

**3625-31-034/534 JUNE 2019 MARK SCHEME**

**Level 3 Advanced Technical Extended Diploma in Health and Care (1080)**

Level 3 Health and Care – Theory Exam (2)

**June 2019**

Q1	Identify <b>three</b> structures found in the human respiratory system.		(3 marks)
Q1	<b>Acceptable answer(s)</b>	<b>Guidance</b>	<b>Max marks</b>
Q1	<p><b>One mark for each of the following, up to a maximum of three marks:</b></p> <ul style="list-style-type: none"> <li>• Nose (1)</li> <li>• Larynx (1)</li> <li>• Pharynx (1)</li> <li>• Trachea (1)</li> <li>• Bronchi (1)</li> <li>• Lungs (1)</li> </ul>		3

<b>Q2</b>	Identify the body systems responsible for <b>each</b> of the following:		
	a) thermoregulation		(1 mark)
	b) wound healing		(1 mark)
	c) fluid balance.		(1 mark)
<b>Q2</b>	<b>Acceptable answer(s)</b>	<b>Guidance</b>	<b>Max marks</b>
<b>Q2a</b>	<b>One mark for correct identification of the following:</b> <ul style="list-style-type: none"> <li>• Endocrine (1)</li> </ul>		1
<b>Q2b</b>	<b>One mark for correct identification of the following:</b> <ul style="list-style-type: none"> <li>• Lymphatic / immune (1)</li> </ul>		1
<b>Q2c</b>	<b>One mark for correct identification of the following:</b> <ul style="list-style-type: none"> <li>• Urinary / renal (1)</li> </ul>		1

<b>Q3</b>	Explain the importance of homeostasis in the human body.		(2 marks)
<b>Q3</b>	<b>Acceptable answer(s)</b>	<b>Guidance</b>	<b>Max marks</b>
<b>Q3</b>	<p><b>One mark for each point. Answer to include both parts to achieve maximum marks:</b></p> <ul style="list-style-type: none"> <li>• Allows organisms to maintain a balance between water and minerals at a cellular level (1).</li> <li>• Maintains the balance despite changes in the external environment (1).</li> </ul>	<p><b>Marks can be awarded for examples of regulating body temperature up to a maximum of one mark.</b></p> <p><b>Candidates must include a biological response ie reference to water and minerals, to achieve maximum marks.</b></p>	2

<b>Q4</b>	Identify the term used for <b>each</b> of the following:  a) human developmental change that occurs smoothly (1 mark)  b) human developmental change that occurs in a series of predetermined steps. (1 mark)		
<b>Q4</b>	<b>Acceptable answer(s)</b>	<b>Guidance</b>	<b>Max marks</b>
<b>Q4a)</b>	<b>Identification of the following, up to a maximum of one mark:</b>  a) continuity (1)		1
<b>Q4b)</b>	<b>Identification of the following, up to a maximum of one mark:</b>  b) discontinuity (1)		1

Q5	Using examples, compare nature versus nurture in relation to the development of an individual's self-concept.		(6 marks)
Q5	<b>Acceptable answer(s)</b>	<b>Guidance</b>	<b>Max marks</b>
Q5	<p><b>One mark for each point, up to a maximum of six marks. Candidates must make a comparison to gain the mark.</b></p> <ul style="list-style-type: none"> <li>• In terms of nature, individuals are born without self-concept (1), whereas in nurture individuals change their perception of themselves in terms of personal characteristics based on responses by others (1).</li> <li>• In terms of nature, self-concept may be genetically inherited (1) whereas with nurture self-concept can be influenced by life experiences (1).</li> <li>• In terms of nature, self-perceived physical differences / imperfections impact an individual's self-concept / may develop a positive or negative concept (1) whereas with nurture, individuals are more likely to develop a negative / positive concept of themselves if their physical appearance does not fit in with societies' ideals (1).</li> <li>• In terms of nature, self-concept includes personality traits which produce consistent behaviour over time and across situations (1) whereas the influence of environmental factors and external forces may affect the consistency of behaviour over time and across situations (1)</li> </ul>	<p><b>Accept any other suitable examples of self-concept with an explanation.</b></p> <p><b>Candidates can gain a maximum of three marks for only providing examples without an explanation.</b></p>	6

Q6	Explain psychological development in children aged 4-10 years old with reference to Bandura's theory of observational learning. (6 marks)		
Q6	<b>Acceptable answer(s)</b>	<b>Guidance</b>	<b>Max marks</b>
Q6	<p><b>One mark for reference to each key concept of Bandura's theory, up to a maximum of six marks:</b></p> <ul style="list-style-type: none"> <li>• Behaviour is learned from the environment (1)</li> <li>• Mediating processes occur between stimuli and responses (1)</li> <li>• Children are surrounded by influential role models who provide examples of behaviour to observe and imitate (1)</li> <li>• Children encode the behaviour and may imitate it in both appropriate and inappropriate ways (1)</li> <li>• Children are more likely to imitate those individuals they perceive to be similar to themselves (1)</li> <li>• If the consequence of the imitated behaviour is positive the child is more likely to repeat the behaviour – reinforcement (1)</li> <li>• Children will learn to behave in ways they believe will earn approval because they desire approval (1)</li> <li>• Any reinforcement whether positive or negative will have little impact if it does not match the child's needs (1)</li> <li>• The child will observe what happens to others in deciding to imitate or not - <b>vicarious reinforcement</b> (1)</li> <li>• There is some thought prior to imitation (premeditation) – mediational processes to determine how to act. (1)</li> </ul>	<p><b>Candidates must refer to 'vicarious reinforcement' either as a terminology or through use of example to achieve full marks.</b></p>	6

Q7	Describe what is meant by behavioural psychology. (2 marks)		
Q7	<b>Acceptable answer(s)</b>	<b>Guidance</b>	<b>Max marks</b>
Q7	<p><b>One mark for each description up to a maximum of two marks:</b></p> <ul style="list-style-type: none"> <li>• A branch of psychology that explains all mental and physical activity in terms of responses to external factors (stimuli) / Behaviour is learned (1).</li> <li>• It maintains that behaviour is conditioned (1)</li> <li>• Behaviour is determined by its own outcomes or consequences (rewards and punishments) (1).</li> </ul>		2



Q8	Explain how <b>two</b> cognitive theorists' approaches could be used to support adults with learning difficulties. (4 marks)		
Q8	Acceptable answer(s)	Guidance	Max marks
Q8	<p><b>One mark for a description of each theorist's approach, up to a maximum of two marks. One mark for each corresponding explanation, up to a maximum of two marks:</b></p> <p><b>Piaget</b></p> <ul style="list-style-type: none"> <li>• Piaget based his theory on the idea that individuals actively construct knowledge (1) so staff should make available materials to support them to explore and manipulate the world around them (1).</li> <li>• Individuals move through four distinct developmental stages characterised by differences in thought processing (1) so staff need to be aware of the developmental stage and offer learning experiences which are appropriate (1).</li> </ul> <p><b>Vygotsky</b></p> <ul style="list-style-type: none"> <li>• Vygotsky's theory places more emphasis on culture affecting cognitive development (1) so staff need to be aware of an individual's background to best support their development (1).</li> <li>• Vygotsky believed that the environment in which an individual grows up will influence how they think and what they think about (1) so staff need to gather information on their environment to fully understand how they view the world around them (1).</li> </ul> <p><b>Bruner</b></p> <ul style="list-style-type: none"> <li>• Bruner's ideas about an individual acquiring new information includes the use of illustrations and diagrams (1) so staff would supply these as part of teaching in addition to verbal explanation (1).</li> <li>• Bruner suggested that an individual will be able to learn new material as long as it is organised appropriately (1) so staff should have new learning materials structured clearly to support this (1).</li> </ul>	<p><b>Do not award marks for only listing theories.</b></p> <p><b>Candidates must offer a description and a corresponding explanation to achieve marks for each of the two theorists.</b></p>	4

Q9	Explain how Erikson’s psychological theory helps to explain human behaviour in later adulthood (aged 65+). (4 marks)		
Q9	<b>Acceptable answer(s)</b>	<b>Guidance</b>	<b>Max marks</b>
Q9	<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>• The success of stage 7 generativity vs stagnation (1) will help with understanding if the individual feels they are contributing to the world/ those who fail will feel unproductive (1); which will impact stage 8 (1).</li> <li>• The conflict in the final stage focuses on reflection (1), if an individual feels unsuccessful they will feel their life has been wasted and experience negative behaviours and despair (1) however, if they feel successful then they will feel fulfilled, demonstrate positive behaviours and have integrity (1).</li> </ul>	<p><b>To be awarded full marks candidates must include explanation of both stages in later adulthood.</b></p>	4

Q10	Describe <b>three</b> key points of feminist theory.		(3 marks)
Q10	<b>Acceptable answer(s)</b>	<b>Guidance</b>	<b>Max marks</b>
Q10	<p><b>One mark for each description, up to a maximum of three marks.</b></p> <p>Feminist theory explores:</p> <ul style="list-style-type: none"> <li>• Patriarchy – a set of institutional structures that are based on the belief that men and women are unequal (1).</li> <li>• Glass ceiling – an invisible upper limit in organisations which makes it difficult or impossible for women to rise in the hierarchy (1).</li> <li>• Gender inequality – discrimination in society prevents women from having equal opportunities and placing rigid, inflexible expectations on them (1).</li> <li>• Exploitation - women are exploited by men to the benefit of men and the oppression of women (1).</li> </ul>	<p><b>Candidates must give a full description, not just an identification to gain the mark.</b></p>	3

<b>Q11</b>	Describe the impact of work-related stress on society in the 21st century.		(6 marks)
<b>Q11</b>	<b>Acceptable answer(s)</b>	<b>Guidance</b>	<b>Max marks</b>
<b>Q11</b>	<p><b>One mark for each of the following impact up to a maximum of six marks.</b></p> <ul style="list-style-type: none"> <li>• short-term/long-term health issues could lead to other more serious health issues (1) financial strain (1) or job loss (1).</li> <li>• an increased strain on current service provisions (1) requirement for new or additional services (1) need to train more staff to meet need (1).</li> <li>• employers need to invest time and money into employee health and wellbeing benefits/services (1) and adapt to how job roles have changed (1).</li> </ul>		6

Q12	Describe the <b>main</b> features of the medical model of health and the social model of health.		(5 marks)
Q12	Acceptable answer(s)	Guidance	Max marks
Q12	<p><b>One mark for each of the following, up to a maximum of five marks. At least two marks from each model must be given. Final mark can be from either model.</b></p> <p><b>Medical model</b></p> <ul style="list-style-type: none"> <li>• Disease is mainly caused by biological factors where health is defined as the absence of disease (1).</li> <li>• Doctors apply their medical knowledge and diagnose the biological or chemical processes that cause the ill health (1).</li> <li>• Causes of ill health are viewed as a failing by the individual to maintain health / they are a random attack of disease (1).</li> <li>• Scientific medicine is viewed as the way to solve health problems / good health depends on trained practitioners, available equipment and medicine to treat disease (1).</li> </ul> <p><b>Social model</b></p> <ul style="list-style-type: none"> <li>• Health is a relative condition so will vary over time and between individuals (1).</li> <li>• There is a choice to classify someone as ill or not ill determined by those with power – doctors (1).</li> <li>• Medical practice is influenced by wider social and economic considerations rather than just the treatment of disease (1).</li> <li>• A strong emphasis is placed on the social causes of health and ill health where social class/ gender/environmental factors need to be taken into consideration (1).</li> </ul>		5

<b>Q13</b>	Explain <b>one</b> Government measure that has been taken to improve health and wellbeing.		(2 marks)
<b>Q13</b>	<b>Acceptable answer(s)</b>	<b>Guidance</b>	<b>Max marks</b>
<b>Q13</b>	<p><b>One mark for identifying measure up to a maximum of one mark. One mark for related explanation up to a maximum of one mark.</b></p> <ul style="list-style-type: none"> <li>• Fluoridation of drinking water (1) - helps to protect teeth without posing other risks to health (1).</li> <li>• Public hygiene measures taken (1) to prevent and control the spread of infection (1)</li> <li>• Improvements in living standards (1) help to ensure housing conditions do not pose a threat to health (1)</li> <li>• Immunisation (1) to ensure individuals are resistant to an infectious disease (1)</li> <li>• Workplace safety (1) to protect individuals from exposure to hazards and risks resulting from work activities (1)</li> <li>• Food safety (1) helps to protect consumers from the risk of food borne illnesses (1)</li> </ul>		2

<p><b>Q14</b></p>	<p>Angela is 28 years old. She has had several low-paid unskilled jobs since leaving school. She now has a sedentary job as a machinist in a clothing factory and works long hours.</p> <p>She drinks several cups of coffee during her working day and likes to buy a takeaway meal on the way home because she is too tired to cook. Angela has been experiencing abdominal pain and bloating over the last few weeks and has been diagnosed with a digestive disorder.</p> <p>Discuss the considerations healthcare professionals would need to take into account to help improve Angela’s health and wellbeing. (12 marks)</p>		
<p><b>Q14</b></p>	<p><b>Acceptable answer(s)</b></p>	<p><b>Guidance</b></p>	<p><b>Max marks</b></p>
<p><b>Q14</b></p>	<p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• The relationship between cells and the digestive / excretory system</li> <li>• Structure and function of the digestive system e.g. intestines, stomach, waste elimination</li> <li>• Genetic inheritance of disease</li> <li>• How Angela’s behaviour and self-perception is influenced by nature/nurture</li> <li>• Impact on her development of developing illness</li> <li>• The psychological theories that may be applied to her development e.g. Freud, Erikson</li> <li>• The influence of psychological theories on her role as a patient</li> <li>• Definitions of health, wellbeing, illness and diseases as they apply to Angela</li> <li>• Medicalisation and its relationship to health and wellbeing</li> <li>• Medical and social models of health in response to Angela’s diagnosis</li> <li>• Clinical iceberg</li> <li>• Impact of health improvements on her individual lifestyle</li> <li>• Sociological theory relating to measuring health</li> <li>• Sociological explanation of gender, ethnicity, geographical location, class and age inequalities in health</li> <li>• The use and impact of statistical information by health care professionals and providers in the future</li> <li>• Impact of Angela’s lifestyle choices</li> <li>• Impact of ill health on Angela’s quality of life</li> <li>• Contribution of work related stress, class and gender differences to Angela’s health and wellbeing</li> </ul>	<p><i><b>For no awardable content, award 0 marks.</b></i></p> <p><b>Band 1 (1-4 marks)</b> Basic discussion with limited considerations taken into account on the individuals health. Made little reference to the individual’s wellbeing and health and care support available with little or no justifications. Limited explanations for recommendations made to improve health and wellbeing. 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 a larger range of considerations.</p> <p><b>Band 2 (5-8 marks)</b> Clear and relevant discussion which makes a reasonable attempt to cover the main considerations affecting Angela’s health and well-being and potential impacts which display good breadth of knowledge and understanding. The discussion includes recommendations for improvement and the support available which may be detailed in some areas. There may be use of some examples to support the discussion. The overall discussion is</p>	<p>12</p>

	<ul style="list-style-type: none"> <li>•</li> </ul>	<p>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 attempt to cover a holistic approach. Answer is mostly detailed and contains some justifications with good links to health and care services and some reference to theory/theories. The overall discussion will be presented clearly and with some logical structure.</p> <p><b>Band 3 (9-12 marks)</b>  Comprehensive and clear discussion showing breadth of understanding across a range of considerations which were supported by effective justification that displayed depth of understanding. Sound knowledge and understanding of the potential impact on individual's health and wellbeing. A well-reasoned discussion with accurate links to health and wellbeing support services considered. Throughout the discussion coherent opinions were offered with clearly defined examples and possibly reference to theory/theories. 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 and strong reference to theory/theories to support discussion. All recommendations will be fully justified.</p>	
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