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

**Assessment 2**

**Learner contact details:**

**Name:**

**Contact address:**

**Postcode:**

**Contact number:**

**Email:**

**Learner declaration**

I confirm that the answers in Assessment 1 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 decision**

|  |  |  |  |
| --- | --- | --- | --- |
| Achieved | Date | Resubmit | Date |
|  |  |  |  |

**Assessor/Tutor comments:**

**Declarations:**

I confirm that the completed assessments are, to the best of my knowledge, the authentic work of the learner and that all learning outcomes have been achieved within Assessment 2.

Assessor/Tutor:

**Assessor/Tutor signature: Date:**

I agree that this learner has achieved all the requirements of the assessment criteria within Assessment 2.

Internal Moderator:

**Internal Moderator signature: Date:**

**Assessment guidance**

You must fully complete each of the questions within this assessment in order to achieve this init. 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 jot 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.

**Outline:** your answer should give a short general explanation outlining the essential features, not the detail. It should summarise the main points.

**Define:** Your answer must give the precise meaning of a word.

**Describe:** In order to describe something, you must give a detailed account of it.

**Explain:** You need to ensure that your answer is clear, revealing relevant facts.

**Demonstrate:** You need to provide evidence of performance.

**List:** Your answer should give an item-by-item record of names or things that are written one below the other.

**Identify:** Your answer should establish who or what something is.

**Give examples:** You need to list some examples to give detailed information to illustrate your point.

**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.

**Unit 3: Understand children and young people’s mental health concerns**

Question 1. Identify a range of behaviours that may indicate concerns about a child or young person’s mental health. Mention as many behaviours as you can in your answer. (1.1)

Question 2. Explain how a child or young person expresses how they are feeling through their behaviour. You may find it helpful to refer to any workplace or life experience you may have to answer this question. (1.2)

Question 3. Describe harmful behaviour that children and young people may demonstrate as a way of coping with their feelings. (1.3)

Question 4. Explain the importance of early intervention when identifying behavioural concerns. (1.4)

Question 5. Describe the terms: (2.1)

a) Stress:

b) Anxiety:

Question 6. Outline the relationship between resilience and stress. (2.2)

Question 7. Describe possible causes of stress and anxiety for children and young people. You may find it helpful to refer to any workplace or life experience you may have to answer this question. (2.3)

Question 8. Explain why stress can be both helpful and harmful (2.4)

Question 9. Describe how to recognise signs of stress and anxiety in children and young people. You may find it helpful to refer to any workplace or life experience you may have to answer this question. (2.5)

Question 10. Define the term ‘depression’. (3.1)

Question 11. Describe the difference between low mood and depression. Use the table below to identify features of each condition. You should write full sentences to describe their features. (3.2)

|  |  |
| --- | --- |
| **Low mood** | **Depression** |
|  |  |
|  |  |

Question 12. Describe possible causes of depression for children and young people. (3.3)

Question 13. Describe how to recognise signs that a child or young person could be depressed. (3.4)

Question 14. Give examples of how depression may affect children and young people. (3.5)

Question 15. Outline a range of other mental health conditions that may present in children and young people. Mention as many conditions as you can in your answer. (4.1)

Question 16. Describe how to recognise the mental health conditions in children and young people. (4.2)

Question 17. Describe how mental health conditions may impact children and young people. (4.3)

Question 18. Describe what might constitute a mental health ‘crisis’ or emergency. (4.4)

Section 3: Understand the impact of children and young people’s mental health concerns

Question 1. Describe potential effects of mental health concerns on children and young people’s: (1.1)s

a) Family life and relationships:

b) Education:

Question 2. Identify the potential impact of mental health concerns for children and young people in both the: (1.2)

a) Short term:

b) Long term:

Question 3: Describe the impact on others of living with a child or young person with mental health concerns. (2.1)

Question 4. Identify the range of services that may be required to support positive mental health in children and young people. You should mention as many services as you can in your answer (2.2)

Question 5: Describe how cultural beliefs and social attitudes can affect expectations of diagnosis on mental health concerns: (2.3)

a) For the child or young person:

b) For others:

Question 6: Give reasons why it is important to seek support and a formal diagnosis. (3.1)

Question 7. Describe the barriers children and young people may affect seeking a diagnosis. (3.2)

Question 8. Give reasons why children and young people may be reluctant to seek medical intervention and a formal diagnosis. (3.3)

**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.**