

Level 2 Certificate in Understanding Autism

Candidate Assessment

Part B

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.

Define

This type of question will require a concise explanation of a subject or idea to show you have fully understood a term or topic. It will usually be no longer than a paragraph.

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.

Give/provide/name/include

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: Communication and social interaction in individuals with autism

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

Q1. Outline the processes required to communicate using: (1.1)

a) Speech

b) Language

SAMPLE

Q2. Describe how speech and language development may be delayed or affected for individuals with autism. (1.2)

SAMPLE

Q3. Describe different forms of communication used by individuals with autism. (1.3)

SAMPLE

Q4. Describe the difficulties an individual with autism may have in communicating verbally when: (1.4)

a) Processing verbal information

b) Interpreting verbal information

SAMPLE

Q5. Describe how social development may be delayed or affected for individuals with autism. (2.1)

SAMPLE

Q6. Describe the difficulties individuals with autism may experience with social interaction. (2.2)

SAMPLE

Q7. Explain the links between social development and speech and language development in individuals with autism. (2.3)

SAMPLE

Q8. Identify a range of methods that could be used when communicating with an individual with autism. (3.1)

SAMPLE

Q9. Outline a range of strategies that could be used to support communication and social interaction. (3.2)

SAMPLE

Q10. Describe how communication can be adapted to meet the needs and preferences of each individual. (3.3)

SAMPLE

Q11. Explain how a constructive environment can be created to aid communication and social interaction. (3.4)

SAMPLE

Q12. Describe the role of specialists in supporting communication and social interaction. (3.5)

SAMPLE

Unit 4: Sensory processing, perception and cognition in individuals with autism

Q1. Outline how differences in processing sensory information may affect each of the senses. (1.1) (Each of the numbers below represent one of the senses.)

1.

2.

3.

4.

5.

SAMPLE

Q2. Define what is meant by: (1.2)

a) Hypersensitivity

b) Hyposensitivity

SAMPLE

Q3. Outline why individuals with autism may experience balance difficulties (vestibular sense). (1.3)

SAMPLE

Q4. Explain how individuals with autism may experience difficulties with body awareness (proprioception). (1.4)

SAMPLE

Q5. Give examples of behaviours that may suggest an individual is hyposensitive or hypersensitive. (1.5)

a) Hyposensitive

b) Hypersensitive

Q6. Identify examples of the type of environments and situations that might contribute to an individual experiencing sensory overload. (2.1)

Q7. Give examples of how individuals with autism may respond when experiencing sensory overload. (2.2)

SAMPLE

Q8. Outline strategies that can be used to support individuals experiencing sensory overload. (2.3)

SAMPLE

Q9. Describe how to create a 'low arousal' sensory environment. (2.4)

SAMPLE

Q10. Give examples of ways to increase sensory stimulation. (2.5)

SAMPLE

Q11. Describe the benefits of sensory activities for individuals with autism. (2.6)

SAMPLE

Q12. Outline how sensory differences may have an influence on an individual's dietary preferences. (2.7)

SAMPLE

Q13. Explain how to support the dietary preferences of individuals with autism. (2.8)

SAMPLE

Q14. Outline the difficulties an individual with autism may have with: (3.1)

a) Processing information

b) Predicting the consequences of an action

c) Organising, prioritising and sequencing

d) Understanding the concept of time

Q15. Describe strategies that could be used to support an individual with autism to complete activities/tasks. (3.2)

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

NCFE CACHE Level 2 Certificate in Understanding Autism (601/6330/6)

TQUK Level 2 Certificate in Understanding Autism (RQF) (603/2942/7)

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