well in advance

(Any relevant 8 × 1) (8)

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5.3
- It provides easy access to information to learn more about anxiety and coping mechanisms
- It provides a place to practice social skills in what may feel like a safer environment
- Individuals with anxiety may feel more comfortable interacting with others via social media or instant messaging, as opposed to face-to-face in real life
- Social media sites and services provide an outlet for those with anxiety to share their feelings (e.g. through blogging or forum posts). They can do this anonymously if needed, and realise that there are others who feel the same way
- They can look at their situation and come to terms with it or learn how to deal with it in a more light-hearted way (e.g. through memes)
- It helps those with social anxiety more easily initiate and establish social connections
- It makes it easier to obtain services and goods (e.g. transport, food, delivery of groceries) without having to interact with others as much when this seems too difficult (Any relevant 5 × 1) (5)

[20]

TOTAL SECTION B: 60
GRAND TOTAL: 100