

# WJEC Level 3 Health and Social Care: Principles and Contexts

## Unit 4: Understanding how the human body is affected by common conditions

Approved by Qualifications Wales

This qualification forms part of the new suite of Health and Social Care, and Childcare qualifications in Wales provided by City & Guilds/WJEC.

This Qualifications Wales regulated qualification is not available to centres in England.

For first assessment from 2024

## Sample Assessment Materials (Internal)



# Contents

	Page
<b>UNIT 4:</b>	
Stimuli	4
Task	5
Mark Scheme	6
Mapping	11
Centre Mark Sheet	12



**LEVEL 3 HEALTH AND SOCIAL CARE:  
PRINCIPLES AND CONTEXTS**

**SAMPLE ASSESSMENT MATERIALS (INTERNAL NEA)**

**UNIT 4: UNDERSTANDING HOW THE HUMAN BODY IS  
AFFECTED BY COMMON CONDITIONS**

**TIME: 15 HOURS**

**INSTRUCTIONS FOR CANDIDATES**

**YOU WILL HAVE 15 HOURS IN TOTAL TO COMPLETE THIS TASK.**

You have been asked to write an article and produce an infographic on specific infectious and physiological conditions for a health and social care magazine. Your article must relate to the physiological condition in stimulus 1 and your infographic must relate to the infection in stimulus 2.

You should spend 15 hours on this task.

The maximum word count for this task is 3,000 (including the infographic).

You may use the following resources when completing this task:

- ICT software
- stimuli.

Class notes can be used. These should consist of a maximum of six sides of A4 paper. They may be handwritten or word processed. They should be in the candidates' own words and should not include pre-written answers. The teacher/assessor is responsible for reviewing the notes to ensure they are within the guidance above. All notes used by the candidate must be retained by the centre.

**You are allowed to access the internet whilst completing this task.**

**INFORMATION FOR CANDIDATES**

It is important that you work independently from other candidates and the work produced should be your own unaided work. You and your teacher will be required to sign a declaration that all work presented is your own work.

You are advised to check your work carefully to make sure that it is accurate and correct.

### **Stimulus 1: Physiological condition – Type 2 Diabetes**

#### The number of people with Diabetes rises to nearly 200,000 in Wales 2019

The number of people diagnosed with Diabetes in Wales has risen to nearly 200,000. It has increased from 191,590 to 194,693 since last year.

Diabetes UK Cymru said Wales has a prevalence of 7.4% - the highest in the UK. The UK average is 6.8%.

It is estimated about 61,000 people in Wales are living with undiagnosed Type 2 diabetes, bringing the total number living with Diabetes in Wales up to more than a quarter of a million (255,781).

Public Health Wales (PHW) says around 60% of adults in Wales are overweight or obese. Although not every case of Type 2 diabetes is caused by excessive weight, it is the single greatest risk factor for developing the condition. Age, family history, and ethnicity can also contribute to someone's risk. Many cases of Type 2 diabetes could be prevented or delayed by healthy eating, being more active, and maintaining a healthy weight. Diabetes UK Cymru said spotting the early signs of diabetes can be life changing.

#### **Source**

[Diabetes UK Cymru](#)

### **Stimulus 2: Infectious condition – Tuberculosis (TB)**

#### TB outbreak: Residents offered screening at Llwynhendy, Carmarthen

In May 2019 an outbreak of tuberculosis was linked to the death of one person. 29 people have been affected by the infection since 2010 and a further 80 have been identified as contacts of confirmed cases. Public Health Wales (PHW) stated there could be a possibility of more cases which have not been identified.

Public Health Wales (PHW) have sent letters out to people who have contact with confirmed cases requesting that they attend screenings. This can lead to further tests and treatment if needed.

Dr Brendan Mason, from PHW, said community screening was the "best course of action in order to bring this outbreak under control". He said that the outbreak of tuberculosis also coincided with a shift in global health strategies focused on eradicating the disease by 2035.

#### **Source**

[Public Health Wales 2019](#)

### Unit 4 Task

You have been asked to write an article and produce an infographic on specific infectious and physiological conditions for a health and social care magazine. The article must relate to the physiological condition in stimulus 1 and your infographic must relate to the infection in stimulus 2.

Your article must:

#### With reference to stimulus 1

- (a) Explain the possible causes and effects of the condition referred to in the stimulus.

Your answer must refer to:

- possible causes of the condition
- signs and symptoms
- short-term effects on the human body
- long-term effects on the human body
- impact on daily living.

[22 Marks]

#### With reference to stimulus 1

- (b) Describe the types of risk reduction strategies that can be implemented to support the health and well-being of individuals living with the condition referred to in the stimulus.

[10 Marks]

#### With reference to stimulus 1

- (c) Assess the type of care and support individuals, their family, friends and wider circle may need when living with the condition referred to in the stimulus.

Your response should include reference to relevant models of health and well-being.

[18 Marks]

#### With reference to stimulus 2

- (d) Produce an infographic outlining your understanding of the infection in stimulus 2.

Your infographic must include reference to:

- the type of infection
- how the infection is caused
- the transmission cycle for the infection including how it enters the body
- any long-term damage that may occur as a result of the infection.

[10 marks]

**TOTAL MARKS: [60 marks]**

This is an abridged marking scheme the complete version inclusive of indicative content can be found on the WJEC secure website [www.wjecervices.co.uk](http://www.wjecervices.co.uk).

## Unit 4 Mark Scheme for NEA

### Banded mark schemes

Banded mark schemes are divided so that each band within a section has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks.

Before marking, assessors should first read and annotate a candidate's work to pick out the evidence that is being assessed. Once the annotation is complete, the mark scheme can be applied. This is done as a two-stage process.

#### Stage 1 – Deciding on the band

Beginning at the lowest band, assessors should look at the appropriate section of the candidate's work and check whether it matches the descriptor for that section's mark band. If the descriptor at the lowest band is satisfied, assessors should move up to the next band and repeat this process for each band until the descriptor matches the work.

If a candidate's work covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's work should be used to decide on the mark within the band. For instance, if work is mainly in band 2 but with a limited amount of band 3 content, the work would be placed in band 2, but the mark awarded would be close to the top of band 2 because of the band 3 content.

Assessors should not seek to mark candidates down as a result of small omissions in minor areas of their work.

#### Stage 2 – Deciding on the mark

Once the band has been decided, assessors can then assign a mark. WJEC will provide exemplar work already awarded a mark, and this should be used as reference material when assessing the work.

When marking, assessors can use these examples to decide whether a candidate's work is of a superior, inferior or comparable standard to the example. Assessors are reminded of the need to revisit the work as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the work submitted.

Where work is not creditworthy, that is, contains nothing of any significance to the project, or has been omitted, no marks should be awarded.

### Internal standardisation

It is essential that, where there is more than one teacher in a centre, work from all teaching groups is standardised internally. This is to ensure that the final assessment reflects a single agreed standard for all teaching groups involved. All centres will receive detailed feedback from moderation via WJEC's secure website on results day.

**UNIT 4 (Diploma only)****Understanding how the human body is affected by common conditions**

(a)	<p>With reference to stimulus 1, explain the possible causes and effects of the condition referred to in the stimulus. Your answer must refer to:</p> <ul style="list-style-type: none"> <li>• possible causes of the condition</li> <li>• signs and symptoms</li> <li>• short-term effects on the human body</li> <li>• long-term effects on the human body</li> <li>• impact on daily living.</li> </ul> <p style="text-align: right;">[22 marks]</p>
<b>Band</b>	<i>AO2: Apply knowledge and understanding of health and social care principles and contexts</i>
5	<p style="text-align: center;"><b>18-22 marks</b></p> <p>The article provides an excellent explanation which shows:</p> <ul style="list-style-type: none"> <li>• detailed and thorough knowledge of possible causes of the condition</li> <li>• a confident grasp of the effects of the condition on the body including signs and symptoms, short-term and long-term effects on the human body and the impact on daily living.</li> </ul>
4	<p style="text-align: center;"><b>14-17 marks</b></p> <p>The article provides a very good explanation which shows:</p> <ul style="list-style-type: none"> <li>• thorough knowledge and understanding of possible causes of the condition</li> <li>• a secure grasp of the effects of the condition on the body including signs and symptoms, short-term and long-term effects on the human body and the impact on daily living.</li> </ul>
3	<p style="text-align: center;"><b>10-13 marks</b></p> <p>The article provides a good explanation which shows:</p> <ul style="list-style-type: none"> <li>• good knowledge and understanding of possible causes of the condition</li> <li>• a generally secure grasp of the effects of the condition on the body including signs and symptoms, short-term and long-term effects on the human body and the impact on daily living.</li> </ul>
2	<p style="text-align: center;"><b>6-9 marks</b></p> <p>The article provides a basic explanation which shows:</p> <ul style="list-style-type: none"> <li>• some knowledge and understanding of possible causes of the condition</li> <li>• some grasp of the effects of the condition on the body including signs and symptoms, short-term and long-term effects on the human body and the impact on daily living.</li> </ul>
1	<p style="text-align: center;"><b>1-5 marks</b></p> <p>The article provides a limited explanation which shows:</p> <ul style="list-style-type: none"> <li>• little knowledge and understanding of possible causes of the condition</li> <li>• little grasp of the effects of the condition on the body including short-term and long-term effects on the human body and the impact on daily living.</li> </ul>
	<p style="text-align: center;"><b>0 marks</b></p> <p style="text-align: center;">Not creditworthy or attempted.</p>

(b)	With reference to stimulus 1, describe the types of risk reduction strategies that can be implemented to support the health and well-being of individuals living with the condition referred to in the stimulus. [10 marks]
Band	AO1: <i>Demonstrate knowledge and understanding of a range of key concepts, values and issues that are relevant to health and social care.</i>
4	<p><b>8-10 marks</b></p> <p>The article provides an excellent description which:</p> <ul style="list-style-type: none"> <li>• makes sound reference to the stimulus</li> <li>• demonstrates thorough knowledge and understanding of the types of risk reduction strategies that can be implemented to support the health and well-being of individuals living with the condition.</li> </ul>
3	<p><b>6-7 marks</b></p> <p>The article provides a good description which:</p> <ul style="list-style-type: none"> <li>• makes reference to the stimulus</li> <li>• demonstrates generally secure knowledge and understanding of the types of risk reduction strategies that can be implemented to support the health and well-being of individuals living with the condition.</li> </ul>
2	<p><b>4-5 marks</b></p> <p>The article provides a basic description which:</p> <ul style="list-style-type: none"> <li>• makes some reference to the stimulus</li> <li>• demonstrates some knowledge and understanding of the types of risk reduction strategies that can be implemented to support the health and well-being of individuals living with the condition.</li> </ul>
1	<p><b>1-3 marks</b></p> <p>The article provides a limited description which:</p> <ul style="list-style-type: none"> <li>• makes little or no reference to the stimulus</li> <li>• demonstrates little knowledge and understanding of the types of risk reduction strategies that can be implemented to support the health and well-being of individuals living with the condition.</li> </ul>
	<p><b>0 marks</b></p> <p>Not creditworthy or attempted.</p>



(c)	<p>With reference to stimulus 1, assess the type of care and support individuals, their family, friends and wider circle may need when living with the condition referred to in the stimulus.</p> <p>Your response should include reference to relevant models of health and well-being [18 marks]</p>
<b>Band</b>	<i>AO3: Analyse and evaluate health and social care theories and practice to demonstrate understanding, reflect on how they can influence practice, making reasoned judgements and drawing conclusions.</i>
<b>5</b>	<p style="text-align: center;"><b>17-18 marks</b></p> <p>The article provides an excellent assessment which shows:</p> <ul style="list-style-type: none"> <li>• detailed and thorough knowledge and understanding of the care and support individuals, their family, friends and wider circle may need when living with the physiological condition referred to in the stimulus</li> <li>• reasoned and detailed judgements in relation to the effectiveness, implications, importance and relevance of their care and support needs</li> <li>• excellent reference is made to relevant models of health and well-being.</li> </ul>
<b>4</b>	<p style="text-align: center;"><b>13-16 marks</b></p> <p>The article provides a very good assessment which shows:</p> <ul style="list-style-type: none"> <li>• thorough knowledge and understanding of the care and support individuals, their family, friends and wider circle may need when living with the physiological conditions referred to in the stimulus</li> <li>• mostly reasoned judgements in relation to the effectiveness, implications, importance and relevance of their care and support needs</li> <li>• good reference is made to relevant models of health and well-being.</li> </ul>
<b>3</b>	<p style="text-align: center;"><b>9-12 marks</b></p> <p>The article provides a good assessment which shows:</p> <ul style="list-style-type: none"> <li>• good knowledge and understanding of the care and support individuals, their family, friends and wider circle may need when living with the physiological conditions referred to in the stimulus</li> <li>• some reasoned judgements in relation to the effectiveness, implications, importance and relevance of their care and support needs</li> <li>• satisfactory reference is made to relevant models of health and well-being.</li> </ul>
<b>2</b>	<p style="text-align: center;"><b>5-8 marks</b></p> <p>The article provides a basic assessment which shows:</p> <ul style="list-style-type: none"> <li>• generally clear knowledge and understanding of the care and support individuals, their family, friends and wider circle may need when living with the physiological conditions referred to in the stimulus</li> <li>• basic judgements in relation to the effectiveness, implications, importance and relevance of their care and support needs</li> <li>• basic reference is made to relevant models of health and well-being.</li> </ul>
<b>1</b>	<p style="text-align: center;"><b>1-4 marks</b></p> <p>The article provides a limited assessment which shows:</p> <ul style="list-style-type: none"> <li>• some knowledge and understanding of the care and support individuals, their family, friends and wider circle may need when living with the physiological conditions referred to in the stimulus</li> <li>• little judgement in relation to the effectiveness, implications, importance and relevance of their care and support needs</li> <li>• little reference is made to relevant models of health and well-being.</li> </ul>
	<p style="text-align: center;"><b>0 marks</b></p> <p style="text-align: center;">Not creditworthy or not attempted.</p>

(d)	<p>With reference to stimulus 2, produce an infographic outlining your understanding of the infection in the stimulus.</p> <p>Your response must include reference to:</p> <ul style="list-style-type: none"> <li>• the type of infection</li> <li>• how the infection is caused</li> <li>• the transmission cycle for the infection including how it enters the body</li> <li>• any long-term damage that may occur as a result of the infection.</li> </ul> <p>[10 marks]</p>
<b>Band</b>	AO1: <i>Demonstrate knowledge and understanding of a range of key concepts, values and issues that are relevant to health and social care.</i>
<b>4</b>	<p><b>8-10 marks</b></p> <p>The infographic provides an excellent outline which shows thorough knowledge and understanding of how the infection is caused, the transmission cycle for the infection, how it enters the body, the type of infection and the long-term damage that may occur as a result of the infection.</p>
<b>3</b>	<p><b>6-7 marks</b></p> <p>The infographic provides a very good outline which shows good knowledge and understanding of how the infection is caused, the transmission cycle for the infection, how it enters the body, the type of infection and the long-term damage that may occur as a result of the infection.</p>
<b>2</b>	<p><b>4-5 marks</b></p> <p>The infographic provides a basic outline which shows some knowledge and understanding of how the infection is caused, the transmission cycle for the infection, how it enters the body, the type of infection and the long-term damage that may occur as a result of the infection.</p>
<b>1</b>	<p><b>1-3 marks</b></p> <p>The infographic provides a limited outline which shows little knowledge and understanding of how the infection is caused, the transmission cycle for the infection, how it enters the body, the type of infection and the long-term damage that may occur as a result of the infection.</p>
	<p><b>0 marks</b></p> <p>Not creditworthy or attempted.</p>

### Mapping of NEA Unit 4 tasks to specification content and assessment objectives

Task	Specification content					Mark allocation			
	Section					Total Marks	AO1 Marks	AO2 Marks	AO3 Marks
	4.1	4.2	4.3	4.4	4.5				
(a)		(a)	(a)			22	0	22	0
(b)					(b)	10	10	0	0
(c)				(c)		18	0	0	18
(d)	(d)					10	10	0	0
<b>Total</b>						60	20	22	18



# Level 3 Diploma in Health and Social Care: Principles and Contexts

## Non-examination assessment: Unit 4 Task

Name of Candidate:

Candidate Number:

Name of Centre:

Centre Number:

### Non-examination assessment: Unit 4 Task

Task	Maximum Mark	Centre Mark	Moderator Mark	Centre Comments
(a)	22			
(b)	10			
(c)	18			
(d)	10			
<b>Total</b>	<b>60</b>			

### Non-examination assessment: Comments

**To be completed by the individual supervising the NEA.**

Please indicate where help beyond normal supervisory guidance has been given and how this has affected the marks awarded.

### List the sources of information used in developing the NEA.

### NOTICE TO CANDIDATES

The work you submit for assessment must be your own.

If you copy from someone else, allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the qualification concerned.

#### DECLARATION BY TEACHER

I confirm that the candidate's work was conducted under the conditions laid out by the specification.

I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

**Teacher's signature:**

**Date:**

#### DECLARATION BY CANDIDATE

I have read and understood the **Notice to Candidates** (above).

I have produced the attached work without assistance other than that which my teacher has explained is acceptable within the specification.

**Candidate's signature:**

**Date:**