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

**Assessment 3**

**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 3 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 C, or contact your Assessor/Tutor.**

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| **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 5: Understand causes and diagnosis of mental health concerns in children and young people

**Read the following scenario and refer to this when answering questions 1 and 2 in this unit.**

Annabel was a happy 10 year old who had one best friend at school; however, she did get on well with others in her peer group. Her stepdad left her and her mum when she was 11 and, as a result, she had to move out of town with her mum, meaning that she had to change school, and change was something she really struggled with. She had also started her periods, and her hormonal fluctuations were affecting her moods. She didn’t fit in well at her new school, and as a result she was bullied.

Annabel would spend her breaks and lunchtimes sitting on her own in the nature area of the playground, which made her experience all sorts of feelings. She developed a twitching sensation in her shoulders, which she later found out was due to stress. The more she felt stressed, the more the twitching sensations developed, such as a twitchy eye or head. As a result of these twitches, Annabel was bullied and began to feel down. She felt that she wasn’t good enough and that her dad and stepdad leaving was her fault. She eventually hit rock bottom and believed that everyone would be better off if she weren’t here. She tried to take her own life. She survived and was referred to CAMHS and assigned to a therapist.

Question 1. Using Annabel’s case study as a starting point, describe common reasons why a child or young person may feel: (1.1)

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| 1. Stressed
 |
| 1. Depressed
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Question 2. With reference to Annabel’s scenario, describe the effects puberty may have had on Annabel’s: (1.2)

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| 1. Mental and physical health
 |
| 1. Opinion of herself
 |
| 1. Self-worth
 |

Question3. Describe ways becoming an adult can be: (1.3)

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| --- |
| 1. A positive experience
 |
| 1. A negative experience
 |

Question 4. Identify and describe how:

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| 1. A child or young person may experience abuse or be victimised (1.4)
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| 1. A child or young person’s mental health can be affected by experiencing abuse or being victimised (1.5)
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| 1. A child or young person’s mental health can be affected by witnessing another being abused or victimised (1.5)
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Question 5. Explain why some children and young people may be more vulnerable than others. (1.6)

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Question 6. Explain:

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| 1. Why mental health professionals should see children and young people with mental health concerns (2.1)
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| 1. Barriers relating to gaining a professional diagnosis of a child or young person’s mental health (2.2)
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Question 7. Identify common signs and indicators of mental health problems in children and young people. (2.3)

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Question 8. Explain:

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| 1. How behaviour may be interpreted as a form of expression (2.4)
 |
| 1. Which harmful behaviour might suggest that a child or young person has a mental health concern

(2.4, 2.5) |

**CONGRATULATIONS!**

**You have now completed your Part C. 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.**