higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

CHILD HEALTH N4

24 MAY 2019

This marking guideline consists of 7 pages.

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SECTION A

QUESTION 1

1.1	1.1.1	A
	1.1.2	C
	1.1.3	C
	1.1.4	C
	1.1.5	D
	1.1.6	B
	1.1.7	C
	1.1.8	D
	1.1.9	D
	1.1.10	A
	1.1.11	C
	1.1.12	A
	1.1.13	B
	1.1.14	A
	1.1.15	B
	1.1.16	C
	1.1.17	D
	1.1.18	C
	1.1.19	C
	1.1.20	C

(20 × 1) (20)

1.2	1.2.1	E
	1.2.2	C
	1.2.3	F
	1.2.4	B
	1.2.5	A

(5 × 2) (10)

1.3	1.3.1	True
	1.3.2	True
	1.3.3	False
	1.3.4	False
	1.3.5	True
	1.3.6	True
	1.3.7	True
	1.3.8	True
	1.3.9	False
	1.3.10	True

(10 × 1) (10)

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1.4 1.4.1 Carriers
1.4.2 Marasmus
1.4.3 Caesarean section
1.4.4 Breech delivery
1.4.5 Holistic development
1.4.6 Involution
1.4.7 Community health
1.4.8 Immunity
1.4.9 Let-down reflex
1.4.10 Meconium

(10 × 1) (10)
[50]

TOTAL SECTION A: 50

SECTION B

QUESTION 2

2.1 2.1.1
- No water and or sanitation
- No shelter
- Lack of medication
- Lack of food
- Electricity supply is disrupted
- Clothes are lost in the floods (Any 5 × 1) (5)

2.1.2
- Droplet infection
- Waterborne
- Contaminated food
- Animals and insects
- Direct contact (Any 4 × 1) (4)

2.1.3
(a)
- Through broken skin tissue
- Through body openings (2)

(b)
- Broken skin – sores, scratches, insect bites
- Body openings – e.g. mouth, eyes, nose, genitals

(2 × 2) (4)

2.1.4
- Water
- Soil/Sand
- Air
- Sound (Any 3 × 1) (3)

2.1.5
- Water pollution – stagnant water, dirty rivers
- Soil/sand pollution – animals die and rot in the sand; running sewerage contaminates soil
- Air pollution – smoke from factories, gases from factories
- Sound pollution – loud music, aeroplanes continuously flying over an area

(TWO examples of any THREE types named in QUESTION 2.1.4)
(2 × 3) (6)

2.2 2.2.1 Visual – sight – eyes
2.2.2 Olfactory- smell – nose.
2.2.3 Auditory – hearing – ears
2.2.4 Gustatory – taste – mouth
2.2.5 Tactile – touch – skin
(5 × 2) (10)

2.3
- Always wash hands first.
- Use only sterilised equipment.
- Boil water and allow cooling down.
- Carefully measure the formula.
- Add the correct number of scoops.
- Use only the scoop that is provided with the specific formula.
- Firmly place the cap and teat on the bottle.
- Shake or roll between your hands. Ensure the teat is covered while mixing, do not hold the teat while shaking.
- Test the temperature of the feed on the forearm, if you are feeding directly after preparation or store in a cool place or refrigerator till ready to use.
- Leave the working area tidy. (10)

2.4
- Promote a high-fibre diet with a lot of fruits and vegetables.
- Increase fluid intake by giving additional water between feeds.
- Avoid laxatives or suppositories but rather consult a doctor if the condition persists. (3 × 2) (6)

[50]

QUESTION 3

3.1 Summary weaning happens when the baby is taken off the breast and immediately introduced to the bottle. (2)

3.2
- Establish a good supply of breast milk by demand feeding.
- Freeze breast milk, labelling the dates.
- Find a good daycare before you go to work and allow the baby to settle into a routine.
- Breastfeed baby the first feed in the morning and immediately when you get home. (4 × 2) (8)

3.3
- Clothes should fit loosely and comfortably.
- Choose lightweight materials.
- Brassieres (bras) should be made of cotton and support the breast.
- Use natural materials such as cotton. (4)

3.4
- Have wide necks to make changing easier
- Do not have ribbons that could strangle the baby
- Buttons must be securely sewn on as baby could swallow them
- Avoid nylon as it is easily flammable
- Beware of dresses and long nighties which may hook and cause accidents.
- Pin bib to clothing to prevent suffocation of young babies
- Avoid zips on baby's and toddler's clothing as it may catch bare skin or a small boy's penile skin. (Any 5 × 2) (10)

3.5
- Initial cost may be high
- Time-consuming to wash and dry
- Must be sterilised and this is time-consuming
- Must be covered by waterproof material
- Can cause a rash if not changed often and/or soaps and softeners are not used correctly.
- The fabric gets harder over time
- Take a long time to dry
- Unless Velcro is used, fasteners are needed, which can get lost or hurt the child if used incorrectly
- Washing facilities not always available (Any 6 × 1) (6)

3.6
- Nappy liners should be disposed of in the toilet.
- Any solid matter can be rinsed off.
- Place soiled nappy in a bucket of water.
- Sterilising agent should be added as per manufacturer's instructions.
- Nappy should be soaked overnight in the sealed container.
- The next day the nappies can be washed in the normal way.
- They should be washed separately from other household washing.
- Temperatures should be around 60 degrees Celsius.
- Never overload the machine.
- Non-perfumed washing soap should be used so as not to irritate the baby's skin.
- Rinse nappies well.
- Tumble dry nappies or leave in the sun to dry. (12)

3.7 The educarer can:
- be immunised against diseases that could be contracted from the children
- eat a healthy diet to protect her body from diseases
- wash her hands regularly to get rid of germs
- use gloves when working with sick children
- take vitamins to boost her immune system (Any 4 × 2) (8)

[50]

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QUESTION 4

4.1 4.1.1
- Iron
- Calcium
- Vitamins
- Folic acid
- Proteins (5)

4.1.2
- Iron – enriches the blood giving the mother more energy
- Calcium – strengthens the mother and child's teeth and bones
- Vitamins – protects the body against diseases
- Folic acid – promotes healthy growth of the baby's brain and spinal cord
- Proteins – promote healthy development of baby's muscles (5)

4.2 Step 1: The baby is weighed before the feed with clothes on.

Step 2: The baby is weighed again immediately after the feed without changing the clothes or nappy.

Step 3: The difference between the two masses is the amount of milk the baby has taken in.

(3 × 1) (3)

4.3
- If infants, toddlers and children refuse certain foods, try to give them those foods again on another day.
- Offer solids when infants are rested. Overtiredness and excitement may cause a loss of appetite.
- Ensure feeding is done in a quiet, relaxed manner and in a pleasant, safe environment.
- Flexibility, patience and knowledge of age-related feeding skills, need to be applied.
- The type of solid food will vary depending on the age at which the infant starts eating solids. (5 × 2) (10)

4.4
- Kidneys
- Ureters (kidney pipes)
- Urinary bladder
- Urethra (4)

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4.5
- Lie down the infant on a soft, light wrapping or receiving blanket which top has been folded in.
- Lift the left side of the wrapping blanket level with the back of the infant's head.
- Cross it over the infant's shoulder diagonally and tuck the end under the infant's right knee with the infant's arm bent at the elbow and legs freed.
- Lift up the right corner and pull it firmly without shifting the infant.
- Fold the right corner diagonally over the infant.
- Lift the infant slightly and secure the end beneath the body. (6)

4.6
- Ensure a healthy and clean environment, for example keep toys and equipment hygienically clean.
- Make sure the children in your care are immunised.
- Children should only return to school when they are healthy enough not to infect other children.
- Know the signs and symptoms of different diseases.
- Isolate a child that is ill.
- Teach healthy habits such as brushing teeth, washing hands and to cover their noses and mouths when coughing and sneezing.
- Educarers should use gloves when exposed to bodily fluids. (Any 5 × 2) (10)

4.7
- Improves blood circulation
- Improves posture
- Helps with back pains as the core muscles are being strengthened
- Lessens fatigue
- Relieves stress
- Prepares the body physically for the birth process (Any 4 × 1) (4)

4.8
4.8.1 Easy to open for breastfeeding
4.8.2 Absorbs milk that leaks from the breasts
4.8.2 Prevents cracks and tears to the breasts

(3 × 1) (3)
[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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