

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

3625-534 Level 3 Health and Care - Theory exam (2)

March 2022 Mark Scheme

Q no.	Acceptable answer(s)	Guidance	Max mks	Ref
Q1	1 mark for the following, up to a maximum of 1 mark: <ul style="list-style-type: none"> Reproductive (1) 		1	316 2.2 AO1
Q2	1 mark each for any of the following, up to a maximum of 5 marks: <ul style="list-style-type: none"> It consists of the central nervous system (CNS) and peripheral nervous system (PNS). (1) The CNS includes the spine/brain (1) The PNS connects the CNS to the rest of the body (1) PNS includes the autonomic nervous system (1) PNS includes special senses (1) The nervous system is made up of specialised cells called neurons (1) CNS is responsible for voluntary movement/ reactions (1) 	Examples describing the structure are accepted	5	316 2.1 AO1
Q3	1 mark each for any of the following, up to a maximum of 2 marks: <ul style="list-style-type: none"> The mitochondria performs the role of cellular respiration (1) and provides chemical energy for each cell (1) 	Accept alternative correct wording for function of mitochondria	2	316 1.1 AO2

Q no.	Acceptable answer(s)	Guidance	Max mks	Ref
Q4	1 mark for the following definition, up to a maximum of 1 mark: <ul style="list-style-type: none"> Psychology is the science of mind and behaviour. (1) 		1	319 1.1 AO1
Q5a	1 mark for the following statement:		1	

	<ul style="list-style-type: none"> Nomothetic 			319 1.2
Q5b	1 mark for the following statement: <ul style="list-style-type: none"> Idiographic 		1	AO1
Q6	1 mark for each explanation, up to a maximum of 4 marks: Nature <ul style="list-style-type: none"> Nature theories of development are based around 'maturation or genetics' (1) Knowing this can help to recognise when children are not developing as expected/identify additional needs to provide support (1) Nurture <ul style="list-style-type: none"> Nurture recognises environmental influences in creating new pathways in learning and development. (1) This enables the practitioner to find methods to encourage/enhance the learning to improve development. (1) Nature vs nurture <ul style="list-style-type: none"> Know that even with some 'nurture' some genetic conditions (nature) will limit development. (1) It is difficult to separate inherited (nature) and nurtured development as the pair are interrelated. (1) 	Must make reference to both nature and nurture to be awarded full marks.	4	319 1.3 AO2

Q no.	Acceptable answer(s)	Guidance	Max mks	Ref
Q7	1 mark for any of the following, up to a maximum of 1 mark: <ul style="list-style-type: none"> Freud (1) Bowlby (1) Stroebe (1) Schut (1) 	Any other theorist related to the psychodynamic perspective is acceptable. eg Adler	1	319 2.1 AO1
Q8	1 mark for any of the following explanations, up to a maximum of 4 marks: <ul style="list-style-type: none"> Erikson's theory identifies a conflict within each stage (1) This is called 'identity' vs 'role confusion'. (1) Identity means that during this life stage young people begin to define the sense of self (1) or become confused about who they are and their role (1) Young people test roles /integrate preferences to suit their sense of self. (1) 	Do not accept terminology such as 'fifth stage' as an answer.	4	319 2.2 AO2

	<ul style="list-style-type: none"> • Confusion can create conflict (1) • Accept any other suitable answer 			
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Q no.	Acceptable answer(s)	Guidance	Max mks	Ref
Q9	<p>1 mark each for any of the following explanations, up to a maximum of 6 marks:</p> <ul style="list-style-type: none"> • Addiction can be largely explained in terms of genetic inheritance (1) so gene therapy will be used to correct the gene. (1) • Addiction may be due to hormonal imbalances (1) • Biochemical research finds out how addictive substances are metabolised in the brain (1) so that medication can be provided to 'fix it'(1) • The medication could cause an adverse reaction if they consume the drug. (1) • Detection of other biological abnormalities (1) which may be treated (1) eg surgery/radiotherapy/medication (1) • Providing substitute drugs as part of a substance misuse rehabilitation programme. (1) • Accept any other suitable answer 		6	319 3.1 AO2
Q10	<p>1 mark for each influence, up to a maximum of 2 marks, 1 mark for each explanation, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • Children develop 'schemas' for social development (1) so carers can provide appropriate toys/equipment/ and 'More Knowledgeable Other (MKO)' to support development (1) • Children learn better through 'experience' (1) so provision of opportunities to explore different roles should be facilitated (1) • Teachers/parents/carers should collaborate with the children (1) to help facilitate 'meaning construction'. (1) • Children learn through play (1), so the setting should not always direct the learning. (1) • Settings should identify the child's level of development and plan activities to suit this level/stretch them further (1) 		4	319 3.2 AO2
Q11	<p>1 mark each for any of the following descriptions, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • Using biological excuses can prevent changes in behaviour (1) therefore may result in failure of an individual with an addiction to take responsibility for their own behaviour. (1) • They state addiction is irreversible and must be managed with medication (1), but this view is limited 		2	319 3.3 AO2

	as this does not treat the cause which can be explained by other factors (1)			
Q12a	1 mark for the following, up to a maximum of 1 mark: <ul style="list-style-type: none"> The rights and responsibilities of those who are ill, for example by getting the illness legitimised by a doctor. (1) 		1	320 1.1 AO1
Q12b	1 mark for the following, up to a maximum of 1 mark: <ul style="list-style-type: none"> A Marxist term used to describe a state of mind that prevents a person from perceiving the true nature of their social or economic situation. (1) 		1	
Q13a	1 mark for the following definition, up to a maximum of 1 mark: <ul style="list-style-type: none"> A period of sickness affecting the mind and/or body. (1) 		1	320 1.2 AO1
Q13b	1 mark for the following definition, up to a maximum of 1 mark: <ul style="list-style-type: none"> A disorder in the body producing specific symptoms. (1) 		1	
Q14a	1 mark for the following, up to a maximum of 1 mark: <ul style="list-style-type: none"> The Government has introduced minimum requirements for housing standards which are regulated (1) 		1	320 1.4 AO1
Q14b	1 mark for the following, up to a maximum of 3 marks: <ul style="list-style-type: none"> Improved safety (1) Improved mental health/wellbeing (1) Reduction of disease (1) Social cohesion (1) Reduces inequalities in society (1) 		3	
Q15a	1 mark for each way, up to a maximum of 2 marks 1 mark for relevant explanation, up to a maximum of 2 marks: <ul style="list-style-type: none"> Greater drugs education programmes for prevention (such as Know the Score) (1) to emphasise building resilience and confidence among young people to prevent the range of risks. (1) A comprehensive drugs strategy for recovery (Road to Recovery) to enable people who use drugs to recover (1) and move away from this, through an aspirational, person-centred process/by not just 		4	320 2.2 AO2

	<p>focusing on drug replacement with methadone but considering the whole person, including their aspirations. (1)</p> <ul style="list-style-type: none"> Improvement of data/measurement of the extent of the problem (e.g. include frequency of drug use as well as overall prevalence) (1) to create new strategies of prevention. 			
Q15b	<p>1 mark for each impact, up to a maximum of 2 marks 1 mark for relevant explanation, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> Professionals will have improved/relevant training (1) therefore will be able to provide better advice. (1) Provision of a wider range of generic services (1) to fully address the needs of people with problem drug use, not just their addiction. (1) Research into/ identification of new routes to recovery (1) to improve outcomes for a wider range of addictions (1) Increased access to integrated/multi-disciplinary support (1) to provide integrated/coordinated care (1) 		4	

Q no.	Acceptable answer(s)	Guidance	Max mks	Ref
Q15	<p>For no awardable content, award 0 marks.</p> <p>Band 1 (1-4 marks)</p> <p>Basic discussion showing minimal breadth of considerations. Few links to knowledge of illness and disability and links with loneliness and marginalisation. Made minimal/no 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 a limited range of therapeutic interventions and support with a satisfactory range of considerations.</p> <p>Band 2 (5-8 marks)</p> <p>Clear and relevant discussion which makes a reasonable attempt to cover some considerations displaying good breadth of knowledge and understanding of illness and disability and links with loneliness and marginalisation. The discussion considers some theoretical perspectives which may be detailed in some areas. Throughout the discussion recommendations for therapeutic interventions are justified</p>	<p>Indicative content:</p> <ul style="list-style-type: none"> Psychological theory – behavioural, social learning theory, psychodynamic, humanist, cognitive. Sociological theory – functionalism, symbolic interactionism, social constructionism. Theories applied to therapeutic interventions and support. A range of multi-disciplinary professionals and 	12	AO4

	<p>and linked to theories. 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 justifications for a range of interventions, use of services with links to theories. The overall discussion will be presented clearly and with some logical structure.</p> <p>Band 3 (9-12 marks)</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 illness and disability and the link with loneliness and marginalisation. A well-reasoned discussion with accurate links to services and a range of theoretical approaches and interventions 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 illness and disability and links with loneliness and marginalisation on the individual. Strong links to theoretical approaches which are fully justified.</p>	<p>services to support.</p> <ul style="list-style-type: none"> • The impact of the impairment, disability, disease, illness. • The impact on human behaviour - perception of self. • The impact of medical and social models of health. 		
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