

3625-31 Level 3 Advanced Technical Extended Diploma in Health and Care

June 2018

Question	Acceptable answer(s)	Guidance	Max marks
<p>1</p> <p>Identify the body systems responsible for each of the following:</p> <p>a) micturition</p> <p>b) circulation.</p>	<p>One mark for each answer up to a maximum of two marks.</p> <p>a) renal / urinary system</p> <p>b) cardiovascular</p>		2
<p>2</p> <p>Describe four structures of a simple cell.</p>	<p>Candidates may achieve a maximum of two marks for only identifying the four structures without description for all the structures.</p> <p>One mark for each description, up to a maximum of four marks:</p> <ul style="list-style-type: none"> • A cell membrane is a semi permeable membrane controlling movement in and out of the cell • A nucleus contains genetic material / controls the activity of the cell • Cytoplasm is fluid containing enzymes and cell organelles • Organelles are-structures which carry out essential cell functions. 		4
<p>3</p> <p>Explain the interaction between the lymphatic and immune system</p>	<p>One mark for each of the following explanations up to a maximum of two marks:</p> <p>The immune system attacks the infection (1) then lymphatic system picks up dead pathogens ready for excretion (1)</p>	<p>Do not accept marks for a description of immune/lymphatic system in isolation.</p>	2

when the body has an infection.			
<p>4 Define each of the following terms:</p> <p>a) psychological development</p> <p>b) behavioural psychology</p>	<p>One mark for each of the following terms up to a maximum of two marks:</p> <p>a) Psychological development describes the cognitive/ emotional/ social development of individuals over their life span.</p> <p>b) Behavioural psychology considers that behaviour is a learnt response to external stimuli.</p>		2
<p>5 Describe each of the following approaches to studying human behaviour:</p> <p>a) continuity</p> <p>b) discontinuity.</p>	<p>One mark for each of the following descriptions up to a maximum of two marks:</p> <p>a) Continuity approach considers development of human behaviour to be evenly continuous.</p> <p>b) Discontinuity approach considers development of human behaviour to be marked by age specific stages.</p>		2
<p>6 Explain how theories of behavioural psychology could be used to support individuals with addictive behaviour.</p>	<p>Candidates may achieve maximum marks for explaining how behavioural psychology could be used to support individuals with addictive behaviour, or, identify behavioural psychologists up to a maximum of two marks and two marks for relevant explanations.</p> <p>One mark for explaining each of the following points up to a maximum of four marks:</p> <ul style="list-style-type: none"> • implement specific behaviour modification programmes • provide rewards for non-addictive behaviour • provide sanctions for addictive behaviour • gradual de-sensitisation • aversion therapy. 	<p>Do not award marks for a description of psychological behaviour, this is covered by question 4b.</p>	4

	<p>One mark for a description of each of the following up to a maximum of two marks:</p> <ul style="list-style-type: none"> • Pavlov - classical conditioning • Skinner - operant conditioning • Thorndike - operant conditioning 'law of effect' 		
<p>7 Explain how knowledge of attachment theory can help to inform good practice in foster care settings.</p>	<p>One mark for each support identified and one mark for explanation of related impact to gain full marks. Do not award marks for a description of attachment theory.</p> <p>One mark for identification of support and one mark for explanation:</p> <ul style="list-style-type: none"> • helps to identify reasons for behaviours (1) so care can be adapted to meet the needs of individual children (1) • helps to ensure a child develops secure attachments (1) which can lead to being able to develop new and positive relationships (1) • helps to create strategies for children (1) to settle into new surroundings (1). 		2
<p>8 Describe how Carl Roger's theory of unconditional positive regard may be used to enhance the lives of older people in the receipt of care services.</p>	<p>One mark maximum for a brief description of unconditional positive regard and four marks maximum for description of how the theory enhances lives.</p> <p>One mark maximum for a description of unconditional positive regard:</p> <ul style="list-style-type: none"> • Promotes accepting the person for who they are at that time. <p>One mark for each description of the following in relation to enhancing lives of individuals living in a nursing home:</p> <ul style="list-style-type: none"> • promoting an 'every moment matters' approach to care • accepts challenges that may come from behaviour/environment/lack of resources/alternative view points 		5

	<ul style="list-style-type: none"> • continues to offer compassionate care • promotes a person-centred approach to care • encourages carers to understand behaviour and find ways of promoting individual fulfilment • discourages a 'one size fits all' approach to strategic planning to care provision <p>Accept any other appropriate response.</p>		
<p>9 Describe the social learning theory approach to the sexualisation of society.</p>	<p>One mark for an explanation of each of the following up to a maximum of three marks:</p> <ul style="list-style-type: none"> • Social learning theory states that sexualised roles are observed/reinforced in childhood • Children imitate the sexualised behaviour they see around them • Behaviour that fits the stereotype of sexualised behaviour for each gender is rewarded • Society reinforces traditional gender roles • Media reinforces traditional gender roles. <p>Accept any other appropriate answer.</p>		3
<p>10 Describe how knowledge of Vygotsky's 'zone of proximal development' can be used to support a child's cognitive development.</p>	<p>One mark for each of the following up to maximum of six marks:</p> <ul style="list-style-type: none"> • The term describes the potential difference between a child's current abilities and what they might achieve • cognitive development describes the construction of thought processes/problem solving/decision-making/reasoning • recognises the role of the 'more knowledgeable other' (adults/peers/internet/published material) • understanding how to provide achievable challenge and not over-stretching the child 		6

	<ul style="list-style-type: none"> • People working with children can devise activities to enable and encourage cognitive development/scaffold activities • People working with children appreciate the importance of their role in cognitive development of children • Recognises the importance of understanding language/communication for cognitive development. 		
<p>11</p> <p>Define each of the following terms:</p> <p>a) social stereotyping</p> <p>b) stigma.</p>	<p>One mark for each of the following terms up to a maximum of two marks:</p> <p>a) Social Stereotyping: A rigid and often simplistic set of beliefs attached to a group of people or individuals within that group</p> <p>b) Stigma A set of negative connotations attached to groups/individuals based on negative stereotypes that can lead to social exclusion</p>		2
<p>12</p> <p>Describe each of the following terms:</p> <p>a) glass ceiling</p> <p>b) patriarchy.</p>	<p>One mark for each of the following terms up to a maximum of two marks:</p> <p>a) The glass ceiling is a term used first by the feminist movement to describe an invisible barrier preventing women from achieving higher positions of authority.</p> <p>b) Patriarchy is a system whereby men hold power (1) in government/business/ familial situations (1).</p>		3
<p>13</p> <p>State three effects of improved diet on health and wellbeing.</p>	<p>One mark for any one of the following effects:</p> <ul style="list-style-type: none"> • reduces the chances of illness/disease 		3

	<ul style="list-style-type: none"> • reduced progression of illness/disease • helps combat effects of mental illness • helps to extend healthy life span. • Increases energy/strength • Better sleep • Improved mental processes/concentration 		
<p>14 Explain the effects of 'labelling' on public perceptions of mental ill health.</p>	<p>One mark for each of the following up to a maximum of six marks:</p> <ul style="list-style-type: none"> • labelling follows a social construction approach (1) It suggests when individuals are labelled (e.g 'psychotic') they begin to behave in that way /self-fulfilling prophecy (1) or expect others with that label to behave in preconceived ways (1) • The theory suggests that to give a label to a specific set of symptoms removes aspects of an individual's identity (1) and replaces it with a new set of expectations and supposed characteristics. (1) • The theory suggests that the public lack understanding and awareness of different mental health conditions (1) this can lead to discrimination (1) and stigmatising the individual (1) <p>Any other appropriate response</p>		6
<p>15 Explain, with the use of a U.K Government initiative, why health and care data is gathered.</p>	<p>One mark maximum for providing a U.K Government initiative, example may include but not be limited to:</p> <ul style="list-style-type: none"> • Smoking cessation • healthy eating campaigns • exercise campaigns. <p>One mark maximum for explaining the link: Gathering relevant data relating to the rates of morbidity/mortality/usage of health and care services can support the decision to develop and promote specific Government initiatives.</p>		2

<p>16 Mrs. Goldstein is 89-years-old and living in a nursing home. She is reaching the end of her life. Her family visit every day and are actively involved in making decisions about her care and welfare. The family are eager for her to remain in the nursing home where she has lived for several years and where she feels comfortable and safe. Mrs. Goldstein has always followed a spiritual way of life and her family wish for her to be supported to die in a manner that reflects this.</p> <p>Discuss how staff could use psychological and sociological theories to enable them to care for Mrs. Goldstein and her family.</p>	<p>Band 1: 1 – 4 marks Basic discussion showing minimal breadth of considerations. Few links to knowledge of end of life care on wellbeing, relationships with others and loss and grief. Minimal knowledge on the care support available to support the individual and the family. Made limited reference to theories 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 theories with a satisfactory range of considerations.</p> <p>Band 2: 5 – 8 marks Clear and relevant discussion which makes a reasonable attempt to cover some considerations displaying good breadth of knowledge and understanding of end of life care on wellbeing, relationships with others, including loss and grief. Discussion references the individual’s spiritual needs and identifying how they could be supported. The discussion considers some theories 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 good links to theories. The overall discussion will be presented clearly and with some logical structure.</p> <p>Band 3: 9 – 12 marks Comprehensive and clear discussion showing breadth of understanding across the main considerations which were supported by effective justification that displayed depth of</p>	<p>Indicative content</p> <ul style="list-style-type: none"> • End of life - impact of loss on the individual, staff, family and friends • Medicalisation of end of life care • Types of health and care services available based on psychological and sociological theory • Psychological theory – social learning theory, psychodynamic, humanist and biological • Sociological theory – functionalism, symbolic interactionism, social construction • Individual’s choices and preferences – spiritual life and ways of supporting this way of life • Impact of medical and social models of health on end of life care • Government initiatives supporting psychological and sociological theories in regard to end of life care and the right to die 	<p>12</p>

	<p>understanding. Sound knowledge and understanding of aspects of end of life care on wellbeing, relationships with others, including loss and grief, and current national initiatives. The discussion considers the individual's and family's spiritual needs, wishes and preferences and explaining how they could and why they should be supported.</p>		
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