Level 2 Certificate in Understanding Children and Young People’s Mental Health

**Assessment 2**

**Learner contact details:**

**Name:**

**Contact address:**

**Postcode:**

**Mobile Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Work Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Home Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Preferred Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Preferred Contact Time(s) (*please circle)*: Morning / Early Afternoon**

**Late Afternoon / Anytime**

**Email:**

**Learner declaration**

I confirm that the answers in Assessment 2 were completed by me, represent my own ideas and are my own work.

**Learner signature: Date:**

**If you need any help in completing these assessments, refer to the relevant section within Workbook B, or contact your Assessor/Tutor.**

**Assessment guidance**

**Please complete ALL of the answers to the questions in each section, and submit these together.**

**This assessment workbook contains questions in relation to the information provided in your learning resource pack.**

**Please:**

* Read your learning resource before attempting to answer these assessment questions
* Fully complete, sign and date the candidate information on the front sheet
* Answers **ALL** questions **IN FULL**
* Do not copy text directly from the resource. The answers **must** be in your own words
* Look to use further sources of information to support your learning (above and beyond what is provided in your learning resources). Where you use other sources of information to support your assessment responses, please reference the source.
* Check you have answered each question fully before submitting to your tutor for marking
* Make sure you supply any research material together with your assessment.

**(Please read each question carefully as there may be more than one answer)**

You must fully complete each of the questions within this assessment in order to achieve this unit. Once you have completed this assessment, your Assessor/Tutor will review your responses and provide you with detailed written feedback. The purpose of the feedback is to:

* Provide guidance and support to enable you to meet each of the assessment criteria
* Provide comment on the validity, accuracy and sufficiency of your answers
* Record any discussions that have taken place between you

Once your Assessor/Tutor has reviewed your responses, they may give your assessment back to you and ask you to amend some of your answers if they do not meet the criteria. If this happens, your Assessor/Tutor will explain what you need to do. Once you have amended your answers, you will need to resubmit your assessment to your Assessor/Tutor.

Once your Assessor/Tutor has confirmed that your assessment meets the required standard they will submit your work for moderation. This will show that the work has been completed to the Assessor’s/Tutor’s satisfaction.

A sample of your work may also be reviewed by an Internal Moderator. Their role is not to assess your work as this is the responsibility of your Assessor/Tutor. The reason for this sampling is to monitor the consistency and quality of the marking and feedback that you received from your Assessor/Tutor.

**Essentials for completing your assessments**

**✓** Complete all questions in the workbook.

**✓** Always write in black ink, and write your answers clearly.

**✓** Write your answers in the spaces provided. If you require additional space, use

a separate piece of paper, making sure your name is clearly visible.

**✓** If you need any additional support, please contact your Assessor/Tutor.

**✗** Please do **NOT** write your answers in pencil.

**✗** Please do **NOT** use correction fluid within your workbook, e.g. Tippex.

Please note: if you are submitting your assessments by post, it is recommended that you make a copy prior to sending.

**Key terms**

In order to meet the assessment criteria, it is important that you answer all questions completely. Take care to read the assessment question properly. Some will ask you to ‘identify’, whilst some will ask you to ‘describe’ or give examples. The following information will help you to achieve the requirements of each of the assessment criteria.

**Describe:** If you are asked to describe something, you should state the features in such a way that another person could recognise what you are describing if they saw it. An example might be: Describe a donkey. It would be insufficient to state “has four legs and a back” as this could be a chair. A description stating “a four-legged animal, long tail and main, similar to a horse but generally smaller, makes a unique sound like “eeyore” often repeatedly” would probably allow another person to recognise your description as a donkey.

**Explain/discuss:** Give details which make what you are trying to say clear to the reader. As a general rule, this type of question requires the most in-depth answer.

**Identify:** This means to give sufficient detail so that someone else can recognise your description. This is sometimes used instead of “state”, so think what the question is asking for.

**Demonstrate:** Means just that. Show someone what you do.

**Outline:** This type of question needs a brief answer which does not include much detail, but covers all steps, stages or parts involved. A question asking you to outline how you would catch a train would require an answer along the lines of “check train times, choose train, go to station, buy ticket and board train”. It would not expect you to include the detail of **how** you would do these things. The following questions will provide you the opportunity to demonstrate the depth of your new learning, which you have developed through the use of your learning resources and any further reading you have undertaken.

**Examples:** Throughout this assessment, it is expected that you demonstrate your understanding through the use of examples so that you can apply your learning to real life situations. In addition, at times throughout your assessment, you will have the opportunity to apply what you have learnt to ‘case study scenarios’, with the aim of encouraging you to think harder about your learning in relation to work-related situations.

Remember to review your assessment, so that you can present the expected level of evidence for each question. The content provided throughout your learning resources will help to support your answers. However, you are encouraged to perform wider reading using other forms of information so that the depth of your knowledge is enhanced.

**Internal/external moderation**

At the end of the course, once your Assessor/Tutor has indicated that all learning outcomes have been achieved, your work may be submitted for Internal Moderation. The Internal Moderator will confirm that your Assessor/Tutor is consistently and fairly marking work to the required standard. An External Moderator, employed by the Awarding Organisation, will also check your work to ensure that it has been assessed in-line with their agreed standards.

**Certification process**

When you have successfully achieved all of the assessments for the qualification, your Certificate will be requested from your Awarding Organisation and sent to you in recognition of your achievement.

**Good luck, and remember we are always here to support you.**

**Unit 3: Living with childhood mental health conditions**

Question 1. Define: (1.1)

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| 1. Prejudice |
| 1. Discrimination |
| 1. Stigma |
| 1. Stereotyping |

**Read the following scenario before answering assessment questions 2a, 2b, 3 and 4.**

Michelle is 15 years old and a high achiever at school, but had recently been displaying behaviour that challenges at school, at home and within the local community. In recent weeks she was even excluded from school for fighting, and for threatening a teacher. Michelle’s mum, Mrs Jones, expressed to you that she had evidence of Michelle self-harming and displaying violent outbursts at home, including evidence of suicidal intentions, as she had found various videos and images related to suicide on Michelle’s laptop. Mrs Jones also expressed to you that she had been struggling to manage Michelle’s behaviour at home and found it hard to implement boundaries, which meant that Michelle would stay out late within the community, putting herself at risk by drinking heavily and taking drugs. The neighbours would often approach Mrs Jones regarding her daughter’s inappropriate behaviour, calling her a nuisance, troublemaker, menace, and a pest, as a result, the local police community officer would frequently intervene to return Michelle to her home.

Question 2a. Describe how perceptions of Michelle’s mental health can be influenced by: (1.4)

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| 1. Communities |
| 1. Social media |

Question 2b. Identify unsupportive or negative phrases that are used within communities to describe those living with mental health conditions. (1.2)

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Question 3. Explain how a mental health diagnosis for Michelle can be influenced by her environment. (1.5)

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Question4. Explain how the victimisation of children and young people like Michelle may have negative implications for an individual’s mental health condition. (1.3)

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**Read the following scenario before answering assessment questions 5a. 5b, 5c and 5d.**

James is described as a gifted child at college and he is expected to achieve high grades from his A levels. He is also a fitness fanatic. His parents and teachers have high expectations of James; however, his older brother Nathan has noticed that James has recently become irritable and anxious and has distanced himself from his friends. He arrived home from work early one afternoon and found James sobbing uncontrollably in the study. Nathan comforted his younger brother and through a discussion James disclosed to Nathan that he is feeling under extreme pressure both from his parents and teachers to do well and gain high grades within his A levels.

Nathan identified that his younger brother was experiencing stress and early signs of depression and suggested that he make an appointment to go and see the GP. James expressed to his older brother that he really didn’t want to go to the GP for fear of being judged. He also informed his brother that he had even stopped going to the youth club or going to the gym and hanging out with his friends for fear of being left out or bullied for being depressed, as his mates viewed him as a bit of a ‘macho lad’.

Question 5a. Explain how the effects of stress can have an impact on James in both of the following areas: (2.1)

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| 1. Positive |
| 1. Negative |

Question5b. Explain the effects James’ depression and low mood might have on his life. (2.2)

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Question 5c. Describe how the following for James might be impacted by his mental health:

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| 1. Education and career (3.1) |
| 1. Day-to-day life (3.2) |

Question 5d. List the potential issues a mental health concern could create for James in the present and future. (2.3)

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Unit 4: Understand how to minimise the risk of mental health concerns in children and young people

**Read the following scenario and refer to this when answering questions 1, 3, 4 and 5 in this unit.**

Scott is seven years old. From a very young age, his parents felt that there was something not right with his development in terms of cognitive development and attention span. Within the first five years of his life, he would display outbursts of behaviour that challenges, would fidget, and would not give eye contact or listen. He would place himself in very harmful situations and be forgetful. He was four when his parents took him to see the GP and after a series of tests it was confirmed that he had ADHD.

At the age of seven, he was put on medication called Dexamphetamine, which initially had some positive impact. When he turned eight, the medication appeared to stop having any impact on Scott’s behaviour, so his parents were referred to see a psychologist who prescribed Ritalin.

One day, whilst Scott was at school, his mum received a phone call from the headteacher informing her that he couldn’t catch Scott, so she asked him what he was doing and he said, “Chasing Scott to get him inside”. Mrs Hanson, Scott’s mum, explained to the headteacher that by chasing her son he was getting a buzz out of all of the attention he was receiving and suggested to the head that he went inside and waited for Scott to return to class, which he did after a few moments. Upon his return Scott sat under the headteacher’s table playing with a paperclip. Within ten minutes Scott returned to his classroom with his 1-1 support worker and continued to complete his schoolwork.

On one occasion whilst at home, Mrs Hanson could hear shouting. Upon inspection she found Scott sat on the roof of their house shouting out at a neighbour. She asked Scott to get down and sent her husband up to help him down. On another occasion, Mrs Hanson grounded Scott and told him he wasn’t allowed to go to Scouts, so he jumped out of the bedroom window and ran off to Scouts. Mrs Hanson did not chase him, as she knew she would be putting her son in more danger by doing so. She walked some yards behind him and once she saw he was safe in the Scouts’ hut, she returned home. When Scott returned home, his parents spoke to him about both incidents and asked Scott to think about his actions and explain his feelings and worries.

Question 1. Describe how to promote: (1.1)

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| 1. Positive communication between Scott and the adults in his life |

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| 1. Scott feeling safe voicing his feelings |
| 1. Scott feeling safe voicing his worries |

Question 2. Explain how the following risk factors may affect a child’s mental health. (1.2)

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| 1. Parent separation/divorce |
| 1. Homelessness |
| 1. Transitions |
| 1. Bullying or harassment |

Question3. Explain how Scott’s ability to be mentally resilient impacts upon his mental health. (1.3)

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Question 4. Explain how Scott’s parents can help him to be aware of his own risk factors and recognise when he is experiencing a mental health concern. (1.4)

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Question 5. With reference to Scott’s scenario:

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| 1. Explain how to maintain a supportive environment for a child or young person (2.1) |
| 1. Explain strategies that could be used to support Scott (3.4) |
| 1. Describe how to respond to Scott’s behaviour whilst respecting his right to choose (2.2) |

Question6. Explain the role of early engagement, support and treatment in helping prevent the development of a child or young person’s mental health concern. (2.3)

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Question 7. Identify and describe the following which are available to help children and young people:

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| 1. Medical treatments (3.1) |
| 1. Care services (3.2) |
| 1. Professionals (3.3) |
| 1. Strategies (3.4) |
| 1. Therapies (3.5) |

**CONGRATULATIONS!**

**You have now completed your Part B Assessment. Please make sure you have completed all questions fully and you have filled in the front cover page with your personal details.**

**You now need to submit your answers to be marked. Please follow the instructions as detailed in your induction.**

**Your tutor will mark your work and provide robust feedback. Should your paper be referred, you will be required to resubmit answers until you have passed.**

**Please contact our support team if you require any further advice or guidance.**