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**Version Control & Document History**

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| **Date** | **Summary of Modifications** | **Version** |
| 13 January 2023 | Version 1.0 released for publishing | 1.0 |
| 27 March 2023 | Version 1.1 released for publishing  Fixed minor wording and formatting issues | 1.1 |
| 11 April 2023 | Version 1.2 endorsed for use  Fixed mapping discrepancies | 1.2 |

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# Introduction

Assessment is a difficult process. We understand this and have developed a range of assessment kits such as this to facilitate a seamless process for both the assessor and the candidate being assessed.

There are a number of characteristics of assessment, ranging from subjective assessment (which is based on opinions and feelings) to objective assessment (which is based clearly on defined processes and specific standards). Nearly all assessments involve a mixture of both types of assessment because it is almost impossible to eliminate the subjectivity people may carry into the process of assessing. The goal in developing and implementing these assessment kits is to work towards the objective end as far as possible and to reduce the degree of opinions and feelings present.

# Competency-Based Assessments

**Definition of Competency**

Assessment in this context can be defined as the fair, valid, reliable, and flexible gathering and recording of evidence to support the judgement on whether competency has been achieved. Skills and knowledge (developed in a structured learning situation, at work, or in some other context) are assessed against national standards of competence required by the industry rather than compared with the skills and knowledge of other candidates.

**The features of a competency-based assessment system are:**

* It is focused on what candidates can do and whether it meets the criteria specified by the industry as competency standards.
* Assessment should mirror the environment the candidate will encounter in the workplace.
* Assessment criteria should be clearly stated to the candidate at the beginning of the learning process.
* Assessment should be holistic. That is, it aims to assess as many elements and/or units of competency as is feasible at one time.
* In competency assessment, a candidate receives one of only two outcomes – ‘competent’ or ‘not yet competent.’
* The basis of assessment is in applying knowledge for some purpose. In a competency system, knowledge for the sake of knowledge is seen to be ineffectual unless it assists a person in performing a task to the level required in the workplace.
* The emphasis in assessment is on assessable outcomes that are clearly stated for the trainer and candidate. Assessable outcomes are tied to the relevant industry competency standards where these exist. Where such competencies do not exist, the outcomes are based upon those identified in a training needs analysis.

# Assessing Nationally Recognised Training

Developing and conducting assessment in an Australian Vocational Education and Training (VET) context is founded on the Principles of Assessment and the Rules of Evidence:

**Principles of Assessment**

1. **Assessment must be valid**
   * Assessment must include the full range of skills and knowledge needed to demonstrate competency.
   * Assessment must include the combination of knowledge and skills with their practical application.
   * Assessment, where possible, must include judgements based on evidence drawn from a number of occasions and across a number of contexts.
2. **Assessment must be reliable**
   * Assessment must be reliable and must be regularly reviewed to ensure that assessors are making decisions in a consistent manner.
   * Assessors must be trained in national competency standards for assessors to ensure reliability.
3. **Assessment must be flexible**
   * Assessment, where possible, must cover both the on- and off-the-job components of training within a course.
   * Assessment must provide for the recognition of knowledge, skills, and attitudes regardless of how they have been acquired.
   * Assessment must be made accessible to candidates through a variety of delivery modes, so they can proceed through modularised training packages to gain competencies.
   * Assessment must be mutually developed and agreed upon between the assessor and the assessed.
   * Assessment must be able to be challenged. Appropriate mechanisms must be made for reassessment as a result of challenge.
4. **Assessment must be fair**
   * The assessment process must consider the individual needs of the candidate.
   * Assessment must provide for reasonable adjustments, where appropriate, to consider the individual candidate’s needs.

*(Source: Standards for RTOs 2015, Clauses 1.8 – 1.12)*

**Rules of Evidence**

When collecting evidence, certain rules apply to that evidence. All evidence must be valid, sufficient, authentic, and current:

1. **Valid**

Evidence gathered should meet the requirements of the unit of competency. This evidence should match, or at least reflect, the type of performance that is to be assessed, whether it covers knowledge, skills, or attitudes.

1. **Sufficient**

This rule relates to the amount of evidence gathered. Enough evidence must be gathered to satisfy the requirements that the candidate be competent in all aspects of the unit of competency.

1. **Authentic**

When evidence is gathered, the assessor must be satisfied that the evidence is the candidate’s own work.

1. **Current**

This relates to the recency of the evidence and whether the evidence relates to current abilities.

*(Source: Training in Australia by M Tovey, D Lawlor)*

# Dimensions of Competency

The national concept of competency includes all aspects of work performance and not only narrow task skills. The four dimensions of competency are:

1. Task skills
2. Task management skills
3. Contingency management skills
4. Job or role environment skills

# Reasonable Adjustment

‘Reasonable adjustment’ in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a candidate with a disability. A reasonable adjustment can be as simple as changing classrooms to be closer to amenities or installing a particular type of software on a computer for a person with vision impairment.

**Why make a reasonable adjustment?**

We make reasonable adjustments in VET to make sure that candidates with disabilities have the following:

* The same learning opportunities as candidates without disabilities, and
* The same opportunity to perform and complete assessments as those without disabilities.

**Reasonable adjustment applied to participation in teaching, learning, and assessment activities can include:**

* Customising resources and assessment activities within the training package or accredited course
* Modifying the presentation medium
* Learner support
* Use of assistive/adaptive technologies
* Making information accessible both before enrolment and during the course
* Monitoring the adjustments to ensure candidate needs continue to be met

**Assistive/Adaptive Technologies**

Assistive/adaptive technology means ‘software or hardware that has been specifically designed to assist people with disabilities in carrying out daily activities’ (World Wide Web Consortium - W3C). It includes screen readers, magnifiers, voice recognition software, alternative keyboards, devices for grasping, visual alert systems, and digital note-takers.

*(Adapted Reasonable Adjustment in teaching, learning and assessment for learners with a disability - November 2010 - Prepared by - Queensland VET Development Centre)*

**IMPORTANT:**

**Reasonable adjustments made for collecting candidate assessment evidence must not impact the standard expected by the workplace, as expressed by the relevant unit/s of competency. For example, if the assessment were gathering evidence of the candidate’s competency in writing, allowing the candidate to complete the assessment verbally would not be a valid assessment method. The method of assessment used by any reasonable adjustment must still meet the competency requirements.**

# The Unit of Competency

The units of competency specify the standards of performance required in the workplace.

This assessment addresses the following unit of competency:

**CHCCCS041 - Recognise healthy body systems (Release 1)**

1. Work with information about the human body.
2. Recognise and promote ways to support healthy functioning of the body.

**A complete copy of the above unit of competency can be downloaded from the TGA website:**

<https://training.gov.au/training/details/CHCCCS041>

# The Context of Assessment

To complete the assessments in this workbook, students need to have access to their learning materials, the Internet, and a workplace (or similar environment).

The Knowledge Assessment and Practical Assessment may be completed wholly at the candidate’s home or chosen place of study.

# Contextualising the Assessment Tools

Contextualisation is the process of modifying assessment tools to make learning more meaningful for your students and their employers.

Compliant Learning Resources highly recommends that your RTO contextualise the assessment tools before using them.

You must contextualise the assessment tools to suit the following:

* Your student’s needs
* Your RTO’s training and assessment processes
* The work and industry context in which you operate

**Contextualising for your state/territory**

The contents of this assessment tool are not written for a specific state/territory unless stated otherwise. Where the assessment tool refers to legislation and other industry requirements, which may vary across states/territories, model answers are based on one state/territory.

Should your RTO intend to use this assessment tool for learners from your state/territory, Compliant Learning Resources recommends you to:

* Access and review the legislation and industry requirements applicable in your state/territory.
* Update assessments and benchmark answers to reflect the legislation and industry requirements applicable in your state/territory.

When you are contextualising assessment tools, you must ensure that you retain the integrity of the assessment and the outcomes of the unit of competency.

**Contextualising the generic workplace assessment**

The workplace assessment included in this workbook was designed to be administered in a real workplace. Should your RTO wish to administer the assessment in a simulated environment, the RTO will need to redevelop the existing workplace assessment in this workbook so the candidate can complete it in the simulated environment.

Below are some examples of how the RTO may simulate the workplace assessment:

* Develop role-play activities with clear instructions and guidelines to replace existing tasks involving consultation, meetings, discussions, and oral communication.
* Provide the candidate with access to work personnel who will participate in assessment activities, e.g. project stakeholders, clients/customers, or team members.
* Provide the candidate with access to simulated workplace documents and information, such as but not limited to policies and procedures, organisational vision and mission statements, business plans, operational plans, etc.

**A comprehensive guide to contextualising your assessment tools for your RTO can be accessed through this link:**

<https://compliantlearningresources.com.au/blog/simple-guide-to-contextualising-rto-training-resources-and-assessment-tools/>

# Assessment Methods

This workbook uses the following assessment methods:

1. **Knowledge Assessment**

A set of general and workplace questions testing the candidate’s general knowledge and understanding of the general theory behind the unit.

1. **Case Study**

Detailed scenarios and simulated environments, providing all necessary information required to complete relevant tasks and activities.

1. **Workplace Assessment**

A set of tasks or activities completed according to set instructions and guidelines to meet the requirements of the relevant unit. These tasks and activities require you to have access to a workplace or a similar environment.

# Resources Required for Assessment

**The Training Organisation to provide the candidate with access to/organise the following for the candidate:**

* Assessor to supervise and observe the candidate as they complete assessments, where required.
* A workplace within community services contexts, e.g. aged care, home and community, disability, or community service organisation (or similar environments) that will allow them access to:
  + A workplace supervisor/registered nurse
  + Individualised support clients, e.g. ageing or living with a disability
  + Progress notes template (or similar)
  + Information about the client, e.g. individualised support plan, health or medical records, etc.
  + Organisational policies and procedures for:
    - Recognising and reporting changes to the client’s health status and physical condition
    - Documenting progress notes

**The candidate will need access to the following:**

* Computer with Internet, email access, and a working web browser
* Installed software: MS Word, Adobe Acrobat Reader
* Legislation relating to abuse and neglect of older people
* Organisational policies and procedures (provided in the scenarios)

# Assessor Instructions

This is a compulsory assessment to be completed by all candidates. This assessment tests the candidate’s knowledge and understanding of the general theory and concepts underpinning the unit of competency, as well as their practical skills in relation to the unit and assessment requirements.

Reasonable adjustment applies here, and while the majority of candidates will complete this assessment as a written assessment, verbal assessment may be an option for those who need it. The assessor must use the marking guide as the principal marking tool unless a reasonable adjustment is demonstrated.

The Assessor Guide provides instructions to the assessor on how to assess the candidate’s responses and performance and the criteria for assessing the candidate’s responses and performance. Benchmark answers and benchmark performance are also detailed for each assessment task, setting out which key responses and skills must be included and performed, as well as indicating where flexibility is acceptable.

The number of responses required is specified in each assessment task to avoid ambiguity. In these cases, the model answer will provide a list of possible answers. For instance, if a question requires the candidate to list three examples, then their response must include three of the items listed in the model answer.

**IMPORTANT:**

**Candidates must achieve a satisfactory result in ALL assessment tasks to be deemed COMPETENT for the unit/s relevant to this workbook.**

# Candidate Instructions

The assessments in this workbook are divided into two categories: the Knowledge Assessment and the Practical Assessment.

The **Knowledge Assessment** is a set of general and workplace questions testing your knowledge and understanding of the general theory behind the unit.

**You must answer all Knowledge Assessment Questions using your own words.** However, you may refer to your Learner Guide and other relevant resources and learning materials to complete this assessment.

Some questions cover processes you will likely encounter in a workplace setting. Ideally, you should be able to answer these questions based on the processes that are currently in place in your workplace. However, if you do not currently have access to a workplace, then answer the questions based on processes that should be implemented in a typical workplace setting.

The **Practical Assessment** is made up of the **Case Study** and **Workplace Assessment.** This assessment tests your practical skills with respect to the requirements of the relevant unit of competency.

The Practical Assessment requires you to complete and submit workplace documents and other documentation relevant to the unit of competency.

**The evidence you submit must be your own work except where due reference is made and where you are required to submit supplementary workplace documents such as policies and procedures.**

**When completing the assessments included in this workbook:**

1. Read the instructions provided in each task carefully before attempting to complete the task. The instructions will guide you on how to answer the question or complete the task satisfactorily.
2. Follow the steps provided in each task.
   * If the question instructs you to describe, provide a description as your response. If the question instructs you to list, provide a list as your response.
   * Where there is a number of required responses, provide the required number of responses. For example, if you are asked to list three responses, provide three responses.
3. Ensure that all your submissions for this assessment indicate your first and last name and that these submissions have been named according to the file naming convention prescribed in each task.

# Accessing External Links

Throughout this workbook, you will sometimes be required to access certain websites. Links to these websites are formatted in Blue Underlined Text.

To access these, hold the **Ctrl key and click the link for Windows users**, or simply **click on these blue links for** **Mac users**.

# Assessment Workbook Cover Sheet

**To the candidate:** Print this cover sheet and complete it by filling in all the required information and signing in the space provided. Your signature must be handwritten. Scan the completed cover sheet and submit it along with your evidence submissions. Use the filename: **CHCCCS041 Cover Sheet**

**Marking guide for the assessor:** The candidate must fill in all the required details of this cover sheet. The completed cover sheet must be printed, completed, contain a handwritten signature, and scanned.

|  |  |
| --- | --- |
| Workbook | CHCCCS041 |
| Title | Recognise healthy body systems (Release 1) |
| First and Last Name |  |
| Phone |  |
| Email |  |

|  |  |  |
| --- | --- | --- |
| **Please read the Candidate Declaration below, and if you agree to the terms of the declaration, sign and indicate the date in the spaces provided.**  **By submitting this work, I declare that:**   * I have been advised of the assessment requirements, have been made aware of my rights and responsibilities as an assessment candidate, and choose to be assessed at this time. * I am aware that there is a limit to the number of submissions that I can make for each assessment, and I am submitting all documents required to complete this Assessment Workbook. * I have organised and named the files I am submitting according to the instructions provided. I am aware that my assessor will not assess work that cannot be identified and may request the work be resubmitted according to the correct process. * This work is my own and contains no material written by another person except where due reference is made. I am aware that a false declaration may lead to the withdrawal of qualification or statement of attainment. * I am aware that there is a policy of checking the validity of qualifications that I submit as evidence, as well as the qualifications/evidence of parties who verify my performance or observable skills. I give my consent to contact these parties for verification purposes. | | |
| **Name:** | **Signature:** | **Date signed:** |

# Knowledge Assessment

## Part A. Human Body Systems and Its Components

*Mapping: CHCCCS041 PC1.1 (p), PC1.2 (p), PC2.2, KE15.0 (p)*

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| Application  Description automatically generated with low confidence | 1. List three basic functions of cells. |
|  | |
| Mapping: CHCCCS041 KE1.1 (p)  *Learner guide reference: CHCCCS041 Learner Guide, Chapter 1 Introduction*  **Marking guide**  The candidate must list three basic functions of cells.  For a satisfactory performance, although wording may vary slightly, the candidate’s responses must be any three of the following (in no particular order):   1. Provide structure for the body 2. Take in nutrients from food 3. Convert those nutrients into energy 4. Carry out specialized functions. 5. Contain the body’s hereditary material and can make copies of themselves.   The candidate may provide other functions. This is still acceptable provided that the responses are functions of cells, i.e. their purpose, what they do for the human body, etc. | |
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| Application  Description automatically generated with low confidence | 1. List the five basic functions of tissues. |
|  | |
| Mapping: CHCCCS041 KE1.1 (p)  *Learner guide reference: CHCCCS041 Learner Guide, Chapter 1 Introduction*  **Marking guide**  The candidate must list the five basic functions of tissues.  For a satisfactory performance, although wording may vary slightly, the candidate’s responses must be the five below (in no particular order):   1. Secretion 2. Movement 3. Strength 4. Excretion 5. Communication | |
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| --- | --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Listed below are different organ systems of the human body. Briefly explain the basic function of each. | | |
|  | | |
| Mapping: Provided per item below.  *Learner guide reference: CHCCCS041 Learner Guide, Chapter 1 Introduction*  **Marking guide**  The candidate must briefly explain the function of each organ system listed below.  For a satisfactory performance, although wording may vary slightly, the candidate’s response must be consistent with the benchmark answers provided below. | | |
| **Organ System** | | **Function** |
| 1. Cardiovascular system   *Mapping: CHCCCS041 KE1.2 (p)* | | The cardiovascular system transports blood from the heart to the other parts of the body. |
| 1. Respiratory system   *Mapping: CHCCCS041 KE1.3 (p)* | | The respiratory system brings oxygen in and carbon dioxide out. |
| 1. Musculoskeletal system   *Mapping: CHCCCS041 KE1.4 (p)* | | The musculoskeletal system facilitates movement and locomotion. |
| 1. Endocrine system   *Mapping: CHCCCS041 KE1.5 (p)* | | The endocrine system secretes hormones into the circulatory system. |
| 1. Digestive system   *Mapping: CHCCCS041 KE1.6 (p)* | | The digestive system breaks down food into energy. |

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| **Organ System** | **Function** |
| 1. Urinary system   *Mapping: CHCCCS041 KE1.7 (p)* | The urinary system removes liquid waste from the blood to keep a stable balance of salts and other substances in the blood. |
| 1. Female reproductive system   *Mapping: CHCCCS041 KE1.9 (p)* | The reproductive system produces, transports, and sustains egg cells. It also nurtures the developing offspring. |
| 1. Male reproductive system   *Mapping: CHCCCS041 KE1.9 (p)* | The reproductive system produces, transports, and sustains sperm cells. |
| 1. Integumentary system   *Mapping: CHCCCS041 KE1.10 (p)* | The integumentary system serves as a barrier to protect the inside of the body from elements in the environment, such as bacteria, pollution, and UV rays from the sun. |
| 1. Lymphatic system   *Mapping: CHCCCS041 KE1.11 (p)* | The lymphatic system transports fluid containing infection-fighting white blood cells throughout the body. |
| 1. Nervous system   *Mapping: CHCCCS041 KE1.12 (p)* | The nervous system carries information from the brain to other parts of the body. |
| 1. Immune system   *Mapping: CHCCCS041 KE1.14 (p)* | The immune system provides the body protection from infections/diseases. |
| 1. Renal system   *Mapping: CHCCCS041 KE1.8 (p)* | The renal system eliminates waste from the body and regulates blood volume, pressure, and pH, as well as control levels of electrolytes and metabolites. |

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| --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Briefly explain the basic functions of the following sensory organs. | |
|  | | |
| Mapping: CHCCCS041 KE1.1 (p)  *Learner guide reference:*   * *CHCCCS041 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.11* * *CHCCCS041 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.12*   **Marking guide**  The candidate must briefly explain the function of the sensory organ listed below.  For a satisfactory performance, although wording may vary slightly, the candidate’s response must be consistent with the benchmark answers provided below. | | |
| **Sensory organs** | | **Function** |
| 1. Eyes   *Mapping: CHCCCS041 KE1.12 (p), KE1.13 (p)* | | They receive, focus, and transmit light that helps us see. |
| 1. Ears   *Mapping: CHCCCS041 KE1.12 (p), KE1.13 (p)* | | Include its two main functions.       For a satisfactory performance, the candidate’s responses must be the two below (in no particular order)   * The organ that receives sound waves from the environment to help us hear (hearing) * It also helps us maintain balance (equilibrium) |
| 1. Tongue   *Mapping: CHCCCS041 KE1.13 (p)*  *Taste* | | The tongue helps us in tasting, chewing, swallowing food, and speech. |
| 1. Nose   *Mapping: CHCCCS041 KE1.13 (p)* | | The nose allows air to enter the body while filtering debris such as dust and is the primary organ for the smell. |

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| Application  Description automatically generated with low confidence | 1. Identify the parts of the **heart** shown in the diagram below:     Select your answers from the drop-down lists provided below. |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Mapping: CHCCCS041 KE1.1 (p), KE1.2 (p)  *Learner guide reference: CHCCCS041 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.1*  **Marking guide**  For a satisfactory performance, the candidate’s responses must be:   |  |  | | --- | --- | | 1. Superior vena cava | 1. Aorta | | 1. Pulmonary artery | 1. Pulmonary vein | | 1. Mitral valve | 1. Right atrium | | 1. Left atrium | 1. Pulmonary valve | | 1. Tricuspid valve | 1. Right ventricle | | 1. Left ventricle | 1. Aortic valve | | 1. Inferior vena cava |  | |

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| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. |  |

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| Application  Description automatically generated with low confidence | 1. Identify the parts of the **respiratory system** shown in the diagram below:     Select your answers from the drop-down lists provided below. |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Mapping: CHCCCS041 KE1.3 (p)  Learner guide reference: CHCCCS041 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.2  **Marking guide**  For a satisfactory performance, the candidate’s responses must be:   |  |  | | --- | --- | | 1. Nasal cavity | 1. Nostril | | 1. Oral cavity | 1. Larynx | | 1. Right main bronchus | 1. Right Lung | | 1. Pharynx | 1. Trachea | | 1. Left main bronchus | 1. Left Lung | | 1. Diaphragm | | |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. |

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| Application  Description automatically generated with low confidence | 1. Identify the parts of the **musculoskeletal system** shown in the diagram below:     Select your answers from the drop-down lists provided below. |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Mapping: CHCCCS041 KE1.4 (p)  Learner guide reference: CHCCCS041 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.3  **Marking guide**  For a satisfactory performance, the candidate’s responses must be:   |  |  | | --- | --- | | 1. Tendon | 1. Epimysium | | 1. Endomysium | 1. Muscle fibre | | 1. Bone | 1. Perimysium | | 1. Fascicle | 1. Blood vessel | | 1. Endomysium | |

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| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. |

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| Application  Description automatically generated with low confidence | 1. Identify the parts of the **skeletal system** shown in the diagram below:     Select your answers from the drop-down lists provided below. |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Mapping: CHCCCS041 KE1.4 (p)  Learner guide reference: CHCCCS041 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.3  **Marking guide**  For a satisfactory performance, the candidate’s responses must be:   |  |  | | --- | --- | | 1. Skull | 1. Clavicle | | 1. Scapula | 1. Sternum | | 1. Ribs | 1. Humerus | | 1. Ulna | 1. Radius | | 1. Carpals | 1. Metacarpals | | 1. Phalanges | 1. Femur | | 1. Patella | 1. Tibia | | 1. Fibula | 1. Tarsals | | 1. Metatarsals | 1. Phalanges | | 1. Vertebral column | 1. Pelvic girdle | | |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
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| Application  Description automatically generated with low confidence | 1. Identify the parts of the **endocrine system** shown in the diagram below:     Select your answers from the drop-down lists provided below. |

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| Mapping: CHCCCS041 KE1.5 (p)  Learner guide reference: CHCCCS041 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.4  **Marking guide**  For a satisfactory performance, the candidate’s responses must be:   |  |  | | --- | --- | | 1. Pineal gland | 1. Thalamus | | 1. Pituitary gland | 1. Thyroid cartilage | | 1. Thyroid gland | 1. Parathyroid glands | | 1. Trachea | 1. Adrenal glands | | 1. Pancreas | 1. Uterus | | 1. Ovaries | 1. Testes | |

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| 1. Choose an item. | 1. Choose an item. |
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| 1. Choose an item. | 1. Choose an item. |
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| Application  Description automatically generated with low confidence | 1. Identify the parts of the **digestive system** shown in the diagram below:     Select your answers from the drop-down lists provided below. |

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| Mapping: CHCCCS041 KE1.6 (p)  Learner guide reference: CHCCCS041 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.5  **Marking guide**  For a satisfactory performance, the candidate’s responses must be:   |  |  | | --- | --- | | 1. Mouth | 1. Liver | | 1. Gallbladder | 1. Large intestine | | 1. Oesophagus | 1. Stomach | | 1. Pancreas | 1. Duodenum | | 1. Small intestine | 1. Anus | | |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |

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| Application  Description automatically generated with low confidence | 1. Identify the parts of the **urinary system** shown in the diagram below:     Select your answers from the drop-down lists provided below. | |
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| Mapping: CHCCCS041 KE1.7 (p)  Learner guide reference: CHCCCS041 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.6  **Marking guide**  For a satisfactory performance, the candidate’s responses must be:   |  |  | | --- | --- | | 1. Kidney | 1. Ureter | | 1. Bladder | 1. Urethra | | | |
| 1. Choose an item. | | 1. Choose an item. |
| 1. Choose an item. | | 1. Choose an item. |

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| Application  Description automatically generated with low confidence | 1. Identify the parts of the **female reproductive system** shown in the diagram below:     Select your answers from the drop-down lists provided below. |
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| Mapping: CHCCCS041 KE1.9 (p)  Learner guide reference: CHCCCS041 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.7  **Marking guide**  For a satisfactory performance, the candidate’s responses must be:   |  |  | | --- | --- | | 1. Uterine tube | 1. Uterus | | 1. Ovary | 1. Cervix | | 1. Vagina | 1. Clitoris | | 1. Labia minora | 1. Labia majora | | |

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| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |

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| Application  Description automatically generated with low confidence | 1. Identify the parts of the **male reproductive system** shown in the diagram below:     Select your answers from the drop-down lists provided below. |

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| Mapping: CHCCCS041 KE1.9 (p)  Learner guide reference: CHCCCS041 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.7  **Marking guide**  For a satisfactory performance, the candidate’s responses must be:   |  |  | | --- | --- | | 1. Pubic bone | 1. Vas deferens | | 1. Penis | 1. Urethra | | 1. Seminal vesicles | 1. Bladder | | 1. Prostate gland | 1. Epididymis | | 1. Testis | 1. Scrotum | |

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| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |

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| Application  Description automatically generated with low confidence | 1. Identify the parts of the **integumentary system** shown in the diagram below:     Select your answers from the drop-down lists provided below. |

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| Mapping: CHCCCS041 KE1.1 (p), KE1.10 (p)  Learner guide reference: CHCCCS041 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.8  **Marking guide**  For a satisfactory performance, the candidate’s responses must be:   |  |  | | --- | --- | | 1. Epidermis | 1. Dermis | | 1. Fatty tissue | 1. Blood vessels | | 1. Follicle | 1. Oil gland | | 1. Sweat gland | 1. Melanocyte | | |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |

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| Application  Description automatically generated with low confidence | 1. Identify the parts of the **lymphatic system** shown in the diagram below:     Select your answers from the drop-down lists provided below. |

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| Mapping: CHCCCS041 KE1.11 (p), KE1.14 (p)  Learner guide reference:   * CHCCCS041 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.9 * CHCCCS041 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.10   **Marking guide**  For a satisfactory performance, the candidate’s responses must be:   |  |  | | --- | --- | | 1. Thymus | 1. Liver | | 1. Tonsils | 1. Spleen | | |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |

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| Application  Description automatically generated with low confidence | 1. Identify the parts of the **nervous system** shown in the diagram below:     Select your answers from the drop-down lists provided below. |

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| Mapping: CHCCCS041 KE1.12 (p)  Learner guide reference: CHCCCS041 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.11  **Marking guide**  For a satisfactory performance, the candidate’s responses must be:   |  |  | | --- | --- | | 1. Brain | 1. Nerves | | 1. Digestive tract | 1. Spinal cord | | 1. Ganglia | | |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. |

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| Application  Description automatically generated with low confidence | 1. Identify the parts of the **nerve cell** shown in the diagram below:     Select your answers from the drop-down lists provided below. |

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| Mapping: CHCCCS041 KE1.1 (p), KE1.12 (p)  *Learner guide reference: CHCCCS041 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.11*  **Marking guide**  For a satisfactory performance, the candidate’s responses must be:   |  |  | | --- | --- | | 1. Dendrite | 1. Soma | | 1. Nucleus | 1. Axon | | 1. Myelin sheath | | |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. |

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| Application  Description automatically generated with low confidence | 1. Identify the parts of the **eye** shown in the diagram below:     Select your answers from the drop-down lists provided below. |

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| Mapping: CHCCCS041 KE1.1 (p), KE1.12 (p), KE1.13 (p)  Learner guide reference: CHCCCS041 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.11  **Marking guide**  For a satisfactory performance, the candidate’s responses must be:   |  |  | | --- | --- | | 1. Retina | 1. Blood vessels | | 1. Fovea | 1. Macula | | 1. Lens | 1. Pupil | | 1. Cornea | 1. Iris | | |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |

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| Application  Description automatically generated with low confidence | 1. Identify the parts of the **ear** shown in the diagram below:     Select your answers from the drop-down lists provided below. |

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| Mapping: CHCCCS041 KE1.1 (p), KE1.12 (p), KE1.13 (p)  Learner guide reference: CHCCCS041 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.12  **Marking guide**  For a satisfactory performance, the candidate’s responses must be:   |  |  | | --- | --- | | 1. Stapes | 1. Semi-circular canals | | 1. Vestibular nerve | 1. Cochlear nerve | | 1. Cochlea | 1. Eustachian tube | | 1. Round window | 1. Tympanic cavity | | 1. Tympanic membrane | 1. External auditory canal | | 1. Malleus | 1. Incus | |

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| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |

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| Application  Description automatically generated with low confidence | 1. Identify the parts of the **nose** shown in the diagram below:     Select your answers from the drop-down lists provided below. | | |
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| Mapping: CHCCCS041 KE1.1 (p) KE1.13 (p)  Learner guide reference: CHCCCS041 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.12  **Marking guide**  For a satisfactory performance, the candidate’s responses must be:   |  |  | | --- | --- | | 1. Olfactory bulb | 1. Mitral cells | | 1. Bone | 1. Nasal epithelium | | 1. Glomerulus | 1. Olfactory receptor neurons | | | |
| 1. Choose an item. | | 1. Choose an item. |
| 1. Choose an item. | | 1. Choose an item. |
| 1. Choose an item. | | 1. Choose an item. |

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| Application  Description automatically generated with low confidence | 1. Identify the parts of the **tongue** shown in the diagram below:     Select your answers from the drop-down lists provided below. | | |
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| Mapping: CHCCCS041 KE1.1 (p) KE1.13 (p)  Learner guide reference: CHCCCS041 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.12  **Marking guide**  For a satisfactory performance, the candidate’s responses must be:   |  |  | | --- | --- | | 1. Taste buds | 1. Taste hairs | | 1. Taste pore | 1. Basal cell | | 1. Gustatory cell | 1. Transitional cell | | | |
| 1. Choose an item. | | 1. Choose an item. |
| 1. Choose an item. | | 1. Choose an item. |
| 1. Choose an item. | | 1. Choose an item. |

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| Application  Description automatically generated with low confidence | 1. Identify the parts of the **renal system** shown in the diagram below:     Select your answers from the drop-down lists provided below. | |
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| Mapping: CHCCCS041 KE1.8 (p)  Learner guide reference: CHCCCS041 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.16  **Marking guide**  For a satisfactory performance, the candidate’s responses must be:   |  |  | | --- | --- | | 1. Inferior vena cava | 1. Right kidney | | 1. Renal artery | 1. Ureter | | 1. Urinary bladder | 1. Urethra | | 1. Dorsal aorta | 1. Adrenal gland | | 1. Left kidney | 1. Renal vein | | 1. Sphincter muscle | | | | |
| 1. Choose an item. | | 1. Choose an item. | |
| 1. Choose an item. | | 1. Choose an item. | |
| 1. Choose an item. | | 1. Choose an item. | |
| 1. Choose an item. | | 1. Choose an item. | |
| 1. Choose an item. | | 1. Choose an item. | |
| 1. Choose an item. | |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about the interactions of different body systems and their associated components. |

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| Mapping: CHCCCS041 KE1.0 (p)  *Learner guide reference: CHCCCS041 Learner Guide, Chapter 1, Subchapter 1.2, Section 1.2.1*  **Marking guide**  The candidate must answer the following questions about the interactions of different body systems and their associated components.  Marking guides and benchmark answers are provided in each question below. |
| 1. Complete the following sentences: 2. The       and       systems work together to circulate blood and oxygen in our body. 3. moves in and out of the       through the trachea, bronchi, and bronchioles. 4. moves in and out of the lungs through the pulmonary arteries and veins that connect to the      . |

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| *Mapping: CHCCCS041 KE1.2 (p), KE1.3 (p)*  The candidate must complete the sentences above.  For a satisfactory performance, the candidate’s responses must be consistent with the benchmark answers provided below:   1. The circulatory and respiratory (no particular order) systems work together to circulate blood and oxygen throughout the body. 2. Air moves in and out of the lungs through the trachea, bronchi, and bronchioles. 3. Blood moves in and out of the lungs through the pulmonary arteries and veins that connect to the heart. |
| 1. How is the lymphatic system connected to the immune system?     *Mapping: CHCCCS041 KE1.11 (p), KE1.14 (p)*  The candidate must explain how the lymphatic system is connected to the immune system.  For a satisfactory performance, the candidate’s response must be consistent with the benchmark answer provided below:  The lymphatic system is a part of the immune system.  It produces and releases white blood cells and other immune cells that monitor and then destroy foreign invaders, e.g. bacteria, viruses, parasites and fungi, which may enter the body. |
| 1. Which organ links the endocrine and nervous systems?     What does this organ do?    *Mapping: CHCCCS041 KE1.5 (p), KE1.12 (p)*  The candidate must identify the organ that links the endocrine and nervous systems.  For a satisfactory performance, the candidate’s response must be the hypothalamus.  The candidate must also explain what this organ does.  For a satisfactory performance, although wording may vary slightly, the candidate’s response must be consistent with the benchmark answer below:  (At a minimum, the underlined sentence must appear in the candidate’s response)  The hypothalamus is responsible for controlling human behaviour, including emotional and stress responses. It is also responsible for basic drives such as sleep, hunger, thirst, and libido. |

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| 1. What type of muscle movement does the nervous system control?     *Mapping: CHCCCS041 KE1.4 (p), KE1.12 (p)*  The candidate must identify the type of muscle movement the nervous system controls.  For a satisfactory performance, the candidate’s response must be voluntary muscle movements. |
| 1. How does the integumentary system gather information for the nervous system?     *Mapping: CHCCCS041 KE1.10 (p), KE1.12 (p)*  The candidate must explain how the integumentary system gathers information for the nervous system  For a satisfactory performance, although wording may vary slightly, the candidate’s response must be consistent with the benchmark answer below:  The skin has different types of sensory receptors that receive different sensations from the environment, e.g. pain, pressure, heat, and cold. These sensations are sent to and processed by the nervous system. |
| 1. Complete the following sentences. 2. found within the interior walls of bones is crucial for the proper development of the immune system. 3. This also houses       which are used in the maintenance of the immune system.   *Mapping: CHCCCS041 KE1.4 (p), KE1.14 (p)*  The candidate must complete the sentences above.  For a satisfactory performance, the candidate’s responses must be consistent with the benchmark answers provided below:   1. Bone marrow found within the interior walls of bones is crucial for the proper development of the immune system. 2. This also houses stem cells which are used in the maintenance of the immune system. |

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| 1. Which body system helps distribute the nutrients absorbed in the digestive system?     *Mapping: CHCCCS041 KE1.2 (p), KE1.6 (p)*  The candidate must identify the body system that helps distribute the nutrients absorbed in the digestive system.  For a satisfactory performance, the candidate’s response must be the circulatory or cardiovascular system. |
| 1. Identify three ways in which the kidneys support the blood.     *Mapping: CHCCCS041 KE1.2 (p), KE1.7 (p)*  The candidate must identify three ways in which the kidneys support the blood.  For a satisfactory performance, although wording may vary slightly, the candidate’s response must be any three of the following (in no particular order):   1. Clean the blood of waste products and extra water 2. Help control blood pressure 3. Help make red blood cells 4. Keep the balance of minerals in your blood (e.g. sodium, phosphorous, and potassium) |

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| 1. Complete the following sentences. 2. in the reproductive system produce sex hormones that are responsible for       sex characteristics in men and women. 3. also contribute to the production of sex cells or gametes. 4. Female sex hormones regulate pregnancy,      , and      .   *Mapping: CHCCCS041 KE1.5 (p), KE1.9 (p)*  The candidate must complete the sentences above.  For a satisfactory performance, the candidate’s responses must be consistent with the benchmark answers provided below:   1. Endocrine glands in the reproductive system produce sex hormones that are responsible for secondary sex characteristics in men and women. 2. Sex hormones also contribute to the production of sex cells or gametes. 3. Female sex hormones regulate pregnancy, ovulation, and menstruation or menstrual cycle. (no particular order). |
| 1. Complete the following sentences. 2. The       pumps blood filled with oxygen through all the parts of our body, including the kidneys. 3. The       clean the blood, removing waste products and extra water.   *Mapping: CHCCCS041 KE1.2 (p), KE1.8 (p)*  The candidate must complete the sentences above.  For a satisfactory performance, the candidate’s responses must be consistent with the benchmark answers provided below:   1. The heart pumps blood filled with oxygen through all the parts of our body, including the kidneys. 2. The kidneys clean the blood, removing waste products and extra water. |
| 1. Complete the following sentences. 2. The renal and       systems help the body to eliminate liquid waste called      . 3. These systems keep chemicals, such as potassium and      , and water in balance.   *Mapping: CHCCCS041 KE1.7 (p), KE1.8 (p)*  The candidate must complete the sentences above.  For a satisfactory performance, the candidate’s responses must be consistent with the benchmark answers provided below:   1. The renal and urinary systems help the body to eliminate liquid waste called urea. 2. These systems keep chemicals, such as potassium and sodium, and water in balance. |

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| Application  Description automatically generated with low confidence | 1. Briefly explain how our sensory organs send images, sounds, smell, and taste to the brain. |

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| Mapping: Provided per item below.  *Learner guide reference: CHCCCS041 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.12*  **Marking guide**  The candidate must explain how our sensory organs send images, sounds, smell, and taste to the brain.  For a satisfactory performance, although wording may vary slightly, the candidate’s response must be consistent with the benchmark answers provided below.  The candidate may provide other explanations. This is still acceptable as long as their responses:   * Are relevant to healthy body systems and the functioning of the following sensory organs * Demonstrate how the following organs send images, sound, smell, and taste to the brain |

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| **Sensory organ** | **Explanation** |
| 1. Eyes   *Mapping: CHCCCS041 KE1.12 (p), KE1.13 (p)* | Light rays enter the eyes. When it reaches the light-sensitive nerve cells (rods and cones) in the retina, light energy is processed into electrical activity or impulses.  Electrical impulses are communicated to the visual cortex of the brain by way of the optic nerve. |
| 1. Ears   *Mapping: CHCCCS041 KE1.12 (p), KE1.13 (p)* | Sound waves enter the inner ear and then into the cochlea. The fluid contained in the cochlea moves in response to the vibration from the oval window. These vibrations are transformed into electrical impulses and then sent to the brain via the auditory nerve. |
| 1. Nose   *Mapping: CHCCCS041 KE1.13 (p)* | As we smell, signals are sent from the olfactory bulb to other parts of the brain to be interpreted as a smell that we may recognise, e.g. perfume, freshly baked bread, etc. |
| 1. Tongue   *Mapping: CHCCCS041 KE1.13 (p)* | The taste buds in the tongue react to sweet, sour, salty, bitter, and savoury.  The taste buds send messages to the areas in the cortex responsible for processing taste. |

## Part B. Body Functions and Processes

*Mapping: CHCCCS041 PC1.1 (p), PC1.2 (p), KE15.0 (p)*

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about how we maintain body temperature. | |
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| Mapping: CHCCCS041 KE2.1.1, KE2.4 (p)  *Learner guide reference: CHCCCS041 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.1*  **Marking guide**  The candidate must answer the following questions about how we maintain body temperature.  Marking guides and benchmark answers are provided in each question below. | |
| 1. Which part of the brain helps control body temperature?     How does it help in maintaining body temperature?    The candidate must identify the part of the brain that helps control body temperature.  For a satisfactory performance, the candidate’s response must be the hypothalamus.  Additionally, they must explain how the hypothalamus helps maintain the body temperature.  For a satisfactory performance, although the wording may vary slightly, the candidate’s response must be consistent with the benchmark answer below:  (At a minimum, the underlined phrases must appear in the candidate’s response)  The hypothalamus is the processing centre in the brain that controls body temperature. It does this by triggering changes to effectors, such as sweat glands and muscles controlling body hair. | |
| 1. Complete the following sentence:   When exposed to hot conditions,       is one of the primary methods your body uses to maintain its temperature.  The candidate must complete the sentence above.  For a satisfactory performance, the candidate’s response must be:  When exposed to hot conditions, sweating is one of the primary methods your body uses to maintain its temperature. | |

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| 1. How does ageing affect our ability to maintain or regulate body temperature?     *Mapping: CHCCCS041 KE3.3 (p)*  The candidate must explain how ageing affects our ability to maintain or regulate body temperature  For a satisfactory performance, although the wording may vary slightly, the candidate’s response must be consistent with the benchmark answer below:  (At a minimum, the underlined sentences and phrases (or similar) must appear in the candidate’s response)  Normal body temperature does not change much with ageing, but as one gets older, it becomes harder for the body to control its temperature. A decrease in the amount of fat below the skin makes it harder to stay warm.  Ageing decreases the body’s ability to sweat. Elderly clients may have difficulty telling when they are becoming overheated, and this puts them at high risk of overheating (heat stroke). |
| 1. Complete the following sentence:   Anhidrosis is the inability to      . It occurs when our       don’t function properly.  The candidate must complete the sentence above.  For a satisfactory performance, the candidate’s responses must be:  Anhidrosis is the inability to sweat normally. It occurs when our sweat glands don’t function properly. |

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| 1. List three examples of conditions that may cause anhidrosis.     The candidate must list three examples of conditions that may cause anhidrosis.  For a satisfactory performance, although the wording may vary slightly, the candidate’s response must be any three of the following mentioned:   * Congenital conditions, such as certain congenital dysplasia, affect the development of sweat glands * Inherited conditions that affect your metabolic system, such as Fabry's disease * Connective tissue diseases, such as Sjogren's syndrome, which causes dry eyes and mouth * Skin damage, such as from burns or radiation therapy, or diseases that clog your pores (poral occlusion), such as psoriasis * Conditions that cause nerve damage (neuropathy), such as diabetes, alcoholism and Guillain-Barre syndrome |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about how we regulate fluid and electrolyte balance. | |
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| Mapping: CHCCCS041 KE2.1.2, KE2.1.3 (p), KE2.4 (p), KE3.3 (p)  *Learner guide reference: CHCCCS041 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.1*  **Marking guide**  The candidate must answer the following questions about how we regulate fluid and electrolyte balance.  Marking guides and benchmark answers are provided in each question below. | |

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| 1. Complete the following sentence:   The       are a pair of bean-shaped organs and are essential for regulating the fluid and electrolyte composition of the body.  The candidate must complete the sentence above.  For a satisfactory performance, the candidate’s responses must be:  The kidneys are a pair of bean-shaped organs and are essential for regulating the fluid and electrolyte composition of the body. |
| 1. How does the organ you identified in Question i help maintain pH (acid-base) balance in the body? List two ways.    The candidate must list two ways in which the kidneys maintain pH (acid-base) balance in the body.  For a satisfactory performance, although wording may vary slightly, the candidate’s responses must be the following (in no particular order):   * The kidneys’ cells reabsorb bicarbonate HCO3− from the urine back to the blood, and they secrete hydrogen H+ ions into the urine. * By adjusting the amounts reabsorbed and secreted, they balance the bloodstream’s pH. |
| 1. What is considered a normal blood pH level? Provide the range:         to  The candidate must identify the normal blood pH level.  For a satisfactory performance, the candidate’s response must be 7.35 – 7.45. |
| 1. List two factors associated with ageing that may affect this organ’s ability to maintain fluid and electrolyte balance.    The candidate must list two factors associated with ageing that may affect this organ’s ability to maintain fluid and electrolyte balance.  For a satisfactory performance, although wording may vary slightly, the candidate’s responses must be any two of the following (in no particular order):   * Illnesses associated with ageing, e.g. diabetes, kidney stones, cardiovascular diseases * Certain medications, e.g. prolonged use of over-the-counter pain medication   The candidate may provide responses other than what is listed above. This is acceptable provided that the responses:   * Are factors associated with ageing * Affect the kidney’s ability to maintain fluid and electrolyte balance |
| 1. Respiratory acidosis is caused by the lungs not being able to remove enough carbon when you exhale. List two examples of conditions that may lead to respiratory acidosis.    The candidate must list two examples of conditions that may lead to respiratory acidosis.  For a satisfactory performance, the candidate’s responses may be two of the following (in no particular order):   * Asthma * Emphysema and chronic bronchitis * Pneumonia (severe) * Obesity * Sleep apnea   The candidate may provide responses other than what is listed above. This is acceptable provided that the responses:   * Are medical conditions or disabilities * Are conditions known to lead to respiratory acidosis. |

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| Application  Description automatically generated with low confidence | 1. Complete the sentences below regarding how our body eliminates waste from our body. | |
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| Mapping: CHCCCS041 KE2.1.3  *Learner guide reference: CHCCCS041 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.1*  **Marking guide**  The candidate must complete the sentences below regarding how our body eliminates waste from our body.  For a satisfactory performance, the candidate’s responses must be consistent with the benchmark answers provided (underlined). | |
| 1. The       is a passive biological system that removes excess and unnecessary materials from the body so as to help maintain       and prevent damage.   The excretory system is a passive biological system that removes excess and unnecessary materials from the body so as to help maintain homeostasis and prevent damage. | |
| 1. The main organs involved in waste management are the      ,      ,      ,      , and      .   The main organs involved in waste management are the skin, lungs, liver, kidneys, and digestive organs (in no particular order). | |
| 1. The       is a vital organ with a wide range of functions, including detoxification, protein synthesis, and the production of biochemicals necessary for digestion.   The liver is a vital organ with a wide range of functions, including detoxification, protein synthesis, and the production of biochemicals necessary for digestion. | |
| 1. The skin has       that secrete a fluid waste called perspiration or sweat.   The skin has sweat glands that secrete a fluid waste called perspiration or sweat. | |

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| 1. The       diffuse gaseous wastes, such as carbon dioxide, from the bloodstream as a normal part of respiration.   The lungs diffuse gaseous wastes, such as carbon dioxide, from the bloodstream as a normal part of respiration. |
| 1. The final step in digestion is the elimination of undigested food content and waste products.   After food passes through the      , the undigested food material enters the      , where most of the water is reabsorbed.  The final step in digestion is the elimination of undigested food content and waste products.  After food passes through the small intestine, the undigested food material enters the colon, where most of the water is reabsorbed. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about how our body maintains blood pressure. | |
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| Mapping: CHCCCS041 KE2.1.4, KE2.4 (p), KE3.3 (p)  *Learner guide reference: CHCCCS041 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.1*  **Marking guide**  The candidate must answer the following questions about how our body maintains blood pressure.  Marking guides and benchmark answers are provided in each question below. | |
| 1. Complete the following sentence:   Our body tries to maintain stable blood pressure through the process of      .  The candidate must complete the sentence above.  For a satisfactory performance, the candidate’s response must be consistent with the benchmark answer below.  Our body tries to maintain stable blood pressure through the process of homeostasis. | |

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| 1. What is systolic and diastolic pressure?   The candidate must explain what systolic and diastolic pressure is.  For a satisfactory performance, the candidate’s response must be consistent with the benchmark answers below.   |  |  | | --- | --- | | **Pressure** | **Explanation** | | Systolic | The pressure of the blood during the heart contraction (systole). | | Diastolic | The pressure of the blood when the heart is at rest between heartbeats (diastole). | |
| 1. List the three factors that can affect blood pressure.     The candidate must list the three factors that can affect blood pressure.  For a satisfactory performance, although wording may vary slightly, the candidate’s responses must be the three below (in no particular order):   * Cardiac output * Peripheral resistance * Blood viscosity (or changes to the blood viscosity) |
| 1. How does ageing affect our ability to maintain blood pressure?     The candidate must explain how ageing affects our ability to maintain blood pressure.  For a satisfactory performance, although wording may vary slightly, the candidate’s response must be consistent with the benchmark answer below:  As people get older, they are more likely to have elevated blood pressure. This is because blood vessels become stiffer as we age, which makes our blood pressure rise. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about how our body protects itself against infections. | |
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| Mapping: CHCCCS041 KE2.2  *Learner guide reference: CHCCCS041 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.2*  **Marking guide**  The candidate must answer the following questions about how our body protects itself against infections.  Marking guides and benchmark answers are provided below for each question. | |
| 1. Complete the following sentences: 2. , a protein inside skin cells, makes up the skin cells and, along with other proteins, sticks together to form the      . 3. The       keeps bacteria and germs from entering the body and causing infections.   The candidate must complete the sentences above.  For a satisfactory performance, the candidate’s responses must be consistent with the benchmark answers below.   * Keratin, a protein inside skin cells, makes up the skin cells and, along with other proteins, sticks together to form the epidermis. * The epidermis keeps bacteria and germs from entering the body and causing infections. | |

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| 1. How do white blood cells fight infection?     The candidate must explain how white blood cells fight infection.  For a satisfactory performance, although wording may vary slightly, the candidate’s response must be consistent with the benchmark answer below.  White blood cells attach to germs, absorbing them or destroying them. They produce antibodies that latch onto these germs. |
| 1. True or false:   Fever is an immune system response, and a rise in temperature can kill some microbes within the body.  Tick the box that corresponds to your answer.  True  False  For a satisfactory performance, the candidate’s response must be: TRUE |

## Part C. Maintaining Health and Wellbeing

*Mapping: CHCCCS041 PC2.1, KE15.0 (p)*

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| Application  Description automatically generated with low confidence | 1. Complete the sentences below regarding the recommended amount of physical activity. | |
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| Mapping: CHCCCS041 KE2.3 (p)  *Learner guide reference: CHCCCS041 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.3*  **Marking guide**  The candidate must complete the sentences below regarding the recommended amount of physical activity.  For a satisfactory performance, the candidate’s responses must be consistent with the benchmark answers provided (underlined). | |
| 1. Adults aged 65 years and above, with the advice of a health professional, should do at least       minutes of moderate-intensity physical activity or at least       minutes of vigorous-intensity physical activity throughout the week.   Adults aged 65 years and above, with the advice of a health professional, should do at least 150 minutes of moderate-intensity physical activity or at least 75 minutes of vigorous-intensity physical activity throughout the week. | |
| 1. Those with poor mobility should perform physical activity to enhance balance and prevent falls,       or more days per week.   Those with poor mobility should perform physical activity to enhance balance and prevent falls, three or more days per week. | |
| 1. Muscle-strengthening activities should be done involving major muscle groups,       or more days a week.   Muscle-strengthening activities should be done involving major muscle groups, two or more days a week. | |

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| 1. While there are no formal guidelines for people with disability or chronic conditions, how they will stay active will depend on their      .   While there are no formal guidelines for people with disability or chronic conditions, how they will stay active will depend on their ability/abilities. |
| 1. People with a disability or chronic conditions are also recommended to try and meet the physical recommendations for their      .   People with a disability or chronic conditions are also recommended to try and meet the physical recommendations for their age groups. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about passive and active types of exercises. | |
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| Mapping: CHCCCS041 KE2.3 (p)  *Learner guide reference: CHCCCS041 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.3*  **Marking guide**  The candidate must answer the following questions about passive and active types of exercises.  Marking guides and benchmark answers are provided below for each question. | |
| 1. What is active exercise?     The candidate must explain what active exercise is.  For a satisfactory performance, although wording may vary slightly, the candidate’s response must be consistent with the benchmark answer below:  Active exercise is an exercise performed with volitional control. | |

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| 1. Which client group/s is active exercise recommended for?     The candidate must identify the client group/groups which active exercise is recommended for.  For a satisfactory performance, although wording may vary slightly, the candidate’s response must be consistent with the benchmark answer below:  Clients who have the physical capability to perform active exercises. |
| 1. What is passive exercise?     The candidate must explain what passive exercise is.  For a satisfactory performance, although wording may vary slightly, the candidate’s response must be consistent with the benchmark answer below:  Passive exercise is an exercise performed without volitional control. |
| 1. Identify one example of passive exercise and who may benefit from this type of exercise.   Example of passive exercise:  Who may benefit from this type of exercise:  The candidate must identify one example of passive exercise. Responses will vary. Examples of satisfactory responses are provided below:   * Passive range of motion (ROM) exercises * Functional neuromuscular stimulation (FNS) * Facilitated electrical stimulated (FES) exercise * Technician-assisted exercise * Use of leg extension or leg-cycling equipment   Additionally, the candidate must also provide an example of individuals who may benefit from this type of exercise.  Responses will vary. An example of a satisfactory response is provided below:   * Stroke survivors who are left with mild to severe paralysation, or paresis |

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| Application  Description automatically generated with low confidence | 1. List one way of promoting and maintaining the health and well-being of older individuals and people with disability in each of the following areas. | | |
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| Mapping: Provided per item below.  *Learner guide reference: CHCCCS041 Learner Guide, Chapter 2, Subchapter 2.1*  **Marking guide**  The candidate must list one way of promoting and maintaining health and wellbeing in each of the following areas.  Responses will vary. Examples of satisfactory responses are provided below.  The candidate may provide other responses. This is still acceptable, provided that their responses:   * Are ways that promote and maintain health and wellbeing * Are relevant to older individuals and people with disability * Reflect current best practices for promoting and maintaining the health and wellbeing of individualised support clients. | | |
| **Area** | | **One way of promoting and maintaining health and well-being in this area** |
| 1. Nutrition   *Mapping: CHCCCS041 KE5.1* | | * Follow healthy eating habits, e.g. minimising salt, saturated fats, and trans fats. * Take vitamins and minerals as recommended by the doctor or dietitian. * Eat a wide variety of foods from the five food groups. |
| 1. Hydration   *Mapping: CHCCCS041 KE5.2* | | * Aim to drink at least six times a day (more during warmer weather or after exercising) * Avoid drinking caffeinated drinks and alcohol, as they can dehydrate. * Eat water-rich foods, e.g. cucumber, tomato, spinach, etc. |

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| **Area** | **One way of promoting and maintaining health and well-being in this area** |
| 1. Skin integrity   *Mapping: CHCCCS041 KE5.3* | * Ensuring skin is cleansed, dried thoroughly, and moisturised daily. * Using active pressure relieving mattresses and pressure redistributing seating cushions for people with limited mobility to reduce prolonged exposure to pressure. * Using non-soap cleansers with a pH close to 5.5 to prevent the skin from drying out |
| 1. Movement   *Mapping: CHCCCS041 KE5.4* | * Encourage incidental activities or physical activities that occur as part of the person’s regular daily activities, e.g. walking to the toilet, dressing, eating meals out of bed, etc. * Follow an exercise program recommended by the doctor that includes strength, balance, and aerobic exercises. |
| 1. Social interaction   *Mapping: CHCCCS041 KE5.5* | * Incorporate social interaction into activities, e.g. running group exercise activities. * Plan regular visits with family/grandchildren * Join communities, hobby or interest groups, e.g. book club, volunteering at an animal shelter, etc. |

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| Application  Description automatically generated with low confidence | 1. How are the concepts of nutrition and hygiene related? | |
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| Mapping: CHCCCS041 KE7.0  *Learner guide reference: CHCCCS041 Learner Guide, Chapter 2, Subchapter 2.1*  **Marking guide**  The candidate must explain how nutrition and hygiene are related.  For a satisfactory performance, although wording may vary slightly, the candidate’s response must be consistent with the benchmark answers below.  Good hygiene is essential when it comes to preparing food. It ensures that food is clean and safe for consumption. Poor hygiene when handling or eating food can lead to the spread of germs and food-borne diseases, such as diarrhoea.  The candidate may provide other explanations. This is still acceptable, provided that their response sufficiently demonstrates the relationship between nutrition and hygiene. | |
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| Application  Description automatically generated with low confidence | 1. How does poor oral hygiene affect nutrition? | |
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| Mapping: CHCCCS041 KE8.0  *Learner guide reference: CHCCCS041 Learner Guide, Chapter 2, Subchapter 2.1*  **Marking guide**  The candidate must explain how poor oral hygiene affects nutrition.  For a satisfactory performance, although wording may vary slightly, the candidate’s response must be consistent with the benchmark answers below.  Poor oral health can lead to impaired oral health, e.g. missing teeth (due to tooth decay, dental caries) and gum diseases. Impaired oral health can affect our ability to chew or swallow food, and this can negatively impact our nutritional intake. We may tend to consume fewer meals or meals with lower nutritional value, and this can lead to poor nutritional status and an increased risk of malnutrition.  The candidate may provide other explanations. This is still acceptable, provided that their response sufficiently demonstrates the relationship between nutrition and hygiene. | |
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| Application  Description automatically generated with low confidence | 1. Answer the following questions about exercise and movement and how ageing and disability affect them. | |
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| Mapping: Provided per item below.  *Learner guide reference: CHCCCS041 Learner Guide, Chapter 2, Subchapter 2.1*  **Marking guide**  The candidate must answer the following questions about exercise and movement and how ageing and disability affect them.  Marking guides and benchmark answers are provided in each question below. | |
| 1. How does ageing affect exercise and movement?     *Mapping: CHCCCS041 KE11.2 (p)*  The candidate must explain how ageing affects exercise and movement.  For a satisfactory performance, although wording may vary slightly, the candidate’s response must be consistent with the benchmark answer below:  The presence of ageing-related changes, conditions, and illnesses can limit the older adult’s exercise and movement. The decline of their health, including vision and bone health, e.g. joints becoming stiffer and less flexible, can make exercise and movement difficult.  The candidate may provide other explanations. This is still acceptable as long as their response:   * Is relevant to individual support contexts, * Is relevant to ageing and exercise, and movement, * Demonstrates the impact of ageing on exercise and movement | |

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| 1. How does disability affect exercise and movement?     *Mapping: CHCCCS041 KE11.2 (p)*  The candidate must explain how disability affects exercise and movement.  For a satisfactory performance, although wording may vary slightly, the candidate’s response must be consistent with the benchmark answer below:  People who have disabilities may find it more difficult to do regular exercise and movement. Lack of accessible physical environments, assistive technology, and attitudes and perception of people toward disability are some of the factors limiting people with disabilities from exercise and movement.  The candidate may provide other explanations. This is still acceptable as long as their response:   * Is relevant to individual support contexts, * Is relevant to disability and exercise and movement * Demonstrates the impact of disability on exercise and movement. |
| 1. How do illnesses and other conditions restrict one’s daily life?     *Mapping: CHCCCS041 KE11.1 (p)*  The candidate must explain how illnesses and other conditions restrict one’s daily life.  For a satisfactory performance, although wording may vary slightly, the candidate’s response must be consistent with the benchmark answer below:  People who have illnesses and other conditions may experience barriers and restrictions to daily life more frequently. Some illnesses and conditions may cause the person to stay more indoors or on their beds, and they are likely, not able to do activities independently or without the help of others, e.g. doing the groceries, going out for social activities, doing outdoor activities, taking a holiday trip, etc.  The candidate may provide other explanations. This is still acceptable as long as their response:   * Is relevant to individual support contexts, * Is relevant to a person’s daily living activities, * Demonstrates the impact of illnesses and other conditions on one’s daily life |

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| 1. How do these restrictions (referred to in the previous question) affect their exercise and movement?     *Mapping: CHCCCS041 KE11.1 (p)*  The candidate must explain how these restrictions (referred to in the previous question) affect their exercise and movement.  For a satisfactory performance, although wording may vary slightly, the candidate’s response must be consistent with the benchmark answer below:  Due to these restrictions – e.g. not being able to do activities independently or without the help of others, e.g. doing the groceries, going out for social activities, doing outdoor activities, taking a holiday trip, etc., people are likely to do less exercise and movement. Not getting enough physical activities can lead to issues such as heart disease and increased risk factors for obesity, high blood pressure and cholesterol and type 2 diabetes.  The candidate may provide other explanations. This is still acceptable as long as their response:   * Is relevant to individual support contexts, * Is relevant to restrictions (described in the previous question) and movement, * Demonstrates the impact of restrictions (described in the previous question) on exercise and movement. |

## Part D. Health Status and Conditions

*Mapping: CHCCCS041 KE15.0 (p)*

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| Application  Description automatically generated with low confidence | 1. Identify one example of indicators of issues that must be reported in relation to each of the following areas. | | |
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| Mapping: Provided per item below.  *Learner guide reference: CHCCCS041 Learner Guide, Chapter 1, Subchapter 1.2, Section 1.2.2*  **Marking guide**  The candidate must identify one example of indicators of issues that must be reported in relation to each of the following.  Responses will vary. Examples of satisfactory responses are provided below.  The candidate may provide other responses. This is still acceptable as long as their responses are known indicators of issues in the following areas. | | |
| **Area** | | **Indicator of issues** (Provide one example only) |
| 1. Malnutrition   *Mapping: CHCCCS041 KE4.2 (p)* | | E.g.   * Feeling weak or tired * Unplanned weight loss * Eating only a small amount at a time (due to lack of ability to chew and swallow) * Loss of appetite |
| 1. Dehydration   *Mapping: CHCCCS041 KE4.3 (p)* | | E.g.   * Not urinating frequently * Dry, sticky mouth * Unexplained tiredness * Dark coloured urine |

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| **Area** | **Indicator of issues** (Provide one example only) |
| 1. Weight regulation   *Mapping: CHCCCS041 KE4.4 (p)* | E.g.   * Unplanned weight loss * Constipation * Loss of appetite | |
| 1. Oral health   *Mapping: CHCCCS041 KE4.5 (p)* | E.g.   * Dental infections, caries or periodontitis * Tooth ache * Bad breath | |
| 1. Appetite regulation   *Mapping: CHCCCS041 KE4.6 (p)* | E.g.   * Refusing to eat or having no desire to eat, not feeling hungry at all * Experiencing unintentional or unplanned weight loss | |
| 1. Dysphagia   *Mapping: CHCCCS041 KE4.7 (p)* | E.g.   * Pain while swallowing or inability to swallow * Regurgitation * Drooling * Hoarseness | |
| 1. Bone health issues   *Mapping: CHCCCS041 KE4.9 (p)* | E.g.   * Back pain * Stooped posture * Bone breaking more easily than expected * Loss of height overtime | |

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| **Area** | **Indicator of issues** (Provide one example only) |
| 1. Food intolerance   *Mapping: CHCCCS041 KE4.10 (p)* | E.g.   * Nausea * Gas, cramps, or bloating * Stomach pain |
| 1. Dementia   *Mapping: CHCCCS041 KE4.12 (p)* | E.g.   * Increasing confusion or poor judgement * Greater memory loss * Significant personality and behaviour changes * Wandering |
| 1. Cognitive changes   *Mapping: CHCCCS041 KE4.13 (p)* | E.g.   * Forgetting things more often * Losing train of thought or thread of conversations * Starting to have trouble finding their way around familiar environments |

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| Application  Description automatically generated with low confidence | 1. How does ageing affect the following areas? | | |
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| Mapping: CHCCCS041 KE3.4 (p); provided per item below.  *Learner guide reference: CHCCCS041 Learner Guide, Chapter 1, Subchapter 1.2, Section 1.2.2*  **Marking guide**  The candidate must briefly explain how ageing affects the following areas.  For a satisfactory performance, although wording may vary slightly, the candidate’s responses must be consistent with the benchmark answers below.  If the candidate provided other explanations. This is still acceptable as long as their responses are relevant to ageing and accurate about how it affects each of the following areas listed below. | | |
| **Area** | | **How it is affected by ageing** |
| 1. Continence and bowel health   *Mapping: CHCCCS041 KE4.1 (p), KE4.8 (p)* | | Ageing brings about bladder and bowel changes which can affect their functioning. As a person ages, their bladder has increased involuntary bladder contractions and fluid excretion at night, their bowel has less anal sensation, and stool tends to be softer. These can lead to incontinence or loss of bladder and bowel control. |
| 1. Malnutrition   *Mapping: CHCCCS041 KE4.2 (p)* | | As a person ages, they may become more vulnerable to malnutrition due to loss of appetite, lack of ability to chew and swallow, and taking more prescription medicines. |
| 1. Dehydration   *Mapping: CHCCCS041 KE4.3 (p)* | | The kidneys may not work as effectively with age. This could lead to fluid imbalance in the body, and since the body has less water composition as the person ages, they become dehydrated much faster compared to that when they were younger.  Diuretic medicines also increase the risk of dehydration in older adults. |

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| **Area** | **How it is affected by ageing** |
| 1. Oral health   *Mapping: CHCCCS041 KE4.5 (p)* | As the person ages, the mouth also changes – the nerves in the teeth become smaller, making the teeth less sensitive to cavities and other problems. Bone and muscle loss is also inevitable with age which leads to gum recession. Severe cases of gum recession can cause teeth to loosen and ultimately fall out. |
| 1. Dysphagia   *Mapping: CHCCCS041 KE4.7 (p)* | Age-related changes include changes to the head and neck anatomy and physiology. Muscles used for swallowing also decrease in strength and mobility.  These can lead to difficulties in chewing, moving food around inside the mouth, and slower swallowing. |
| 1. Bone health   *Mapping: CHCCCS041 KE4.9 (p)* | As a person ages, the structure of bone changes, and this results in the loss of bone tissue. Having low bone mass means the bones are weaker, increasing the risk of breaks from bumps or falls. Lifestyle and age-related factors, such as a decrease in physical activity, can also lead to bone wastage. |
| 1. Food intolerance   *Mapping: CHCCCS041 KE4.10 (p)* | As the digestive system ages, it becomes more difficult to break down and process foods, and because of this, it is possible to develop food intolerances later in life. |
| 1. Skin integrity and wounds   *Mapping: CHCCCS041 KE4.11 (p)* | As skin ages, it becomes thinner and less elastic, and it loses its moisture (which makes it more vulnerable to splitting and cracking). It also loses its cushioning layer of subcutaneous fat. This makes the skin of older people more vulnerable to damage, including wounds, skin tears, and pressure injuries. |

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| **Area** | **How it is affected by ageing** |
| 1. Pressure point injuries   *Mapping: CHCCCS041 KE4.11 (p)* | Older people who are frail and who spend a lot of their time in bed (hospital beds) become vulnerable to pressure point injuries or pressure injuries. Since older people have lower skin integrity, when there is prolonged pressure, shear, and or friction to the skin/tissue over a bony prominence, e.g. sacrum, or spine, they develop pressure injuries or bed ulcers on these sites. |
| 1. Dementia   *Mapping: CHCCCS041 KE4.12 (p)* | While dementia is not a normal part of ageing, age is one of the risk factors for dementia. The risk for dementia rises as the person ages, especially after age 65. Other lifestyle-related factors such as diet and exercise, excessive alcohol use, cardiovascular diseases, smoking, and overtime could also lead to increased risks for dementia. |
| 1. Cognitive changes   *Mapping: CHCCCS041 KE4.13 (p)* | Cognition also ages as people get older. This means mental functions become less flexible and quick, and memory slowly gets a little worse. It also takes longer to learn and recall information. |
| 1. Mental health   *Mapping: CHCCCS041 KE4.14 (p)* | Age-related life stressors such as ongoing loss in capacities and decline and functional abilities, bereavement, and drop in socioeconomic status (with retirement) can lead to isolation, loneliness, and psychological distress and can result in increased risk for developing mental health illnesses such as depression and anxiety. |

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| Application  Description automatically generated with low confidence | 1. How does having a disability affect the following areas? | | |
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| Mapping: CHCCCS041 KE3.4 (p); provided per item below.  *Learner guide reference: CHCCCS041 Learner Guide, Chapter 1, Subchapter 1.2, Section 1.2.2*  **Marking guide**  The candidate must briefly explain how having a disability affects the following areas.  For a satisfactory performance, although wording may vary slightly, the candidate’s responses must be consistent with the benchmark answers below.  If the candidate provided other explanations. This is still acceptable as long as their responses are relevant to disability and accurate about how it affects each of the following areas listed below. | | |
| **Area** | | **How it is affected by ageing** |
| 1. Weight regulation   *Mapping: CHCCCS041 KE4.4 (p)* | | People with disabilities can find it more difficult to eat healthily and maintain a healthy weight. This may be due to a lack of healthy food choices, medications that contribute to weight gain, lack of energy, no access to accessible environments for physical activities, etc. |
| 1. Appetite regulation   *Mapping: CHCCCS041 KE4.6 (p)* | | People with disabilities can find it difficult to regulate their appetite. This may be due to a lack of healthy food choices and medications that contribute to changes in appetite. |

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| Application  Description automatically generated with low confidence | 1. Describe how physical illnesses and conditions affect different areas of a person’s wellbeing. | | |
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| Mapping: CHCCCS041 KE3.4  *Learner guide reference: CHCCCS041 Learner Guide, Chapter 1, Subchapter 1.2, Section 1.2.1*  **Marking guide**  The candidate must describe how physical illnesses and conditions affect the following areas of a person’s wellbeing.  Responses will vary. For a satisfactory performance, the candidate’s responses must be:   * Impacts of physical illnesses and conditions on a person’s wellbeing or quality of life * Relevant to the areas listed below * Relevant to individualised support – ageing and disability support   Examples of satisfactory responses are provided below for the assessor’s reference. | | |
| **Area** | | **How physical illnesses and conditions affect this area** |
| 1. Emotional wellbeing | | It is common for people with physical illnesses and other conditions to experience grief, anger, and frustration. It is common to feel anger about sudden changes in their lifestyle, and they oftentimes feel misunderstood by others who do not have the same limitations. While these emotions are normal, physical symptoms and associated emotions can add to a person’s psychological stress. |
| 1. Mental wellbeing | | People with physical illnesses and other conditions are likely to develop mental health issues because, at times, physical illnesses and conditions are associated with abnormal levels of hormones and neurotransmitters and increased stress. These factors lead to an increased risk for depression, anxiety, and other mental health issues. |

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| Application  Description automatically generated with low confidence | 1. As a support worker, how can you recognise physical and mood changes that are not normal for the person? | | |
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| Mapping: Provided per item below.  *Learner guide reference: CHCCCS041 Learner Guide, Chapter 1, Subchapter 1.2, Section 1.2.1*  **Marking guide**  The candidate must describe how they can recognise physical and mood changes that are not normal for the person.  Responses will vary. For a satisfactory performance, the candidate’s responses must be:   * Relevant to physical and mood changes * Relevant to individual support * Reflect current industry and workplace best practices in individualised support – ageing and disability support.   Examples of satisfactory responses are provided below for the assessor’s reference. | | |
| **Changes** | | **How to recognise these changes** |
| 1. Physical changes   *Mapping: CHCCCS041 KE13.1* | | Only one is required:   * Reviewing the person’s individualised support or care plan, including the person’s current physical conditions and symptoms * Consulting with the person’s family or carer (or people they are living with and asking them about any changes to the person’s physical health and conditions * Consulting with other support workers and asking them about any changes to the person’s physical health and conditions * Reporting changes to the person’s physical health and conditions to the supervisor, registered nurse, or doctor so they can ascertain whether changes are normal or not. |

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| **Changes** | **How to recognise these changes** |
| 1. Mood changes   *Mapping: CHCCCS041 KE13.2* | Only one is required:   * Reviewing the person’s individualised support or care plan, including the person’s current emotional and mental health and wellbeing * Consulting with the person’s family or carer (or people they are living with and asking them about any changes to the person’s emotional and mental health and wellbeing * Consulting with other support workers and asking them about any changes to the person’s emotional and mental health and wellbeing * Reporting changes to the person’s emotional and mental health and wellbeing to the supervisor, registered nurse, or doctor so they can ascertain whether changes are normal or not. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about pain and discomfort. |
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| Mapping: Provided per item below  *Learner guide reference: CHCCCS041 Learner Guide, Chapter 1, Subchapter 1.2, Section 1.2.3*  **Marking guide**  The candidate must answer the following questions about pain and discomfort.  Marking guides and benchmark answers are provided in each question below. | |
| 1. List three ways people may respond to pain and discomfort.     *Mapping: CHCCCS041 KE14.1*  The candidate must list three ways people may respond to pain and discomfort.  The candidate’s responses will vary. For a satisfactory performance, the responses must:   * Known responses to pain and discomfort * Relevant to individualised support – ageing or disability support   Examples of satisfactory responses are provided below:   * Emotional responses, e.g. anger, anxiety, despair * Feeling disempowered for not being able to do certain tasks due to the pain and discomfort * Feeling isolated * Behaviours of concern, e.g. self-injury | |

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| 1. List three ways you can effectively communicate with people who are in pain and discomfort.     *Mapping: CHCCCS041 KE14.2*  The candidate must list three ways they can effectively communicate with people who are in pain and discomfort.  The candidate’s responses will vary. For a satisfactory performance, the responses must:   * Reflect current industry and workplace best practices in individualised support – ageing or disability support. * Be relevant to communicating with people in pain and discomfort * Be within the scope of the support worker’s role and responsibilities.   Examples of satisfactory responses are provided below:   * Remaining calm and showing empathy * Using ‘I’ instead of ‘you’ statements, e.g. ‘I would like you to take this medication instead of ‘you need to take this medication.’ * Reassuring the person that you are there to relieve their pain and discomfort. * Expressing concern for their feelings of pain and discomfort * Using active listening, e.g. paraphrasing, summarising, appropriate eye contact, etc. |

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| 1. How does ageing affect a person’s pain and discomfort?     *Mapping: CHCCCS041 KE14.4 (p)*  The candidate must explain how ageing affects a person’s pain and discomfort.  For a satisfactory performance, their responses must be consistent with the benchmark answer provided below:  Older adults are more likely to have pain and discomfort problems and other co-morbidities. Generally, pain is more difficult to manage in older adults, and the presence of cognitive impairments may make it worse. Pain threshold also increases with age making older adults more sensitive to pain and making pain persist longer.  The candidate may provide other explanations. This is still acceptable as long as their response:   * Is relevant to individual support contexts, * Is relevant to ageing and one’s pain and discomfort, * Demonstrates the impact of ageing on pain and discomfort |
| 1. How does disability affect a person’s pain and discomfort?     *Mapping: CHCCCS041 KE14.4 (p)*  The candidate must explain how disability affects a person’s pain and discomfort.  For a satisfactory performance, their responses must be consistent with the benchmark answer provided below:  People with disability, especially physical disabilities, often experience pain and discomfort related to or in addition to their primary condition or primary diagnosis. As people with physical disabilities also age, the frequency and severity of their pain and discomfort may also increase.  The candidate may provide other explanations. This is still acceptable as long as their response:   * Is relevant to individual support contexts, * Is relevant to disability and one’s pain and discomfort, * Demonstrates the impact of disability on pain and discomfort |

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| 1. Complete the following sentence:         is for the measurement of pain in people who cannot verbalise.  *Mapping: CHCCCS041 KE14.3 (p)*  The candidate must complete the sentence above.  For a satisfactory performance, their response must be:  The Abbey pain scale is for the measurement of pain in people who cannot verbalise. |
| 1. The Wong-Baker FACES Pain rating scale was developed for young people to help them communicate how much pain they are feeling.   Indicate the level of pain for each face provided below.  *Mapping: CHCCCS041 KE14.3 (p)*  The candidate must indicate the level of pain for each face provided below.  For a satisfactory performance, their responses must be consistent with the benchmark answers provided below:   |  |  |  | | --- | --- | --- | | A picture containing clipart  Description automatically generated | A close up of a face  Description automatically generated with low confidence |  | | 0 | 2 | 4 | | No hurt | Hurts a little bit | Hurts a little more | |  | A picture containing clipart  Description automatically generated | Shape, icon, circle  Description automatically generated | | 6 | 8 | 10 | | Hurts even more | Hurts a whole lot | Hurts worst | |

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| Application  Description automatically generated with low confidence | 1. Briefly explain how each of the following common diseases affects body functioning. | |
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| Mapping: CHCCCS041 KE3.1  *Learner guide reference: CHCCCS041 Learner Guide, Chapter 1, Subchapter 1.2, Section 1.2.3*  **Marking guide**  The candidate must briefly explain how each of the following common diseases affects body functioning.  For a satisfactory performance, although wording may vary slightly, the candidate’s responses must align with the benchmark answers below.  The candidate may provide other explanations. This is still acceptable as long as their responses:   * Relevant to the disease listed below * Explain how they affect body functioning * Consistent with the information about the disease listed below | | | |
| **Disease** | | **How they affect body functioning** | |
| 1. Coronary heart disease | | This is a type of heart disease where the arteries of the heart cannot deliver enough oxygen-rich blood to the heart. It affects the larger coronary arteries on the surface of the heart. Symptoms vary from person to person; however, chest pain is a known symptom of this disease; in worse cases, blood flow to the heart is blocked, causing a heart attack, or the heart suddenly stops working, also known as cardiac arrest. | |

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| **Disease** | **How they affect body functioning** |
| 1. Diabetes | Diabetes is a chronic health condition that affects how the body converts food into energy.  The body breaks down most of the food consumed into sugar and releases it into the bloodstream. When blood sugar rises, it signals the pancreas to release insulin.  With diabetes, the body cannot make enough insulin or cannot use it as well as it should. When there is not enough insulin, too much blood sugar stays in the bloodstream, which can cause serious health problems, such as heart disease, vision loss, and kidney disease. |

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| Application  Description automatically generated with low confidence | 1. Explain how poor oral hygiene can affect a person’s quality of life. |
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| Mapping: CHCCCS041 KE9.0  *Learner guide reference: CHCCCS041 Learner Guide, Chapter 2, Subchapter 2.1*  **Marking guide**  The candidate must explain how poor oral hygiene can affect a person’s quality of life.  Responses will vary. However, for a satisfactory performance, the candidate’s response must:   * Discuss poor oral hygiene * Discuss how it relates to a person’s overall health and quality of life * Include an explanation of how it can affect a person’s quality of life   Model answer is provided below to give the assessor an idea of the breadth and depth required for a satisfactory performance. | | |
| Oral health is related to the person’s overall health and quality of life. Poor oral health, e.g. dental caries/cavities, can cause impaired chewing, decreased appetite, sleep problems, and malnutrition which can lead to poor performance at work/school. Additionally, bad breath or halitosis, which is a result of poor dental habits, can be embarrassing for a person and can cause a loss of confidence and self-esteem. | | |

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| Application  Description automatically generated with low confidence | 1. List three signs to look out for to recognise oral pain in your clients. |
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| Mapping: CHCCCS041 KE10.0  *Learner guide reference: CHCCCS041 Learner Guide, Chapter 2, Subchapter 2.1*  **Marking guide**  The candidate must list three signs to look out for to recognise oral pain in their clients.  Responses may vary. However, for a satisfactory performance, are commonly known or recognised signs of oral pain.  For the assessor’s reference, examples of satisfactory responses are provided below.   * Impaired or difficulty chewing * Difficulty speaking * Facial swelling in the area * Bad odour from the mouth * Loss of appetite * Complaints of oral pain | | |
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## Part E. Different Types of Disabilities

*Mapping: CHCCCS041 KE15.0 (p)*

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| Application  Description automatically generated with low confidence | 1. Briefly describe each type of disability listed below. | | |
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| Mapping: Provided per item below.  *Learner guide reference: CHCCCS041 Learner Guide, Chapter 1 Introduction*  **Marking guide**  The candidate must briefly describe each type of disability listed below.  For a satisfactory performance, although wording may vary slightly, the candidate’s response must be consistent with the benchmark answers below: | | | |
| **Type of disability** | | **Description** | |
| 1. Physical disability   *Mapping: CHCCCS041 KE12.1* | | These are disabilities that may affect, either temporarily or permanently, a person’s physical capacity and mobility. | |
| 1. Cognitive disability   *Mapping: CHCCCS041 KE12.2* | | These are conditions that affect the ability to perform one or more mental tasks. This includes but is not limited to problems with reading text, memory, problem-solving, keeping focused (attention span), etc. | |
| 1. Intellectual disability   *Mapping: CHCCCS041 KE12.3* | | It is a developmental disorder characterised by intelligence limitations and significant difficulty with daily living skills. |

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| **Type of disability** | **Description** |
| 1. Psychosocial disability   *Mapping: CHCCCS041 KE12.4* | It is a disability that may arise from a mental health issue (NDIS). It is a result of someone with a mental health condition interacting with a social environment that may present barriers to their inclusion and participation. | |
| 1. Hearing impairment   *Mapping: CHCCCS041 KE12.5 (p)* | This interferes with a person’s ability to hear and, in severe cases, totally prevents a person from hearing and distinguishing sounds. | |
| 1. Vision impairment   *Mapping: CHCCCS041 KE12.5 (p)* | It includes communication disorders and impairments involving one’s hearing, fluency, and ability to articulate words. | |

## Part F. Working in Allied Health

*Mapping: CHCCCS041 KE15.0 (p)*

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| Application  Description automatically generated with low confidence | 1. List four steps to follow when working with multidisciplinary health professionals to implement individualised plans. |
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| Mapping: CHCCCS041 KE6.0 (p)  *Learner guide reference: CHCCCS041 Learner Guide, Chapter 2, Subchapter 2.3*  **Marking guide**  The candidate must list four steps to follow when working with multidisciplinary health professionals to implement individualised plans.  Responses will vary. However, for a satisfactory performance, the candidate’s responses must:   1. Be relevant to individualised support. 2. Reflect current industry and workplace best practices for working with allied health professionals. 3. Reflect role and responsibilities of a community service worker or support worker (or related role/title)   For the assessor’s reference, examples of satisfactory performance are provided below:   1. Review the client’s individualised support plan 2. Seek the client’s doctor’s referral for allied service. 3. Coordinate or liaise with an allied health professional 4. Execute the planned service according to the allied professional’s care plan. | |
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| Application  Description automatically generated with low confidence | 1. Briefly explain what each of the following medical terminologies means. |

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| Mapping: CHCCCS041 KE15.0 (p)  *Learner guide reference: CHCCCS041 Learner Guide, Chapter 1, Subchapter 1.1*  **Marking guide**  The candidate must briefly explain what each of the following medical terminologies means.  For a satisfactory performance, although wording may vary slightly, the candidate’s responses must be consistent with the benchmark answers below: | |
| **Medical terminology** | **Explanation** |
| 1. Abrasion | A wound caused by superficial damage to the skin and no deeper than the epidermis. |
| 1. Cardi- or cardio- | The heart or pertaining to the heart. |
| 1. Cephalgia | The medical term for headache. It is pain anywhere in the region of the head or neck. |
| 1. Contusion | (also called a bruise) a type of hematoma of tissue where the capillaries and venules are damaged by trauma. |
| 1. Febrile | Having or showing symptoms of a fever. |
| 1. Pathogen | Infectious agent (or anything that can produce a disease), e.g. virus, bacterium, fungus, etc. |

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| Application  Description automatically generated with low confidence | 1. Complete the table below by:    * Spelling out each medical abbreviation listed below, or    * Briefly explaining what each medical abbreviation means. |

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| Mapping: CHCCCS041 KE15.0 (p)  *Learner guide reference: CHCCCS041 Learner Guide, Chapter 1, Subchapter 1.1*  **Marking guide**  The candidate must complete the table below by:   * Spelling out each medical abbreviation listed below, or * Briefly explaining what each medical abbreviation means.   For a satisfactory performance, although wording may vary slightly, the candidate’s responses must be consistent with the benchmark answers below: | | |
| **Abbreviation** | **What is this?** | **What is stands for?** |
| 1. CBC | A blood test used to assess overall health and detect a wide range of disorders. | Complete blood count |
| 1. UTI | Infection of one or more organs in the urinary tract. | Urinary tract infection |
| 1. Dx | The process of identifying a disease based on signs, symptoms, and tests. | Diagnosis |
| 1. Px | Prediction of the outcome of a disease | Prognosis |
| 1. URI | Also referred to as the common cold | Upper respiratory infection. |

# Practical Assessment

## Assessor Instructions

The Practical Assessment is a set of tasks that must be completed in a workplace or in an environment with conditions similar to that of a real workplace.

This assessment will help the candidate demonstrate skill requirements relevant to recognising healthy body systems.

The Practical Assessment includes the following:

1. **Case Study**

Detailed scenarios and simulated environments, providing all necessary information required to complete relevant tasks and activities.

1. **Workplace Assessment**

A set of tasks or activities completed according to set instructions and guidelines to meet the requirements of the relevant unit. These tasks and activities require you to have access to a workplace or a similar environment.

## Candidate Instructions

The Practical Assessment is a set of tasks that must be completed in a workplace or in an environment with conditions similar to that of a real workplace.

This assessment will help you demonstrate skill requirements relevant to recognising healthy body systems.

The Practical Assessment includes the following:

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Detailed scenarios and simulated environments, providing all necessary information required to complete relevant tasks and activities.

1. **Workplace Assessment**

A set of tasks or activities completed according to set instructions and guidelines to meet the requirements of the relevant unit. These tasks and activities require you to have access to a workplace or a similar environment.

# Case Study

## Overview

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| **The goal of the case study assessment is to assess your practical skills in recognising changes to the person’s health status and physical condition.**  **This assessment includes two case studies with six tasks:**  *Case Study 1 – Policies and Procedures*   1. Task 1.1 – Working with Multidisciplinary Health Professionals 2. Task 1.2 – Progress Reporting   *Case Study 2 – Madge C.*   1. Task 2.1 – The Support Worker’s Scope of Role and Responsibilities 2. Task 2.2 – Recognising Changes to the Person’s Physical Health and Wellbeing 3. Task 2.3 – Recognising Changes to the Person’s Psychological Health and Wellbeing 4. Task 2.4 – Completing the Required Documentation   Each task comes with a set of instructions. You must follow and perform these instructions.  **You are required to:**   * Complete the tasks within the time allowed, as scheduled in-class roll. * Review the case study scenarios carefully. * Complete the tasks that follow according to the instructions provided.   **Resources required for assessment:**  To complete this assessment, you will need access to the following:   * Legislation relating to abuse and neglect of older people * Organisational policies and procedures (provided in the scenarios) |

## Lotus Compassionate Care

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| **SCENARIO**  Two people looking at a paper  Description automatically generated with low confidence A few people having a discussion  Description automatically generated with low confidence A picture containing person, person, child, posing  Description automatically generated  You are working as a support worker at Lotus Compassionate Care. Lotus Compassionate Care is committed to providing high-quality care and support to people with disability, seniors and their carers living in the Cascade Peak Community.  [Lotus Compassionate Care](https://compliantlearningresources.com.au/network/lotus-v2/)  *(Username: newusername Password: newpassword)*  As a support worker, part of your role is recognising healthy body systems.  This involves:   * Working with information about the human body. * Recognising and promoting ways to support healthy functioning of the body. * Recognising and reporting changes to clients’ health and wellbeing.   This case study includes scenarios relevant to recognising healthy body systems.  Review each scenario carefully and respond to each appropriately by completing the tasks that follow.  To assist you in completing the tasks in this assessment, access and review the following resources:   * [Lotus Compassionate Care – Staff Handbook](https://compliantlearningresources.com.au/network/lotus-v2/policies-procedures/) * Your state/territory’s legislation regarding mandatory reporting or reporting indicators of abuse and neglect   **For the purposes of this assessment, Lotus Compassionate Care is located in your state/territory.** |

## Case Study 1 – Policies and Procedures

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| As a support worker, it is essential for you to familiarise yourself with your organisation’s policies and procedures, including policies and procedures for:   * Working with multidisciplinary health professionals * Documenting changes to the person’s health status and physical condition * Reporting changes to the person’s health status and physical condition to the relevant personnel   Access and review Lotus Compassionate Care’s policies and procedures through the link below and answer the questions that follow.  [Lotus Compassionate Care – Staff Handbook](https://compliantlearningresources.com.au/network/lotus-v2/policies-procedures/)  *(Username: newusername Password: newpassword)* |

### Task 1.1 – Working with Multidisciplinary Health Professionals

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| Application  Description automatically generated with low confidence | 1. In relation to the procedures listed in Case Study Task 1.1, list the actions that must be followed by support workers when escalating client concerns and changes to their health status and physical conditions to multidisciplinary health professionals.   Refer to Lotus Compassionate Care – Staff Handbook. |

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| Mapping: CHCCCS041 KE6.0 (p)  *Learner guide reference: CHCCCS041 Learner Guide, Chapter 2, Subchapter 2.3*  **Marking guide**  The candidate must list the actions that must be followed by support workers when escalating client concerns and changes to their health status and physical conditions to multidisciplinary health professionals  For a satisfactory performance, although wording may vary slightly, the candidate’s responses must be consistent with the following (in the correct order):   1. Document concerns and changes to their health status and physical conditions through progress notes. 2. Discuss and review concerns and changes to the client’s health status and physical conditions with the supervisor. 3. Review with the supervisor if concerns and changes need to be referred or escalated to a health professional or other specialised services. 4. Determine which health professional or other specialised services are to be accessed to address the client’s concerns and changes in their health status and physical conditions. |
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| Application  Description automatically generated with low confidence | 1. Outline Lotus Compassionate Care’s procedures for escalating client concerns and changes to their health status and physical conditions to multidisciplinary health professionals. |

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| Mapping: CHCCCS041 KE6.0 (p)  *Learner guide reference: CHCCCS041 Learner Guide, Chapter 2, Subchapter 2.3*  **Marking guide**  The candidate must outline Lotus Compassionate Care’s procedures to be followed for escalating client concerns and changes to their health status and physical conditions to multidisciplinary health professionals.  For a satisfactory performance, although wording may vary slightly, the candidate’s responses must be consistent with the following (in the correct order):   1. When support services and activities require tasks that are outside the scope of the support worker's role, knowledge and expertise, these services and activities may be sourced outside the organisation. 2. Before availing of the services of a health professional, check that they are a registered and/or accredited member of his profession by checking the Australian Health Practitioner Regulation Agency register of practitioners. 3. Check that outsourced services and activities come from a registered business with a reputable business record. 4. The following personnel and services must be consulted for the concerns indicated below: 5. Physiotherapist – for clients in need of physical therapy 6. Psychologist – for clients with mental health problems 7. Meals on Wheels – for clients who would like to avail of meal delivery services 8. National Auslan Booking and Payment Service – for deaf Australian sign language users in need of interpreters for their medical appointments |

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### Task 1.2 – Progress Reporting

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| Application  Description automatically generated with low confidence | 1. What is Lotus Compassionate Care’s policy for documenting a person’s health status and physical condition in progress notes? |

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| Mapping: CHCCCS041 KE16.0 (p)  **Marking guide**  The candidate must explain Lotus Compassionate Care’s policy for documenting a person’s health status and physical condition in progress notes.  For a satisfactory performance, although wording may vary slightly, the candidate’s response must be consistent with the benchmark answer below.  Progress notes must be completed to track the client's progress towards goals, as well as to document any other concerns, such as risks identified, changes in the client's physical and psychological condition and wellbeing, etc. |
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| Application  Description automatically generated with low confidence | 1. What is Lotus Compassionate Care’s policy for verbally reporting a person’s health status and physical condition to relevant personnel? |

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| Mapping: CHCCCS041 KE16.0 (p)  **Marking guide**  The candidate must explain Lotus Compassionate Care’s policy for verbally reporting a person’s health status and physical condition to relevant personnel.  For a satisfactory performance, although wording may vary slightly, the candidate’s response must be consistent with the benchmark answer below.  Any changes to the client’s physical and psychological condition and wellbeing must be reported verbally to the supervisor or Registered Nurse and documented in the progress notes immediately or as soon as practicable. |
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| Application  Description automatically generated with low confidence | 1. Outline Lotus Compassionate Care’s procedures for documenting a person’s health status and physical condition in progress notes. |

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| Mapping: CHCCCS041 KE16.0 (p)  **Marking guide**  The candidate outline Lotus Compassionate Care’s procedures for documenting a person’s health status and physical condition in progress notes. For a satisfactory performance, although wording may vary slightly, the candidate’s response must be:   1. Date, sign and print name with all entries 2. Put a line through any errors, date and sign 3. Use blue or black ink 4. Only use the approved abbreviation 5. Writing must be legible 6. Entries must be objective and write clients direct words with quotation marks 7. Entries must be factual, accurate and in a logical order. 8. After the entry, draw a line through to the end of the page. 9. Complete progress notes and file client records in line with Lotus Compassionate Care Privacy and Confidentiality Policy |
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## Case Study 2 – Madge C.

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| C:\Users\abigail.c\Downloads\9166198_s (1).jpg  Madge has been staying at Lotus Compassionate Care for the past two years.  Madge has four children. All of them have their own families and are currently staying in different states across Australia.  Madge was diagnosed with Alzheimer’s disease some years ago. Her dementia has progressed to the point that her family cannot provide the support she needs anymore.  They decided to place Madge in the care of Lotus Compassionate Care, hoping that it would provide her with the support that she needed brought about by her dementia in a more stable and comfortable environment.  **For this assessment, this case study scenario is based on your state/territory.**  **For this assessment, the date is 1 January 20xx, where 20xx is the current year.** |

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| **SCENARIO**  Friday, 11 March 20xx, 8:00 AM  *Where 20xx refers to the current year*  Madge has been in your care since she arrived at the centre two years ago. However, you have been away on holiday for the last two months, so another support worker had to be assigned to care for Madge.  On your first day back, as you and another individual support worker were about to hoist her from the bed and onto her wheelchair, you noticed that Madge had sore, purple discoloured and painful spots about 8cm across on both her shoulders and a smaller one about 3cm across on the backside of her head. |

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| When she was on her side, you saw some bleeding through her pants and on the bedsheets from the upper part of her buttocks. It appears it has not been checked for at least a day or two. Her bed sheets were stained and smelled of faeces and urine. She looked in pain. You asked her if you could check what was causing her pain. You found that she had an open wound about 2cm across, and the skin surrounding it was very red and discoloured. Madge cringed in pain as you gently assessed the condition of her skin.  You later found out that she has not been out of her bed in two days. You asked her why she has not gone out of her bed, and she told you that she is just feeling too tired lately and going out just takes too much effort. She asked you if she could just stay in bed and rest today. You noticed that she seems withdrawn. You also noticed that she has lost a lot of weight since the last time you saw her about two months ago.  Madge asked you if you could get medication to help her with the pain. She started feeling pain in her buttocks and both shoulders two days ago but did not tell anyone until you were back from your leave. When you asked her why she did not tell anyone about it, she said she did not want to bother the nurse.  This made you worry about Madge and ask her if there was anything else that was bothering her. You found out that she has not had any bowel movements in two days, and urinating has started to become painful for her.  She asked if you could clean her wounds and give her pain medication. You explained to her that although you would love to help her, you are not qualified to perform those procedures on clients.  You checked her care plan and found that her nurse’s name is Olivia. You explained to Madge that registered nurse Olivia would be the best person to clean her wounds and help her manage her pain with medication as prescribed by her doctor.  Madge appeared nervous and anxious when you mentioned the nurse’s name. She hesitantly tells you that the pain is gone and she feels fine. She tells you she does not need the pain medication anymore. |

### Task 2.1 – The Support Worker’s Scope of Role and Responsibilities

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| Application  Description automatically generated with low confidence | Access and review Lotus Compassionate Care’s Policies and Procedures. Answer the following questions: |
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| *Mapping: Provided per item below.*  **Marking guide**  The candidate must answer the following questions.  Marking guides and benchmark answers are provided below. | |
| 1. As a support worker, what is your responsibility when there are changes to the person’s physical and psychological health and wellbeing?     *Mapping: CHCCCS041 KE3.6 (p)*  The candidate must explain their responsibility when there are changes to the person’s physical and psychological health and wellbeing.  For a satisfactory performance, although wording may vary slightly, the candidate’s response must be consistent with the roles and responsibilities outlined in Lotus Compassionate Care Policies and Procedures:  Any of the following is acceptable (as outlined in LCC Policies and Procedures)   * Ensuring any changes to the client's physical and psychological condition and wellbeing are documented in the progress notes (*Progress Reporting, Reporting and Notification*) * Watching out for and reporting and documenting changes in the client's condition and care needs to the supervisor (*Supporting a Client with Personal Care, Privacy and Dignity*) | |

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| 1. To whom should these changes be reported?     *Mapping: CHCCCS041 KE3.5 (p), KE3.6 (p), KE4.0 (p)*  The candidate must identify to whom these changes should be reported.  For a satisfactory performance, although wording may vary slightly, the candidate’s response must be the registered nurse or workplace supervisor (either is acceptable) (*Progress Reporting, Reporting and Notification*) |
| 1. How should these changes be reported?     *Mapping: CHCCCS041 KE3.5 (p), KE3.6 (p), KE4.0*  The candidate must explain how these changes are to be reported.  For a satisfactory performance, although wording may vary slightly, the candidate’s response must be:  Reported verbally to the supervisor and through documentation in the progress notes. (*Progress Reporting, Reporting and Notification*) |
| 1. When should these changes be reported?     *Mapping: CHCCCS041 KE3.5 (p), KE3.6 (p), KE4.0 (p)*  The candidate must identify to whom these changes should be reported.  For a satisfactory performance, although wording may vary slightly, the candidate’s response must be immediately or as soon as practicable. (*Progress Reporting, Reporting and Notification*) |

### Task 2.2 – Recognising Changes to the Person’s Physical Health and Wellbeing

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| Application  Description automatically generated with low confidence | Madge exhibited three physical conditions that are beyond the support worker’s role and responsibilities. |
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| *Mapping: CHCCCS041 KE3.2 (p), KE3.6 (p)*  **Marking guide**  The candidate must list the remaining two of Madge’s physical conditions that are beyond the support worker’s role and responsibilities and should be reported or referred to the supervisor or relevant health professional.  For a satisfactory performance, although wording may vary slightly, the candidate’s response must be the two below in (no particular order):   * Bedsores or wounds * Painful urination * No bowel movement for two days | |
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### Task 2.3 – Recognising Changes to the Person’s Psychological Health and Wellbeing

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| Application  Description automatically generated with low confidence | Additionally, Madge exhibited a change in her psychological or mental well-being. Describe this change. |
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| *Mapping: CHCCCS041 KE3.2 (p), KE3.6 (p), KE4.14 (p)*  **Marking guide**  The candidate must describe the psychological or mental well-being Madge has exhibited in the scenario.  For a satisfactory performance, although wording may vary slightly, the candidate’s response must be consistent with what has been described in the scenario:  Madge appeared nervous, anxious, and withdrawn when you mentioned the nurse’s name. She hesitantly tells you that the pain is gone and she feels fine. She tells you she does not need the pain medication anymore. | |
|  | |

### Task 2.4 – Completing the Required Documentation

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| Application  Description automatically generated with low confidence | Given what you have observed in the scenario, you suspect that Madge may have experienced abuse and neglect.  Lotus Compassionate Care’s organisational policies and procedures and state/territory legislation and regulations require you to lodge a formal report documenting the indicators of abuse and neglect you observed in the client.  Complete the **Incident Report Form** below.  For the purposes of this assessment, use your assessor’s name and contact details when you fill out the form below. |
|  | |
| *Mapping: CHCCCS041 PC2.3 (p), PE1.0 (p)*  **Marking guide**  The candidate must complete the *Incident Report Form* provided below.  For a satisfactory performance, although wording may vary slightly, information recorded in their Incident Report Form must:   * be consistent with the benchmark answers below * be consistent with the details provided in the case study scenario * be written objectively * not include the candidate’s assumptions or other details not included or described in the scenario | |

#### Incident Report Form

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| **Logo, company name  Description automatically generated** |
| **Incident Report Form** |
| Location: Lotus Compassionate Care |
| Supervisor: <Supervisor/assessor’s name> |
| Contact phone: <Supervisor/assessor’s contact number> |
| Setting: <Residential care setting> |

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| **Incident Details** | | |
| Day       Friday | Date  11 March 20xx, where 20xx refers to the current year. | Time       1:25 PM |
| Report completed by:       <Name of candidate> | | |

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| **Type of incident (indicate which is applicable)** | | | |
| Personal injury | Staff | Customer/client | Child |
| Name of the person injured:       Madge C. | | | |
| Part of body injured (if relevant):  On the buttocks, the backside of the head, and on both shoulders | | | |
| A picture containing linedrawing  Description automatically generated | | Nature of injury sustained:  Abrasions, scrapes  Bite  Broken bone/fracture  Bruise  Burn  Concussion  Cut  Rash  Sprain  Swelling  Other (please specify):        Bedsores | |
| Approximate size/colour of injury:    Open wound on the buttocks about 2cm across and very red and discoloured. | | | |
| Assault | Staff | Customer/client | Other    Staff negligence |

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| **Response to the incident (indicate which is applicable)** | | | |
| First aid treatment administered | (Please specify what/by whom, etc.) | | |
| Medical aid treatment administered | (Please specify what/by whom, etc.) | | |
| Assistance sought  Reported to supervisor | Ambulance | Police | Counsellor |

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| **Other information** |
| Who witnessed the incident? (Please use the full name, details of staff’s job title where applicable, and telephone number/s):    The candidate must include their full name and details of the events. |
| **NOTE:** Be specific. Describe in detail what actually happened, **stating the facts in a clear and precise manner.** Include the exact location of the incident, factors involved and any other details that may be beneficial. A drawing of the centre layout, identifying where the incident occurred, would be useful.    Answers will vary. However, for a satisfactory performance, they must include the following details:   * How the injuries were discovered, * when they were discovered, and * other details that may indicate Madge is being abused.   Example response:  On 20 November 20xx, around 1:25 PM, we were about to hoist Madge from the bed and onto her wheelchair when I noticed that Madge had sore, discoloured purple spots on her shoulders about 8cm across and a smaller one on the backside of her head about 3cm across. When I rolled her onto her side, I saw bleeding through her pants and on the bedsheet. When I checked her skin, I found an open wound about 2 cm across and the skin surrounding it was very red and discoloured.  When I asked her why she never told anyone about her injuries, even though they were causing her much pain and discomfort, she told me that she did not want to bother the nurse. For the same reason, she also did not tell the nurse that she had not had any bowel movements in the last two days and that urinating had started to become painful for her. When I suggested that her nurse, registered nurse Olivia, assist her, she appeared worried and changed her story—she is now saying that she is not in pain and does not need pain medication anymore. |

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| **Other details** | |
| This report was compiled by (full name, title, and contact telephone):    <Complete name of candidate>  <Title: individual support worker>  <Contact number of candidate> | On (date and time)    <Must be on the same day of the incident, 11 March 20xx> |
| This report is a true and accurate summary of the incident that occurred (please sign):    <Candidate’s signature> | |

# Workplace Assessment

## Overview

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| The goal of this assessment is to assess your practical knowledge and skills in using and sharing information about healthy body systems to carry out workplace tasks.  **The workplace assessment is divided into two tasks:**   1. Task 1 – Complete Progress Notes 2. Task 2 – Report the Client’s Health Status and Conditions to Supervisor/Registered Nurse   These tasks must be done within community services contexts, e.g. individual support, aged care, home and community, disability, community service organisation or similar environments.  Each task comes with a set of instructions. You are to follow and perform these instructions while being observed by the assessor and submit any required documentation.  Before starting this assessment, your assessor will also discuss these tasks with you, as well as provide instructions and guidance for satisfactorily completing them. They will also organise the resources required for this assessment (listed below).  **You are required to:**   * Complete the tasks within the time allowed, as scheduled in-class roll. * Review the instructions for each task included in this Workplace Assessment. * Use and share information about healthy body systems to carry out workplace tasks, including:   + Completing progress notes   + Reporting an individual support client’s health status and conditions to a supervisor/registered nurse |

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| **Resources required for assessment:**  To complete this assessment, you will need access to the following:   * A workplace within community services contexts, e.g. individual support, aged care, home and community, disability, or community service organisation (or similar environments) that will allow access to:   + A workplace supervisor/registered nurse   + Individualised support clients, e.g. ageing or living with a disability   + Progress notes template (or similar)   + Information about the client, e.g. individualised support plan, health or medical records, etc.   + Organisational policies and procedures for:     - Recognising and reporting changes to the client’s health status and physical condition     - Documenting progress notes |

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| *Mapping: Provided in each Workplace Assessment task below.*  **Marking guide**  This assessment is divided into two tasks:   1. Task 1 – Complete Progress Notes 2. Task 2 – Report the Client’s Health Status and Conditions to Supervisor/Registered Nurse   These tasks must be done within community services contexts, e.g. individual support, aged care, home and community, disability, community service organisation or similar environments.  Each task comes with a set of instructions. The tasks require the candidate to:   * Be observed by the assessor while completing the task; and/or * Secure documentation from their completion of the task.   The assessor/training provider must provide the candidate access to the resources required for this assessment.  The candidate is required to:   * Complete the tasks within the time allowed, as scheduled in-class roll. * Review the instructions for each task included in this Workplace Assessment. * Use and share information about healthy body systems to carry out workplace tasks, including:   + Completing progress notes   + Reporting an individual support client’s health status and conditions to supervisor/registered nurses.   **Resources required for assessment:**  To complete this assessment, the candidate will need access to the following:  **IMPORTANT: The assessor/training provider must provide the candidate access to these resources.**   * A workplace within community services contexts, e.g. individual support, aged care, home and community, disability, or community service organisation (or similar environments) that will allow access to:   + A workplace supervisor/registered nurse   + Individualised support clients, e.g. ageing or living with a disability   + Progress notes template (or similar)   + Information about the client, e.g. individualised support plan, health or medical records, etc. |

### Contextualisation

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| **INSTRUCTIONS TO THE ASSESSOR**  This workplace assessment aims to assess the candidate’s practical knowledge and skills in the following:   * Using and sharing information about healthy body systems to carry out workplace tasks.   Tasks 1–2 in this Workplace Assessment are not designed to address a specific community services context or an organisation/workplace.  Before commencing the assessment, the assessor must contextualise these tasks as well as any other assessment tool provided along with this workbook, e.g. Observation Forms, Assessor’s Checklists, and other generic templates provided along with this workbook. The assessor must contextualise these to reflect the following:   * The specific community service context in which the candidate is completing this assessment, e.g. individual support, ageing support, home and community, disability, or community service. * The policies and procedures within the organisation/workplace where the candidate is completing this assessment. * The individualised support plans/care plans of clients, e.g. their goals, needs, preferences, health or medical background, etc.   **To contextualise these tasks:**   * Adapt/revise the instructions provided in each task so that they reflect the relevant community service context (e.g. individual support, ageing, disability, etc.) and relevant organisational policies and procedures. * Adapt/revise the Observation Forms or Assessor’s Checklists, as well as any assessment tools and templates provided in each task so that they reflect the relevant community service context (e.g. individual support, ageing, disability, etc.) and relevant organisational policies and procedures.   **IMPORTANT:**  **Any contextualisation required must be completed before distributing the assessment workbooks and associated assessment tools to the students.**  **When contextualising the tasks for your RTO and your candidate, ensure the assessment tasks and benchmark performance still address the relevant unit requirements and assessment requirements in compliance with Standards for RTOs 2015 Clause 1.8-1 Principles of assessment and Clause 1.8-2 Rules of evidence.** |

### Simulating the Assessments

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| **INSTRUCTIONS TO THE ASSESSOR**  This workplace assessment must be conducted in community services contexts, e.g. individual support, aged care, home and community, disability, or community service organisation – in a real workplace or a simulated workplace environment.  Where a real workplace is not available, the assessor must conduct the assessment in a simulated workplace environment where conditions are typical of those experienced in a real workplace.  Even if the assessment is undertaken in a simulated workplace environment, it must still provide the candidate with access to all the resources required to complete this assessment, e.g. if the task requires the candidate to refer to organisational processes for dispute resolution processes, they must still be provided with actual/simulated organisational processes for dispute resolution processes.  **To simulate the tasks:**  Adapt/revise the instructions provided in each task so that they can be completed in a simulated environment. This may involve but is not limited to:   * Providing additional contextual information such as details of a simulated individual support client – ageing or with disability. * Providing simulated workplace documents such as policies and procedures, individualised support, and client records, e.g. health/medical records. * Creating scenarios involving completing progress notes (or similar documents) and reporting client health status and conditions to the workplace supervisor/registered nurse.   **IMPORTANT:**  **Any preparation required to simulate the assessments must be completed before distributing the assessment workbooks and associated assessment tools to the students.**  **When simulating the assessments for the candidate, the assessor must ensure the assessment tasks and benchmark performance still address the relevant unit requirements and assessment requirements in compliance with Standards for RTOs 2015 Clause 1.8-1 Principles of assessment and Clause 1.8-2 Rules of evidence.** |

## Task 1 – Complete Progress Notes

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| --- | --- |
| Application  Description automatically generated with low confidence | **IMPORTANT: This task must be done for a client (ageing or living with a disability) whom you are supporting/caring for.**  Document a client’s health status and physical condition.  **STEPS TO TAKE**   1. Document a client’s health status and physical condition, including any changes to the client’s physical health and wellbeing, e.g. continence, hydration, nutrition, etc. 2. Use your organisation’s template for documenting the client’s health status and conditions, or you may use the **Generic Progress Notes** template provided along with this workbook. 3. Follow your organisation’s policies and procedures for completing progress notes.   **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of healthy body systems * Practical skills relevant to documenting the client’s health status and physical condition using information about healthy body systems   **ASSESSOR’S CHECKLIST**  Before starting this task, review the **Workplace Assessment Task 1 – Assessor’s Checklist** provided along with this workbook. This form lists the criteria your submission must address to complete this task satisfactorily. |

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|  | **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment. * Discuss with you the requirements listed in the Assessor’s Checklist prior to the assessment. * Address your queries and concerns regarding this task.   **EVIDENCE TO BE SUBMITTED**  After completing this task, submit the completed Progress Notes to your assessor.  **IMPORTANT: Ensure to omit the client’s name and other sensitive information that will lead to their identification before submitting this document to your assessor.** |

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| *Mapping: CHCCCS041 PC2.3 (p), PC2.4 (p), PE1.0 (p)*  **Marking guide**  **Progress notes**  The candidate must submit a completed progress note. The progress notes must cover any changes to the client’s physical health and wellbeing, e.g. continence, hydration, nutrition, etc.  The candidate must maintain the client’s privacy and confidentiality at all times. They must omit the client’s name and other personal and sensitive information that may lead to the client’s identification.  For satisfactory performance, the candidate’s progress notes submission must meet all criteria listed in the *Assessor’s Checklist.*  **Workplace Assessment Task 1 – Assessor’s Checklist**  The *Assessor’s Checklist* must be completed by the assessor. The form must document the assessor’s assessment of the candidate’s progress notes submission.  This form outlines the criteria that the candidate’s submission must meet.  For satisfactory performance, the candidate’s submission must meet all criteria listed here, i.e. assessor has ticked YES in all items of the *Assessor’s Checklist.* |

## Task 2 – Report the Client’s Health Status and Conditions to Supervisor/Registered Nurse

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| --- | --- |
| Application  Description automatically generated with low confidence | While being observed by your assessor, meet with your workplace supervisor/registered nurse and report the client’s health status and physical condition.  **STEPS TO TAKE**   1. Meet with your workplace supervisor/registered nurse and report the client’s health status and physical condition, including any changes to the client’s physical health and wellbeing, e.g. continence, hydration, nutrition, etc. 2. Follow your organisation’s policies and procedures for reporting changes to clients’ health status and conditions.   **YOU WILL BE ASSESSED ON**   * Practical knowledge of healthy body systems * Practical skills relevant to sharing information about the client’s health status and physical condition using information about healthy body systems   **OBSERVATION FORM**  Before starting this task, review the **Workplace Assessment Task 2 – Observation Form** provided along with this workbook. This form lists all the practical skills you need to demonstrate while completing this task.  **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Address your queries and concerns regarding this task. |

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| *Mapping: CHCCCS041 PC2.3 (p), PC2.4 (p), PE1.0 (p)*  **Marking guide**  **Workplace Assessment Task 2 – Observation Form**  The *Observation Form* must be completed by the assessor. The form must document the assessor’s observations on the candidate’s performance while reporting information about the client’s health status and physical condition to the supervisor/registered nurse.  This form lists all the practical skills that the candidate must demonstrate while completing this task.  For a satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e. assessor has ticked YES in all items of the *Observation Form*. |

# Assessment Workbook Checklist

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| **TO THE CANDIDATE**  When you have completed this assessment workbook, review your work, and ensure that: | |
|  | |
|  | You have completed all the Knowledge Assessments Questions. |
|  | You have completed the Practical Assessments in this workbook: |
|  | Case Study Task 1.1 |
|  | Case Study Task 1.2 |
|  | Case Study Task 2.1 |
|  | Case Study Task 2.2 |
|  | Case Study Task 2.3 |
|  | Case Study Task 2.4 |
|  | Workplace Assessment Task 1 |
|  | Workplace Assessment Task 2 |
|  | You have saved and submitted the following evidence: |
|  | This completed workbook |
|  | Assessment Workbook Cover Sheet signed and scanned |
|  | Workplace Assessment Task 1 – Progress notes |

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| **IMPORTANT:**  **You must achieve a satisfactory result in ALL assessment tasks to be deemed COMPETENT for the unit/s relevant to this workbook.**  To be deemed satisfactory in the assessments contained in this workbook, you must successfully complete all the requirements listed above according to the prescribed benchmarks provided to the assessor. |

|  |  |
| --- | --- |
| **TO THE ASSESSOR**  When you have completed assessing the assessment workbook, review the candidate’s submissions against the checklist below: | |
|  | |
|  | The candidate has completed all the Knowledge Assessments Questions. |
|  | The candidate has completed the Practical Assessments in this workbook: |
|  | Case Study Task 1.1 |
|  | Case Study Task 1.2 |
|  | Case Study Task 2.1 |
|  | Case Study Task 2.2 |
|  | Case Study Task 2.3 |
|  | Case Study Task 2.4 |
|  | Workplace Assessment Task 1 |
|  | Workplace Assessment Task 2 |
|  | The candidate has saved and submitted the following evidence: |
|  | This completed workbook |
|  | Assessment Workbook Cover Sheet signed and scanned |
|  | Workplace Assessment Task 1 – Progress notes |

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| **IMPORTANT:**  **The candidate must achieve a satisfactory result in ALL assessment tasks to be deemed COMPETENT for the unit/s relevant to this workbook.**  To be deemed satisfactory in the assessments contained in this workbook, the candidate must successfully complete all the requirements listed above according to the prescribed benchmarks. |

# Record of Assessment (Assessor’s Use Only)

**To the Assessor:** Complete this Record of Assessment to document the assessment outcomes of the candidate. To complete the form:

* Provide all the required details in the Assessment Details Section
* For each unit of competency:
  + Tick S (Satisfactory) if the candidate has completed the assessment item according to the marking guide and prescribed benchmark answers.
  + Tick NYS (Not Yet Satisfactory) if the candidate has not completed the assessment item according to the marking guide and prescribed benchmark answers.
* Review and confirm that all evidence submissions from the candidate meet the Rules of Evidence. Tick S if satisfactory; otherwise, tick NYS if not yet satisfactory.
* Check all signatures provided by the candidate in their evidence submissions. Confirm if these match the signature the candidate provided to the Training Provider.
* Record all third-party personnel you contacted and provide the other required information.
* In the ‘Overall Result for this Workbook’ section of the form, tick S if the candidate has met all requirements in this form and all assessment items have been completed to a satisfactory level. Otherwise, tick NYS.
* Provide other comments and feedback on the candidate’s performance, as necessary.
* Complete the Assessor’s Declaration by filling in your details, the date signed, and affixing your signature.

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| **RECORD OF ASSESSMENT** | |
| **Candidate’s Name** |  |
| **RTO Name** |  |
| **RTO Contact Number** |  |
| **RTO Email Address** |  |
| **Assessor’s Name** |  |
| **Unit of Competency** | CHCCCS041 – Recognise healthy body systems (Release 1) |

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| --- | --- | --- |
| **Knowledge Assessment – Part A** | **S** | **NYS** |
| Question 1 |  |  |
| Question 2 |  |  |
| Question 3 |  |  |
| Question 4 |  |  |
| Question 5 |  |  |
| Question 6 |  |  |
| Question 7 |  |  |
| Question 8 |  |  |
| Question 9 |  |  |
| Question 10 |  |  |
| Question 11 |  |  |
| Question 12 |  |  |
| Question 13 |  |  |

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| --- | --- | --- |
| **Knowledge Assessment – Part A** | **S** | **NYS** |
| Question 14 |  |  |
| Question 15 |  |  |
| Question 16 |  |  |
| Question 17 |  |  |
| Question 18 |  |  |
| Question 19 |  |  |
| Question 20 |  |  |
| Question 21 |  |  |
| Question 22 |  |  |
| Question 23 |  |  |
| Question 24 |  |  |
| **Knowledge Assessment – Part B** | **S** | **NYS** |
| Question 1 |  |  |
| Question 2 |  |  |
| Question 3 |  |  |
| Question 4 |  |  |
| Question 5 |  |  |
| **Knowledge Assessment – Part C** | **S** | **NYS** |
| Question 1 |  |  |
| Question 2 |  |  |
| Question 3 |  |  |
| Question 4 |  |  |
| Question 5 |  |  |
| Question 6 |  |  |

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| --- | --- | --- |
| **Knowledge Assessment – Part D** | **S** | **NYS** |
| Question 1 |  |  |
| Question 2 |  |  |
| Question 3 |  |  |
| Question 4 |  |  |
| Question 5 |  |  |
| Question 6 |  |  |
| Question 7 |  |  |
| Question 8 |  |  |
| Question 9 |  |  |
| **Knowledge Assessment – Part E** | **S** | **NYS** |
| Question 1 |  |  |
| **Knowledge Assessment – Part F** | **S** | **NYS** |
| Question 1 |  |  |
| Question 2 |  |  |
| Question 3 |  |  |

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| --- | --- | --- |
| **Practical Assessment** | | |
| **Case Study** | **S** | **NYS** |
| Task 1.1.1 |  |  |
| Task 1.1.2 |  |  |
| Task 1.2.1 |  |  |
| Task 1.2.2 |  |  |
| Task 1.2.3 |  |  |

|  |  |  |
| --- | --- | --- |
| **Case Study** | **S** | **NYS** |
| Task 2.1 |  |  |
| Task 2.2 |  |  |
| Task 2.3 |  |  |
| Task 2.4 |  |  |

|  |  |  |
| --- | --- | --- |
| **Workplace Assessment** | **S** | **NYS** |
| Task 1 |  |  |
| Task 2 |  |  |

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| --- | --- | --- |
| **Rules of Evidence** | **S** | **NYS** |
| All knowledge and skills evidence submissions are valid |  |  |
| All knowledge and skills evidence submissions are authentic |  |  |
| All knowledge and skills evidence submissions are sufficient |  |  |
| All knowledge and skills evidence submissions are current |  |  |

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| **Signature Authentication Checklist**  This checklist will guide you in authenticating the signatures provided by the candidate in their assessment workbook and evidence submissions.  Read each checklist item and tick the box only if you confirm that the item is a true and accurate reflection of the signature authentication you have conducted. | |
| **Checklist** | **Completed** |
| I have checked the signature provided by the candidate in the Assessment Workbook Cover Sheet against the signature they provided to the Training Provider. |  |
| I confirm the signature provided by the candidate in the Assessment Workbook Cover Sheet matches the signature they provided to the Training Provider. |  |
| I confirm ALL signatures provided by the candidate in their evidence submissions match the signature they provided to the Training Provider. |  |

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| **Third-Party Verification Log**  **Instructions for the Assessor:**  You are required to contact all third-party personnel involved in the candidate’s assessment to verify the candidate’s performance and evidence submissions and to confirm with them whether the candidate’s evidence submissions are true and accurate.  Complete this Third-Party Verification Log to document your completion of this process. When completing this log, provide all of the following required information for each third-party personnel:   * Name of third-party personnel contacted * Role in the candidate’s assessment (e.g. workplace supervisor, observer, or candidate) * Contact details (phone number or email address) * Date contacted   You must also confirm that third-party personnel have verified the candidate’s evidence submissions are true and accurate. |

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| --- | --- | --- | --- | --- |
| **Name of Third-party Contacted** | **Role in the Candidate’s Assessment** | **Contact Details (Phone number or email address)** | **Date contacted** | **Third-Party verifies evidence submissions of the candidate are true and accurate?** |
|  |  |  |  | Yes  No  Assessor’s Notes |
|  |  |  |  | Yes  No  Assessor’s Notes |
|  |  |  |  | Yes  No  Assessor’s Notes |
|  |  |  |  | Yes  No  Assessor’s Notes |

|  |  |  |
| --- | --- | --- |
| **Overall Result for the Relevant Workbook/s** | **Satisfactory** | **Not yet satisfactory** |
| Assessment Workbook |  |  |

|  |  |  |
| --- | --- | --- |
| **Overall Result for this Unit of Competency**  **IMPORTANT: To be deemed competent in the following unit of competency, the candidate must be marked Satisfactory in all the relevant workbook/s listed above.** | **Competent** | **Not yet competent** |
| CHCCCS041 - Recognise healthy body systems (Release 1) |  |  |

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| **Assessor’s comments/feedback** |
|  |

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| --- | --- |
| **Assessor Declaration**  I declare that the results recorded in this *Record of Assessment* are true and accurate. | |
| Assessor’s name | Assessor’s signature |
| Date signed |

End of Record of Assessment (For the Assessor’s Use Only)

**End of Document**