

**Candidate Details**

Please complete all of the following in **BLOCK CAPITALS** and in **BLACK PEN**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Post Code: \_\_\_\_\_

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

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

Preferred contact time(s):  
Morning:  Late afternoon:  Anytime:   
Early afternoon:  Evening:

Email (please print clearly): \_\_\_\_\_

Employer: \_\_\_\_\_

College: \_\_\_\_\_

(If you do not know your college please contact The Skills Network Student Support Team on 0845 177 0047 / 01757 210 522)

**Candidate Statement**

I have completed the following assessment and confirm all the work is my own.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

# ASSESSMENT QUESTIONS

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 overleaf
- Answer **ALL** questions **IN FULL**
- Do not copy text directly from the resource. The answers you provide should be in your own words
- 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 note: read each question carefully as there may be more than one answer required.)

## Tips for understanding how to answer the questions

### 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, mane, similar to a horse but generally smaller, makes a unique sound like “eeyor” 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.

### 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 to 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.

### 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.

### Compare/Distinguish/Differentiate

This type of question is looking for an answer that examines the similarities and differences between two or more items or concepts. This answer will need to be detailed as the question may be asking for evidence and a conclusion.

### Give/Provide

This question will require you to provide one or more piece of evidence or information regarding a specific topic. This will usually be discrete, quantitative information. An example might be ‘**Give three examples of proper nouns**’.

### Unit 3: Understand how to provide support to manage pain and discomfort

(Please note: the numbers in brackets refer to the assessment criteria for each question and are for your tutor's use.)

**Q1. Explain the importance of a holistic approach to managing pain and discomfort. (1.1)**

SAMPLE

**Q2. Describe the different approaches to alleviate pain and minimise discomfort including: (1.2)**

**a) Pain medication**

(TIP: Remember to give some examples of medications that could be used.)

**b) Complementary therapies**

(TIP: Remember to give a little information for at least three complementary therapies.)

**c) Alternative therapies**

**d) Gate Control therapies**

(TIP: Remember to include a brief description of the Gate Control theory of pain.)

SAMPLE

**Q3. Outline agreed ways of working that relate to managing pain and discomfort.  
(1.3)**

SAMPLE

**Q4. Identify symptoms that may be related to an individual's condition or treatment.  
(2.1)**

SAMPLE

**Q5. Describe how symptoms can cause the individual pain and discomfort. (2.2)**

SAMPLE

**Q6. Describe how pain and discomfort may affect an individual's well-being and ability to communicate. (2.3)**

(TIP: Remember to discuss both well-being and the ability to communicate in your answer.)

SAMPLE

**Q7. Identify ways of encouraging an individual to express feelings of discomfort or pain. (2.4)**

SAMPLE

**Q8. Identify a range of interventions that can be used to provide symptom relief. (2.5)**

SAMPLE



**Q9. Describe how an individual's culture and beliefs might influence their preferred approach to symptom management. (2.6)**

SAMPLE

**Q10. Describe how to encourage an individual to use self-help methods of pain control. (2.7)**

SAMPLE

**Q11. Explain how to position an individual safely and comfortably. (2.8)**

SAMPLE

**Q12. Identify monitoring activities required to manage an individual's pain or discomfort. (3.1)**

SAMPLE

**Q13. Explain how records should be completed. (3.2)**

SAMPLE

## Unit 4: End of life care and dementia

**Q1. Outline how dementia can be a life-limiting illness. (1.1)**

SAMPLE

**Q2. Differentiate between the end of life experiences of someone with dementia and someone without dementia. (1.2)**

(TIP: Remember to include experiences for those with dementia as well as those without dementia.)

SAMPLE

**Q3. Describe ways in which person-centred care can be used to support someone with dementia at end of life. (1.3)**

(TIP: Remember to include some examples of how person-centred care can actually be used to support someone with dementia at the end of life.)

SAMPLE

**Q4. Give examples of ways to determine whether someone with dementia is in pain or distress. (2.1)**

SAMPLE



**Q5. Describe ways to support someone with dementia to manage their pain and distress at end of life. (2.2)**

SAMPLE

**Q6. Outline ways to support others in understanding how the end of life experience may differ for an individual with dementia. (3.1)**

(TIP: Remember to look at your notes from Activity 2 on page 48 of the workbook and the answers to this activity at the back of the workbook before you answer this question.)

SAMPLE

**Q7. Identify sources of information and support for family, significant others and friends of someone with dementia at end of life. (3.2)**

SAMPLE

### Assessment Checklist

Now you have completed this assessment booklet, please complete this final checklist:

I have answered all of the assessment questions

I can confirm all the work in the assessment is my own

Name: \_\_\_\_\_

Signed: \_\_\_\_\_

### 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.

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SAMPLE

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**SAMPLE**

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SAMPLE



European Union  
European  
Social Fund

Upon successful completion of this qualification, learners will be awarded the following\*:

NCFE CACHE Level 2 Certificate in the Principles of End of Life Care (601/3818/X)

\*Valid at the time of print

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SAMPLE

