

3625-31 Level 3 Advanced Technical Diploma in Health and Care (1080)

March 2018

Q	Acceptable answer(s)	Guidance	Max marks
1	<p><b>One mark for each of the following, up to a maximum of two marks:</b></p> <ul style="list-style-type: none"> <li>• provides structure</li> <li>• absorbs nutrients from food</li> <li>• converts nutrients into energy</li> <li>• carries out specialised functions.</li> </ul>		2
2	<p><b>a) One mark for the following:</b> A body system is a collection of organs, tissues and processes which carry out a specific function.</p> <p><b>b) One mark for one of the following:</b></p> <ul style="list-style-type: none"> <li>• Cardiovascular</li> <li>• Respiratory</li> <li>• Digestive</li> <li>• reproductive</li> <li>• endocrine</li> <li>• urinary systems</li> <li>• lymphatic</li> <li>• musculoskeletal</li> <li>• nervous</li> </ul>	<p>For part a) do <b>not</b> accept an answer that does not include reference to organs, tissues and processes.</p> <p>Accept any other appropriate response</p>	2
3	<p><b>One mark for each of the following points:</b></p> <ul style="list-style-type: none"> <li>• The process of cleansing the system/filter metabolic waste/ filter excess ions and chemicals from the blood to form urine which is excreted from the body</li> <li>• To keep chemicals/ potassium and sodium, and water in balance.</li> </ul>		2
4	<p><b>a) One mark for the following:</b> Sarah's will be dehydrated.</p> <p><b>b) One mark for the following:</b> Sarah should increase fluid intake/move into shade/use a fan.</p>	<p>Do <b>not</b> accept a mark for only stating the body temperature will rise.</p>	2

5	<p><b>a) One mark for the following:</b> The development of human beings' cognitive, emotional, and social capabilities and functioning over the course of the life span. (1)</p> <p><b>b) One mark each for identification of each of the following up to a maximum of three marks:</b></p> <p>i. <u>One mark for one of the following:</u> Pavlov, Skinner, Thorndike</p> <p>ii. <u>One mark for one of the following:</u> Freud, Erikson, Bowlby, Stroebe and Schut</p> <p>iii. <u>One mark for one of the following:</u> Eysenck, Cattell, Selye, Schacter.</p>	<p>For part a) answers must include cognitive, emotional, and social capabilities to gain a mark.</p> <p>For part b) accept any other appropriate theories that relate to human behaviour.</p>	4
6	<p><b>One mark for each of the following up to a maximum of four marks:</b></p> <ul style="list-style-type: none"> <li>• Nature: Individuals are more likely to develop phobias due to evolutionary past / a biological/innate readiness for certain phobias</li> <li>• Nurture: Individuals may learn phobias by observing others with phobic behaviour / Individuals may learn a phobia through association of the object with a fear response</li> <li>• Both can be 'unlearned'</li> <li>• It is difficult to separate nature and nurture linked phobias</li> <li>• Most phobias are more nurture than nature.</li> </ul>		4
7	<p><b>One mark for identifying each of the stages and one mark for a description up to a maximum of eight marks:</b></p> <ul style="list-style-type: none"> <li>• Sensorimotor Stage (1) from birth to 2 years, acquire knowledge through sensory experiences and manipulating objects (1)</li> <li>• Preoperational stage (1) 2-7 years - children are able to think about things symbolically / the ability to make a word or object stand for something other than itself / it is the egocentric stage. (1)</li> <li>• Concrete operational (1) – 7-11 years – developing the skills of logical thinking / this is where they children are able to manipulate ideas (1)</li> <li>• Formal operation (1) – 11-16 years – this is where children are able to deal with concepts and abstract thinking (1)</li> </ul>		8

8	<p><b>One mark for each identification of ways of working up to a maximum of three marks. One mark for each explanation up to a maximum of three marks, or a combination of different ways of working and a description of Bandura and social learning theory to gain full marks.</b></p> <p><b>One mark for a description of each of the following up to a maximum of six marks:</b> Social learning theory influences ways of working with adults with learning disabilities by:</p> <ul style="list-style-type: none"> <li>• the use of observation skills and reinforcement (1) to help when learning new independent living skills (1)</li> <li>• active support techniques (1) to motivate individuals to observe and imitate communication skills to develop meaningful interactions with others (1)</li> <li>• use of proactive management techniques (1) for behaviour that challenges and to reinforce behaviour that is socially acceptable (1)</li> <li>• creating opportunities to model (1) reproduce and learn positive social interactions in a range of different social situations (1)</li> <li>• encouraging positive risk management (1) suitable and appropriate to the individual (1)</li> </ul>	Do not award marks for stating Bandura.	6
9	<p><b>One mark for any one of the following, up to a maximum of two marks:</b></p> <ul style="list-style-type: none"> <li>• Self-actualisation (1) – residential setting enables person to feel fulfilled/ sense of wellbeing (1)</li> <li>• Esteem (1) – residential setting adopts a person centred approach (1)</li> <li>• Belongingness (1) – residential setting provides opportunities for companionship/socialising (1)</li> <li>• Safety needs (1) – residential setting provides security from external and internal threats/harm (1)</li> <li>• Physiological needs (1) residential setting provides accommodation, food and fluid to meet basic needs (1)</li> </ul>		2
10	<p><b>One mark for identifying a concept and one mark for a related description up to a maximum of six marks:</b></p> <ul style="list-style-type: none"> <li>• Patriarchy (1) - refers to a system where men hold positions of power / Oppression of women</li> </ul>	Candidates may include a definition of feminism for a maximum of one mark.	6

	<p>comes from the underlying bias of a patriarchal society (1)</p> <ul style="list-style-type: none"> <li>• Glass ceiling (1) – an invisible barrier that keeps women from rising beyond a certain level in a hierarchy (1)</li> <li>• Gender inequality (1) – disparities that exist among individuals based solely on gender rather than on objective differences in skills and abilities (1)</li> </ul>	The <b>advocacy</b> of women’s <b>rights</b> on the ground of <b>equality</b> of the <b>sexes</b> .	
<b>11</b>	<p><b>a) One mark for the following:</b> Wellbeing relates to an individual’s sense of comfort, happiness and health.</p> <p><b>b) One mark for the following:</b> Health refers to an individual’s psychological, physical and social health and not just the absence of disease.</p>		<b>2</b>
<b>12</b>	<p><b>Any two of the following up to a maximum of four marks:</b></p> <p>Exercise improvement programmes (1) – increasing physical/ mental health (1)</p> <p>Healthy eating advice (1) – reducing the risk of obesity</p> <p>Immunisation (1) - reducing the risk of life threatening diseases (1)</p> <p>Smoking cessation clinics (1) – reducing risk of smoking related diseases (1)</p> <p>Alcohol awareness campaigns (1) – reducing alcohol related behaviour/ diseases (1)</p> <p>Safe sex (1) – mitigate the risk of sexually transmitted diseases (1)</p>	Accept any other relevant initiatives and associated benefit.	<b>4</b>

<p><b>13</b></p>	<p><b>One mark for each stereotype up to a maximum of two marks. One mark for each impact up to a maximum of two marks:</b></p> <table border="1" data-bbox="204 253 871 869"> <tr> <td data-bbox="204 253 507 434"><b>Type of social stereotype. One mark for each of the following identified:</b></td> <td data-bbox="512 253 871 434"><b>Impact on the individual accessing health and care services. One mark for each of the following related impact:</b></td> </tr> <tr> <td data-bbox="204 441 507 577">Individual lacks mental capacity (1)</td> <td data-bbox="512 441 871 577">Unable to make decisions (1) extends timeframe for treatment (1)</td> </tr> <tr> <td data-bbox="204 584 507 721">Individual unable to interpret information (1)</td> <td data-bbox="512 584 871 721">Not talking directly to the individual (1) limits choice (1) lack of autonomy (1)</td> </tr> <tr> <td data-bbox="204 728 507 831">Individual displays behaviour that challenges (1)</td> <td data-bbox="512 728 871 831">Treatments may be limited/ inappropriate withheld (1)</td> </tr> <tr> <td data-bbox="204 837 507 869">Less able/worthy (1)</td> <td data-bbox="512 837 871 869">Inequality of services (1)</td> </tr> </table>	<b>Type of social stereotype. One mark for each of the following identified:</b>	<b>Impact on the individual accessing health and care services. One mark for each of the following related impact:</b>	Individual lacks mental capacity (1)	Unable to make decisions (1) extends timeframe for treatment (1)	Individual unable to interpret information (1)	Not talking directly to the individual (1) limits choice (1) lack of autonomy (1)	Individual displays behaviour that challenges (1)	Treatments may be limited/ inappropriate withheld (1)	Less able/worthy (1)	Inequality of services (1)		<p><b>4</b></p>
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<p><b>14</b></p>	<p><b>Band 1: 1 – 4 marks</b> Basic discussion showing minimal breadth of considerations. Few links to knowledge of substance mis-use and the impact of dependency on individuals. Made limited reference to theoretical perspectives and provided little or no justifications for these. The response lacked structure and coherency. Where facts were provided, these were sometimes incorrect.</p> <p>To access higher marks in the band the response will include some attempt to address theoretical perspectives with a satisfactory range of considerations.</p> <p><b>Band 2: 5 – 8 marks</b> Clear and relevant discussion which makes a reasonable attempt to cover some considerations displaying good breadth of knowledge and understanding of substance mis-use and the impact of dependency on individuals. The discussion considers some theoretical perspectives which may be detailed in some areas. Throughout the discussion recommendations and opinions were offered with some justification and the use of some examples. The overall discussion is presented in a clear format and the use of terminology is mostly appropriate. Content is factually accurate.</p> <p>To access higher marks in the band, the discussion will be mostly detailed and contain some justifications and</p>	<p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Psychological theory – behavioural, social learning theory, psychodynamic, humanist, cognitive</li> <li>• Sociological theory – functionalism, symbolic interactionism, social construction</li> <li>• Impact on human behaviour - perception of self, addiction, links to mental health</li> <li>• Isolation / homelessness / growing up in care / relationship issues</li> <li>• Group processes/dynamics</li> <li>• Lifestyle choices</li> <li>• Impact of medical and social models of health on substance mis-use</li> </ul>	<p><b>12</b></p>										

	<p>good links to theories. The overall discussion will be presented clearly and with some logical structure.</p> <p><b>Band 3: 9 – 12 marks</b></p> <p>Comprehensive and clear discussion showing breadth of understanding across the main considerations which were supported by effective justification that displayed depth of understanding. Sound knowledge and understanding of substance mis-use and the impact of dependency on individuals. A well-reasoned discussion with accurate links to between services and theoretical approaches were considered. Throughout the discussion coherent opinions were offered with clearly defined examples. Relevant use of accurate terminology was evident. The entire discussion was relevant and factually accurate.</p> <p>To access higher marks in the band the response will be coherent, balanced and structured in a logical way. Clear consideration of the impact of dependency on the individual and their family and friends. Strong links to theoretical approaches which are fully justified.</p>	<ul style="list-style-type: none"> <li>• Types of services available</li> <li>• Government initiatives supporting psychological and sociological theories.</li> </ul>	
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