



**AUSTRALIAN  
HEALTHCARE**  
QUALIFICATIONS & TRAINING

# Learner Assessment

## Task 1 – Written Questions

**Unit Code:** HLTAAP001

**Unit Name:** Recognise healthy body systems

**Qualification:**

**Participant Name:** \_\_\_\_\_

Version Control:

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# Assessment Information

<b>Unit Code &amp; Title:</b>	HLTAAP001 - Recognise healthy body systems
<b>Unit Descriptor:</b>	This unit describes the skills and knowledge required to work with basic information about the human body and to recognise and promote ways to maintain healthy functioning of the body.
<b>Application of the Unit:</b>	This unit applies to any worker who needs to use and interpret information that includes references to client anatomy and physiology.
<b>Elements:</b>	<ol style="list-style-type: none"> <li>1. Work with information about the human body</li> <li>2. Recognise and promote ways to support healthy functioning of the body</li> </ol>
<b>Performance Knowledge:</b>	<p>Evidence must be shown of learners' ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:</p> <ul style="list-style-type: none"> <li>• Worked effectively with information about the human body and its healthy functioning in at least 3 different situations</li> </ul>
<b>Knowledge Evidence:</b>	<p>The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• Basic structure and functions of the body systems and associated components, including: <ul style="list-style-type: none"> <li>- Cells, tissues and organs</li> <li>- Cardiovascular system</li> <li>- Respiratory system</li> <li>- Musculo-skeletal system</li> <li>- Endocrine system</li> <li>- Digestive system</li> <li>- Urinary system</li> <li>- Reproductive system</li> <li>- Integumentary system</li> <li>- Lymphatic system</li> <li>- Nervous system, including sensory systems – eye and ear</li> <li>- The special senses – smell, taste, vision, equilibrium and hearing</li> <li>- Immune system</li> </ul> </li> <li>• Processes, conditions and resources required by the body to support healthy functioning</li> <li>• Body regulation including: <ul style="list-style-type: none"> <li>- Maintenance of body temperature</li> <li>- Fluid and electrolyte (including PH) balance</li> <li>- Elimination of wastes from the body</li> <li>- Maintenance of blood pressure</li> </ul> </li> <li>• Protection from infection</li> <li>• Physical activity – active and passive</li> </ul>
<b>Assessment Conditions:</b>	<p>Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:</p> <ul style="list-style-type: none"> <li>• Use of suitable facilities, equipment and resources, including client health information</li> <li>• Modelling of industry operating conditions, including integration of problem-solving activities</li> </ul> <p>Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.</p>

# Instructions to the student

## Purpose of this assessment

This Assessment is designed to test your knowledge and skills against the criteria that is required in order for you to work with basic information about the human body and to recognise and promote ways to maintain healthy functioning of the body.

## Methods of Assessment

The assessments have been developed in consideration to assessment requirements, learning environment and the expectations by industry.

To be deemed competent in this unit of competency the following assessment requirements must be completed. You must achieve a satisfactory result for each task to be deemed competent in this unit.

**Assessment Task 1** – Written Questions – Completion of Written Questions provided in this assessment kit is required to be completed. Assessment Task 1 may be completed within allocated training time or during periods of self-study.

**Assessment Task 2** – Case Studies – The Case Study/ies provide an opportunity for you to demonstrate your knowledge and skills aligned to settings that reflect your industry. Written answers to questions relating to the different case studies is required. You are required to read the case studies and answer all the questions satisfactorily. Assessment Task 2 may be completed within allocated class time or during periods of self-study.

**Assessment Task 3** – Workplace Project – This practical project provides an opportunity for you to demonstrate your competency in a practical real work setting. You are required to read the project instructions, collect and provide documents and provide answers/information to the items listed in table/space provided. You are to complete the project without the guidance from the Trainer/Assessor. Where you are not able to undertake the practical project in the workplace, your Trainer /Assessor will provide you support by creating a simulated situation. Where a simulated environment has been created your Trainer/Assessor will record this as a reasonable adjustment to the assessment method.

## Resources needed for assessment:

- Learner assessment
- Learning material
- Suitable facilities, equipment and resources, including health information about the clients.

## What you need to do:

- Complete the activities as described above
- Take a photo copy of your work if you would like to
- Collect all the required evidence and provide to your trainer
- Sign the Assessment Agreement
- Submit the completed assessment kit to your assessor.

If you have any difficulties or there is anything you don't understand, talk with your Trainer/Assessor; they are here to help you. Never be too afraid to ask about anything you don't understand related to safety and do not attempt to complete tasks you are unsure about. You can raise any concerns with your trainer/assessor.

Your assessor will provide you with feedback both verbally and in writing.

## **Assessment outcomes**

**Satisfactory** – Evidence provided meets the requirements of the assessment method and unit of competency.

**Not Satisfactory** – Evidence provided does not meet the requirements of the assessment method and unit of competency.

If you have been given a Not Satisfactory assessment outcome you will be given the chance to review with your assessor and discuss the area/s for improvement and time will be elected where you will be required to resubmit the Assessment Workbook as per the assessor's instructions. If you receive a Satisfactory outcome for the individual Assessment Mode, then this outcome will contribute to final judgement of competency for this unit.

## **Reasonable Adjustment**

Special consideration may be applied, and reasonable adjustment given to this assessment, as required. *(See further information in student handbook – Access & Equity and RTO policies and procedures – Assessment Policy).*

Any adjustments made to standard assessment will be documented clearly in assessment kit either at the front of the booklet or in the individual competency record.

**Document any adjustments to standard assessment**

## **Reassessment**

Where you are found not yet competent, the RTO will provide three further opportunities to achieve competency at no cost. If you request to be re-assessed after the 3 attempts a cost of \$200 per unit will be applied and any attempt thereafter. *(see Assessment Policy for further information).*

# Assessment Agreement

An assessment agreement is required to ensure that all students are aware of the process and purpose of an assessment and the requirements that achieve competence in this unit.

<b>Student Full Name:</b>	
<b>Unit Code and Title:</b>	<b>HLTAAP001 - Recognise healthy body systems</b>
<b>Qualification:</b>	

<b>Please tick as appropriate</b>	<b>Yes</b>	<b>No</b>	<b>Comment</b>
The purpose of the assessment has been clearly explained			
Assessment methods and outcomes required have been clearly explained and I understand what is required of me to achieve competency in this unit			
I have been made aware of the Assessment and Appeals Policy			
I have discussed any special needs to be considered during assessment with my assessor			
I understand I have three attempts to complete each task satisfactorily. After three attempts, \$200 per unit will be charged to reassess the unit of competency. If after the fourth attempt I am deemed 'Not Yet Competent', I will be required to do further training before reattempting this unit.			
I give permission for the RTO to use my assignment for assessment moderation / validation purposes.			
I declare that I understand how assessment will take place for this unit. I also understand that work completed towards this assessment must be verifiably my own.			
<b>Student's Name:</b> _____			
<b>Student's Signature:</b> _____			<b>Date:</b> ____ / ____ / _____
<b>Assessor's Name:</b> _____			
<b>Assessor's Signature:</b> _____			<b>Date:</b> ____ / ____ / _____

# Assessment Task 1 - Written questions

## Assessment description

This assessment task requires you to provide answers to the listed written questions.

1. **Why is it important for health care workers in aged care to understand and appropriately use accepted health terms when describing the normal structure, function and location of body systems?**

**Assessor Use Only:** Satisfactory response provided

YES  NO

2. **Why is it important for health care workers in aged care to have a basic knowledge of the healthy functioning of body systems?**

**Assessor Use Only:** Satisfactory response provided

YES  NO

**2b. List five (5) fundamental principles of maintaining a healthy body.**

1.

2.

3.

4.

5.

**Assessor Use Only:** Satisfactory response provided

YES  NO

**2c. Explain how your knowledge of the healthy function of the body can enhance the quality of your work.**

**Assessor Use Only:** Satisfactory response provided

YES  NO

**3. Using the accepted health terms, list the main body systems.**

**Assessor Use Only:** Satisfactory response provided

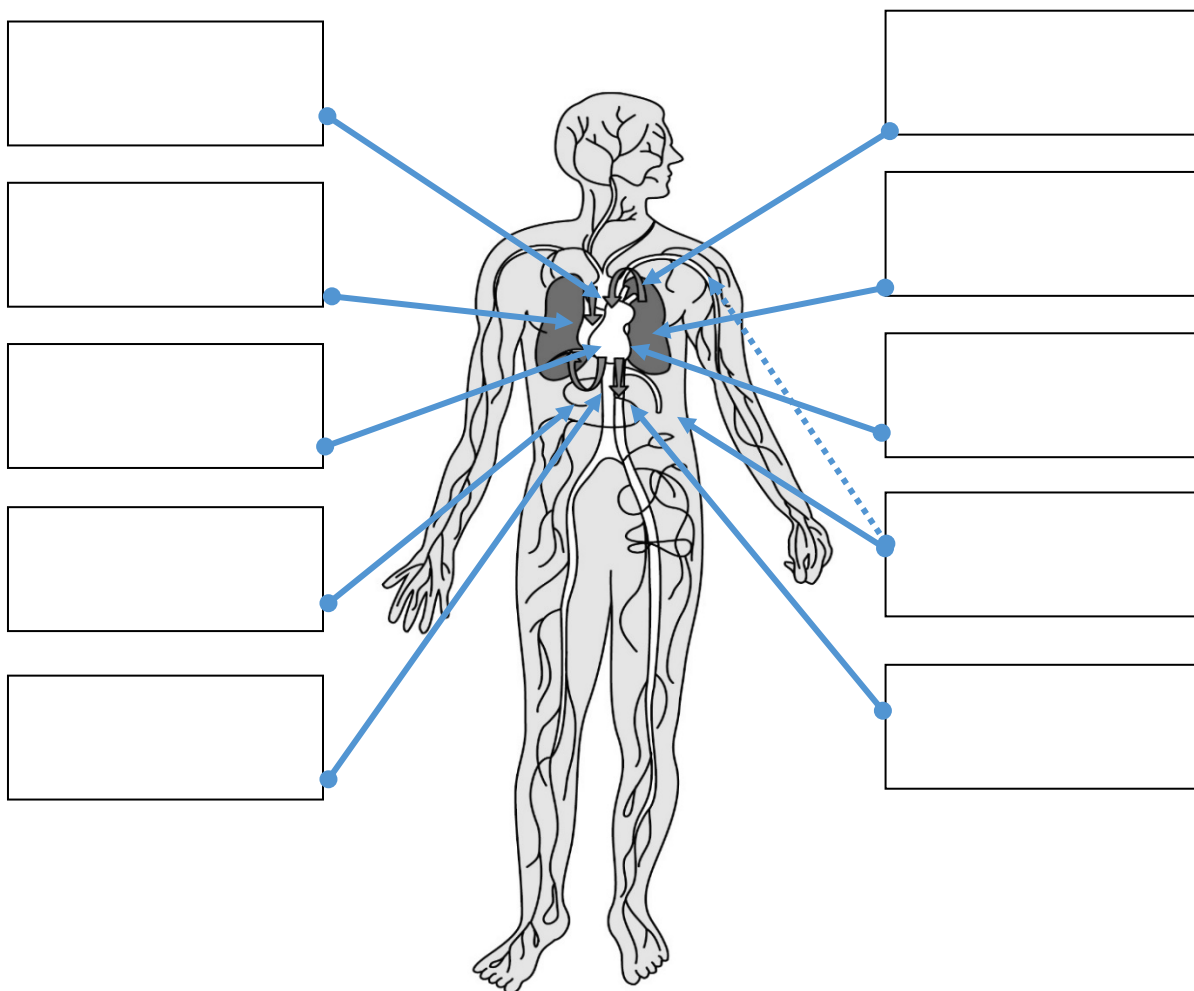
YES  NO



3b. In the following table, review the terminologies applied and provide the correct meaning.

Term	Meaning
Internal	
External	
Superficial	
Deep	
Lateral	
Medial	
Anterior	
Posterior	
Superior	
Inferior	
Bilateral	
<b>Assessor Use Only:</b> Satisfactory response provided      YES <input type="radio"/> NO <input type="radio"/>	

4. The following diagram represents the cardiovascular system. Provide labels where indicated.



Assessor Use Only: Satisfactory response provided

YES  NO

4b. What organs/vessels are included in the cardiovascular system?

Assessor Use Only: Satisfactory response provided

YES  NO

**4c. What might be the effects of ageing on the cardiovascular system?**

**Assessor Use Only:** Satisfactory response provided      **YES**     **NO**

**4d. How might residential aged care workers support older people to cope with changes or problems with the cardiovascular system?**

**Assessor Use Only:** Satisfactory response provided      **YES**     **NO**

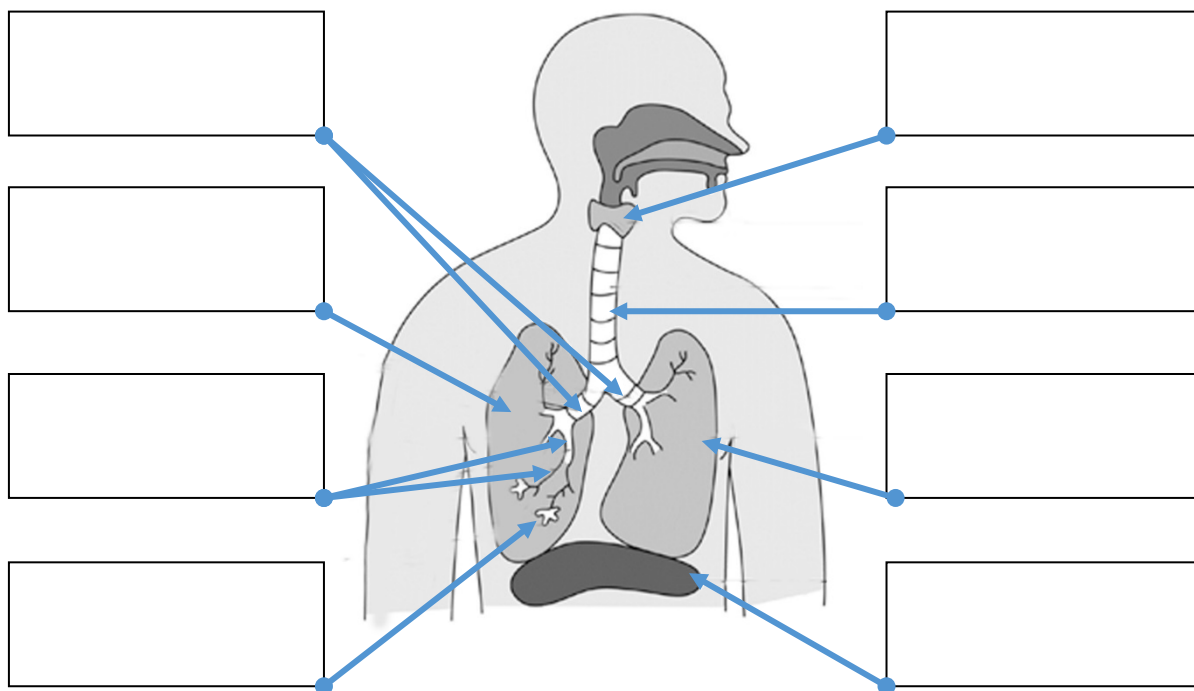
**4e. What is meant by blood pressure and how can this be maintained?**

**Assessor Use Only:** Satisfactory response provided      **YES**     **NO**

4f. Describe the interrelationship the cardiovascular system has with other body systems; Respiratory, Musculoskeletal, Endocrine, Nervous system, Digestive, Urinary, Reproductive, Integumentary, Lymphatic.

Assessor Use Only: Satisfactory response provided      YES  NO

5. This diagram represents the respiratory system, Label the diagram at the points shown



Assessor Use Only: Satisfactory response provided      YES  NO

**5b. What are the main organs and the main function of the respiratory system?**

**Assessor Use Only:** Satisfactory response provided      **YES**     **NO**

**5c. What are the auxiliary structures that also assist in respiration?**

**Assessor Use Only:** Satisfactory response provided      **YES**     **NO**

**5d. What happens to the air in respiration?**

**Assessor Use Only:** Satisfactory response provided      **YES**     **NO**

**5e. What might be the effects of ageing on the respiratory system?**

**Assessor Use Only:** Satisfactory response provided

**YES**  **NO**

**5f. How might support workers support the changes or problems older people have with the respiratory system?**

**Assessor Use Only:** Satisfactory response provided

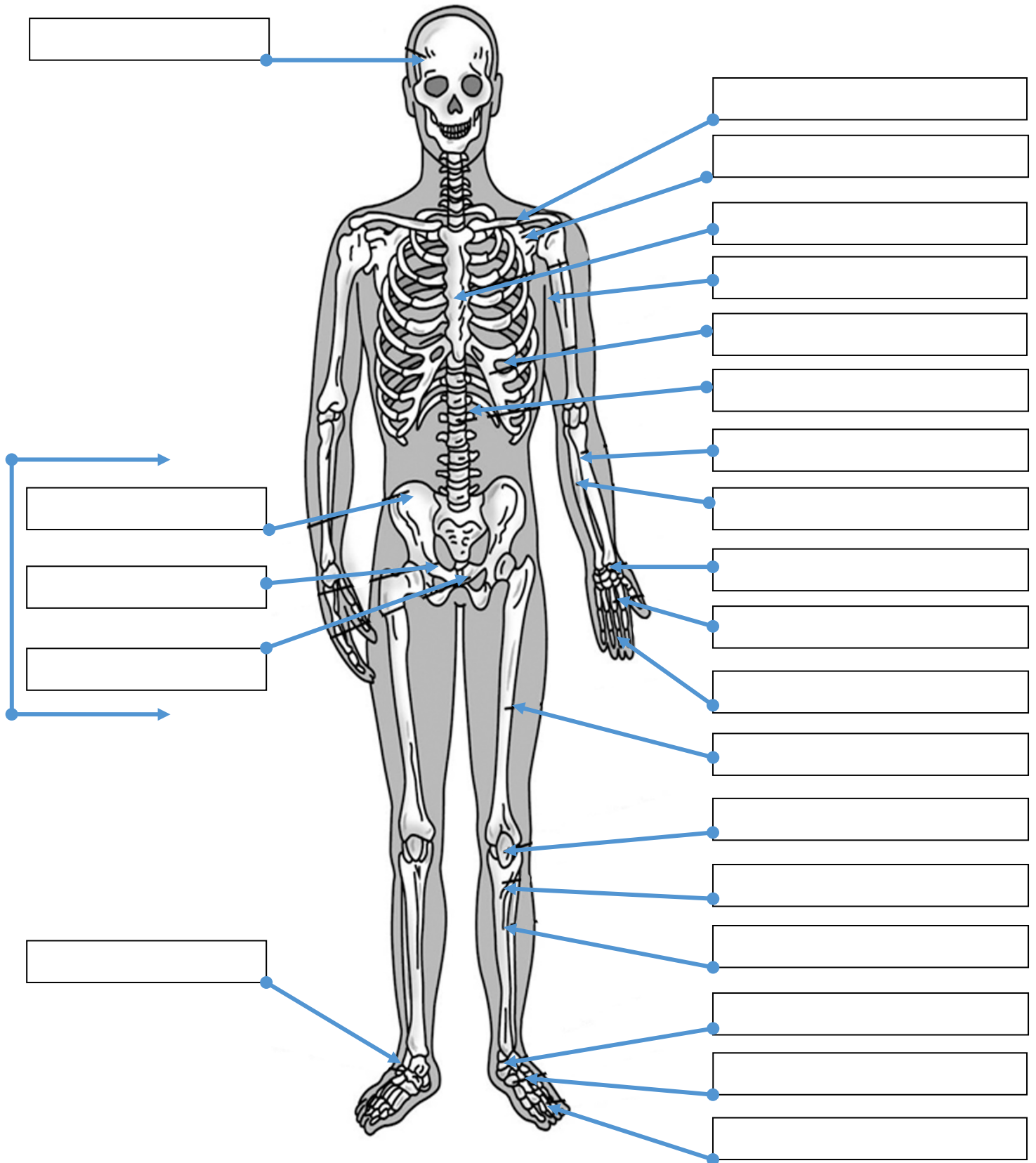
**YES**  **NO**

**6. What are the different parts that comprise the musculoskeletal system?**

**Assessor Use Only:** Satisfactory response provided

**YES**  **NO**

6b. The following diagram represents the musculoskeletal system. Label the diagram where prompted.



Assessor Use Only: Satisfactory response provided      YES     NO

**6c. What are the major bones of the skeleton?**

**Assessor Use Only:** Satisfactory response provided      **YES**      **NO**

**6d. What is a joint and what types are there?**

**Assessor Use Only:** Satisfactory response provided      **YES**      **NO**

**6e. Describe the six (6) synovial joints and give an example of each.**

1.

2.

3.

4.

5.

6.

**Assessor Use Only:** Satisfactory response provided      **YES**       **NO**



**6f. What might be the effects of ageing on the skeleton?**

**Assessor Use Only:** Satisfactory response provided      **YES**    **NO**

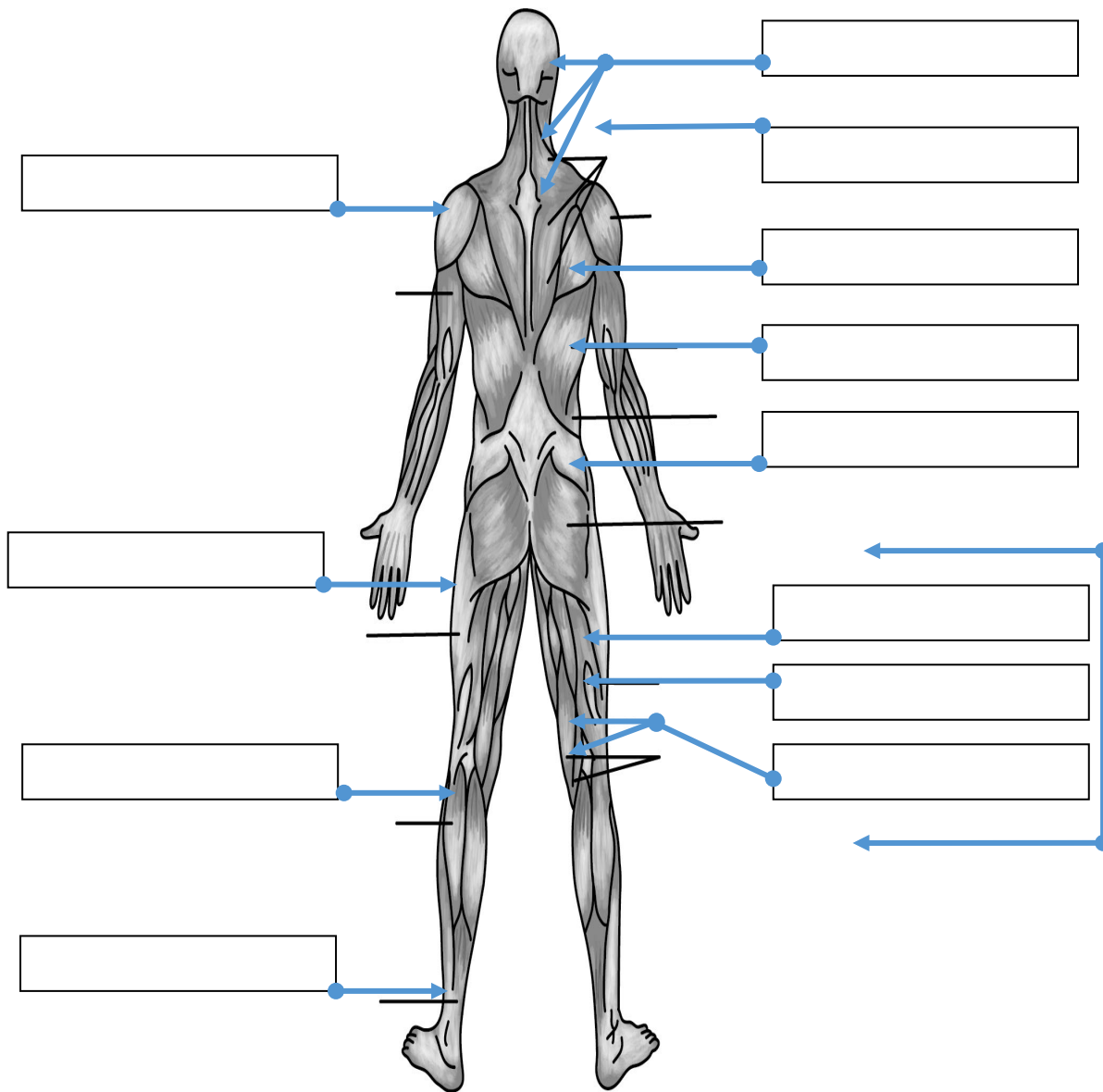
**6g. How might support workers support the changes or problems older people have with their bones?**

**Assessor Use Only:** Satisfactory response provided      **YES**    **NO**

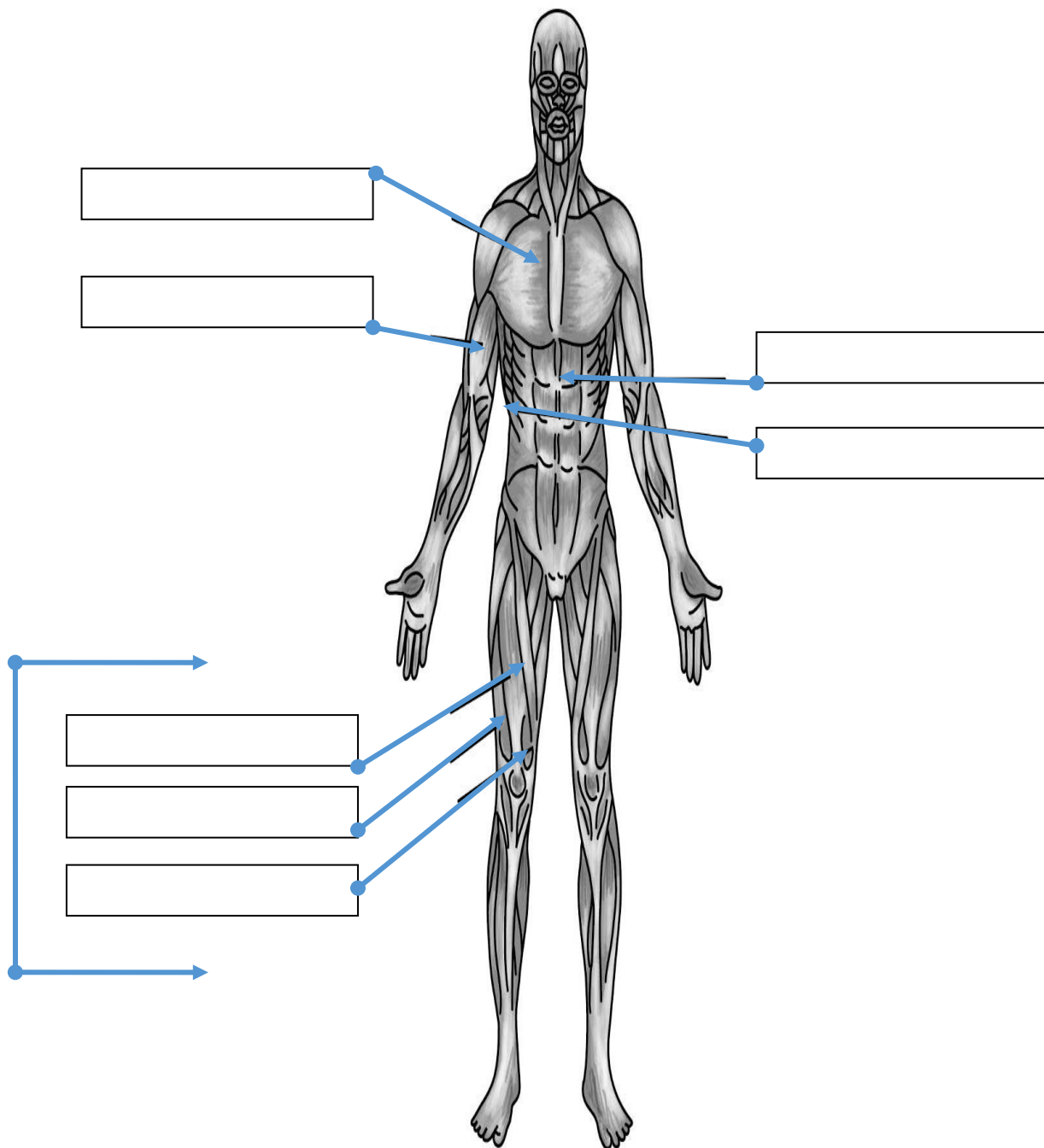
**7. What is the function of the muscles?**

**Assessor Use Only:** Satisfactory response provided      **YES**    **NO**

7b. The following diagram represents the musculoskeletal (muscles) system. Label the diagram where prompted.



Assessor Use Only: Satisfactory response provided YES  NO



Assessor Use Only: Satisfactory response provided

YES  NO

7c. What is the function of tendons?

Assessor Use Only: Satisfactory response provided

YES  NO

**7d. What is the function of the diaphragm?**

**Assessor Use Only:** Satisfactory response provided

**YES**  **NO**

**7e. What might be the effects of ageing on the muscular system?**

**Assessor Use Only:** Satisfactory response provided

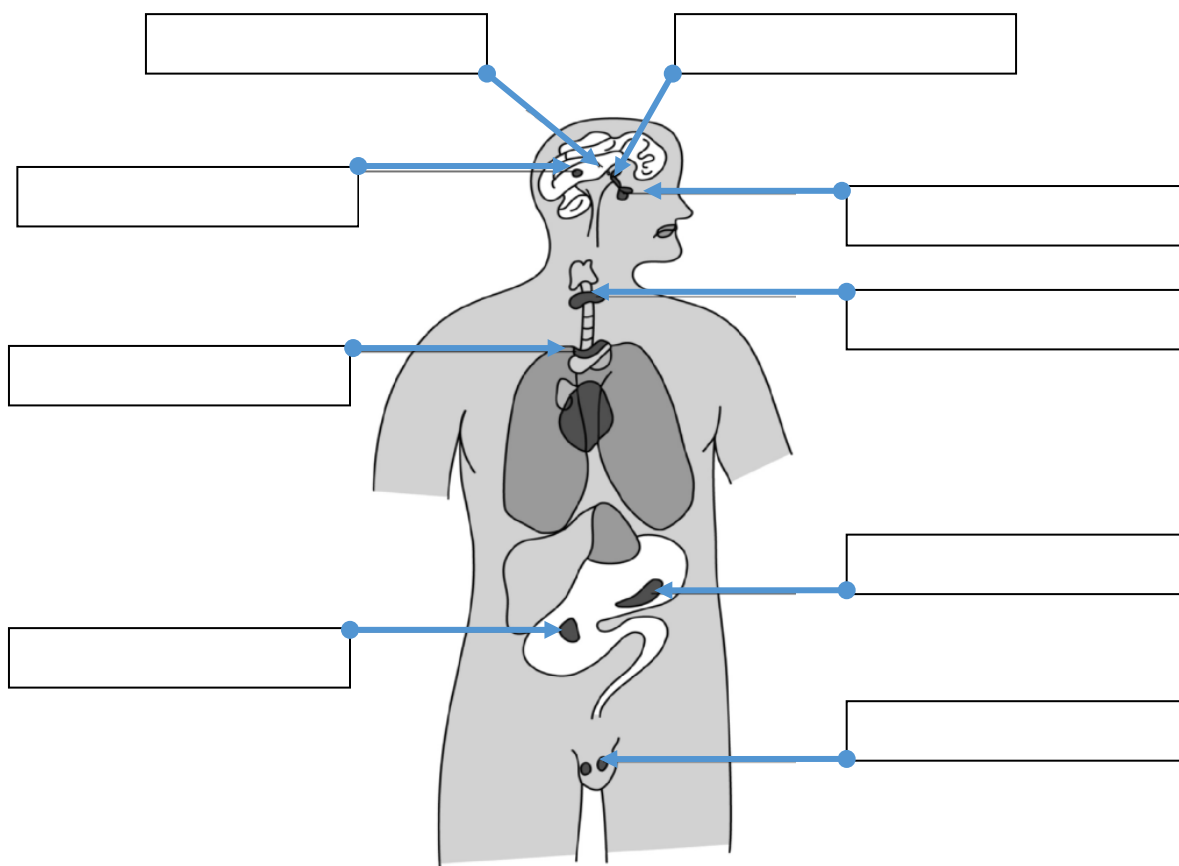
**YES**  **NO**

**7f. How might support workers support the changes or problems older people have with their muscles?**

**Assessor Use Only:** Satisfactory response provided

**YES**  **NO**

8. The following diagram represents the endocrine system. Label the diagram where prompted.



Assessor Use Only: Satisfactory response provided

YES  NO

8b. What are the main endocrine glands and what function does each carry out?

Assessor Use Only: Satisfactory response provided

YES  NO

**8c. What might be the effects of ageing on the endocrine system?**

**Assessor Use Only:** Satisfactory response provided

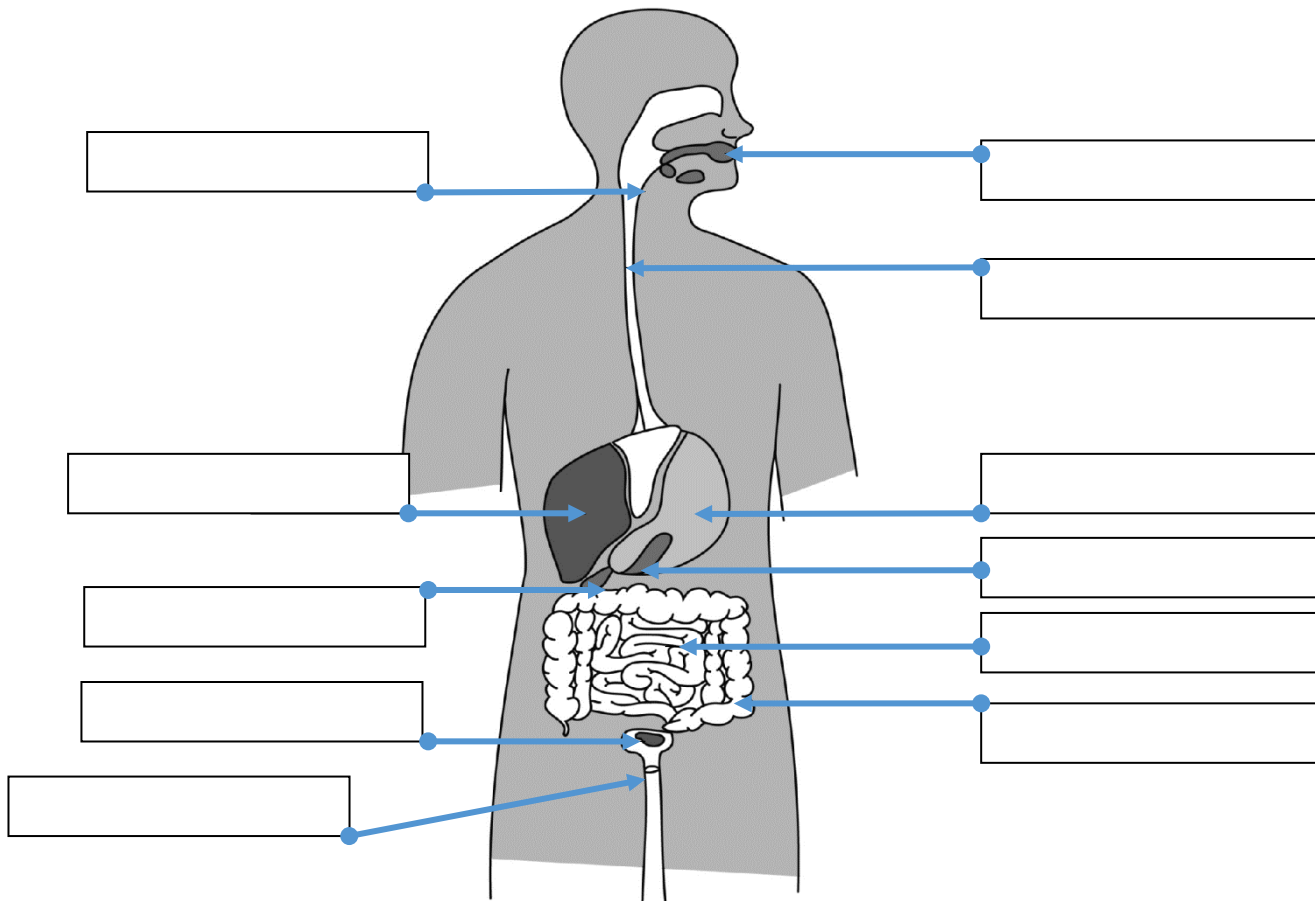
**YES**  **NO**

**8d. How might support workers support the changes or problems older people have with the endocrine system?**

**Assessor Use Only:** Satisfactory response provided

**YES**  **NO**

9. The following diagram represents the digestive system. Label the diagram where prompted.



Assessor Use Only: Satisfactory response provided

YES  NO

9b. What is the main function of the digestive system?

Assessor Use Only: Satisfactory response provided

YES  NO

9c. What functions does the liver perform?

Assessor Use Only: Satisfactory response provided

YES  NO

**9d. What functions does the pancreas perform?**

**Assessor Use Only:** Satisfactory response provided

**YES**  **NO**

**9e. What might be the effects of ageing on the digestive system?**

**Assessor Use Only:** Satisfactory response provided

**YES**  **NO**

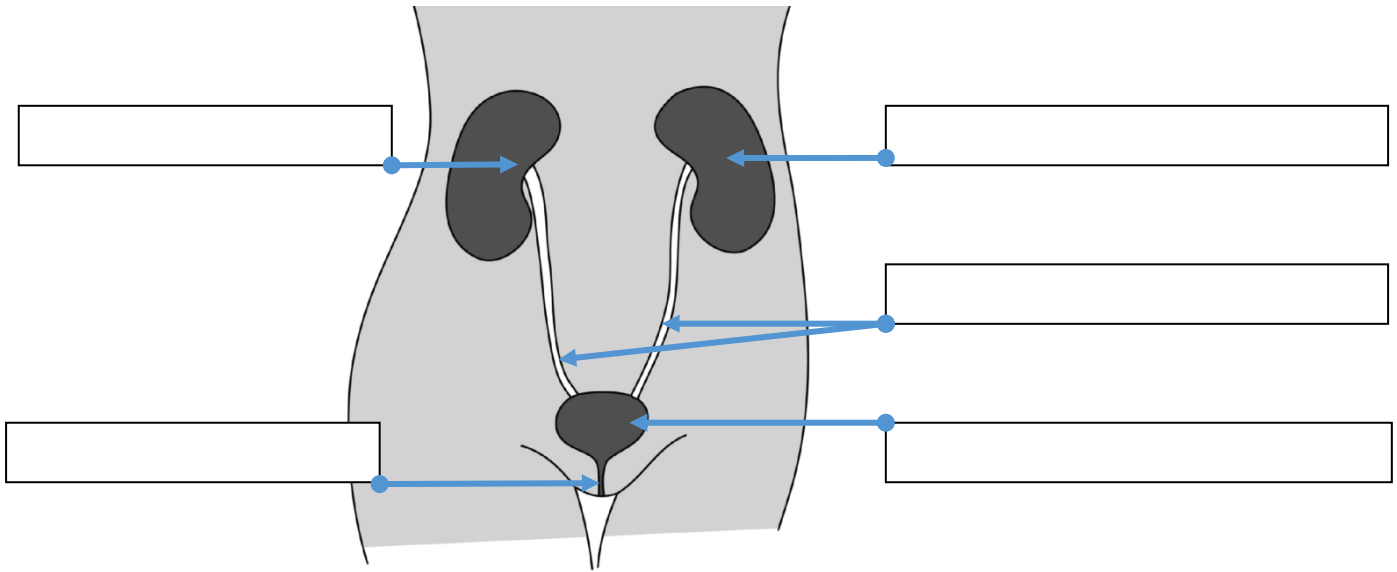
**9f. How might support workers support the changes or problems older people have with the digestive system?**

**Assessor Use Only:** Satisfactory response provided

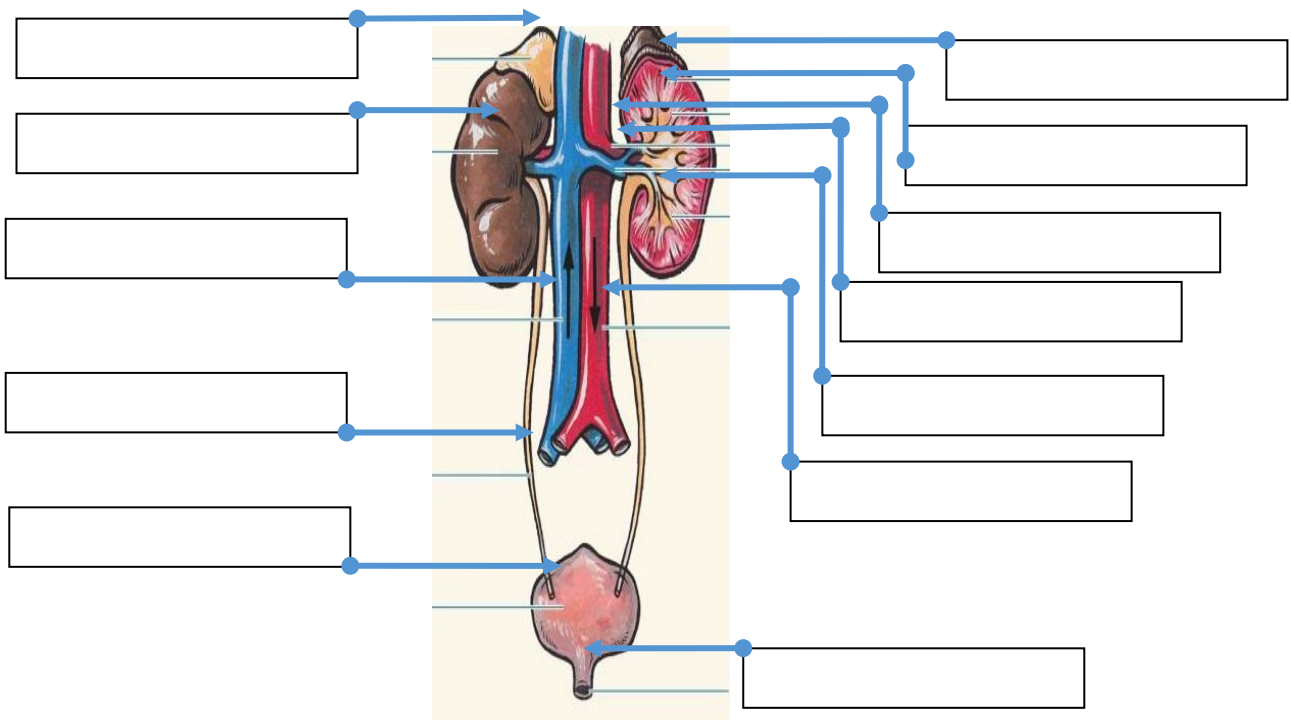
**YES**  **NO**



10. The urogenital system includes the organs of the urinary and reproductive systems. Label the female and male urinary system.



Assessor Use Only: Satisfactory response provided      YES     NO



Assessor Use Only: Satisfactory response provided      YES     NO

**10b. What is the main function of the urinary system?**

Assessor Use Only: Satisfactory response provided

YES  NO

**10c. How does the bladder act in elimination?**

Assessor Use Only: Satisfactory response provided

YES  NO

**10d. What might be the effects of ageing on the urinary system?**

Assessor Use Only: Satisfactory response provided

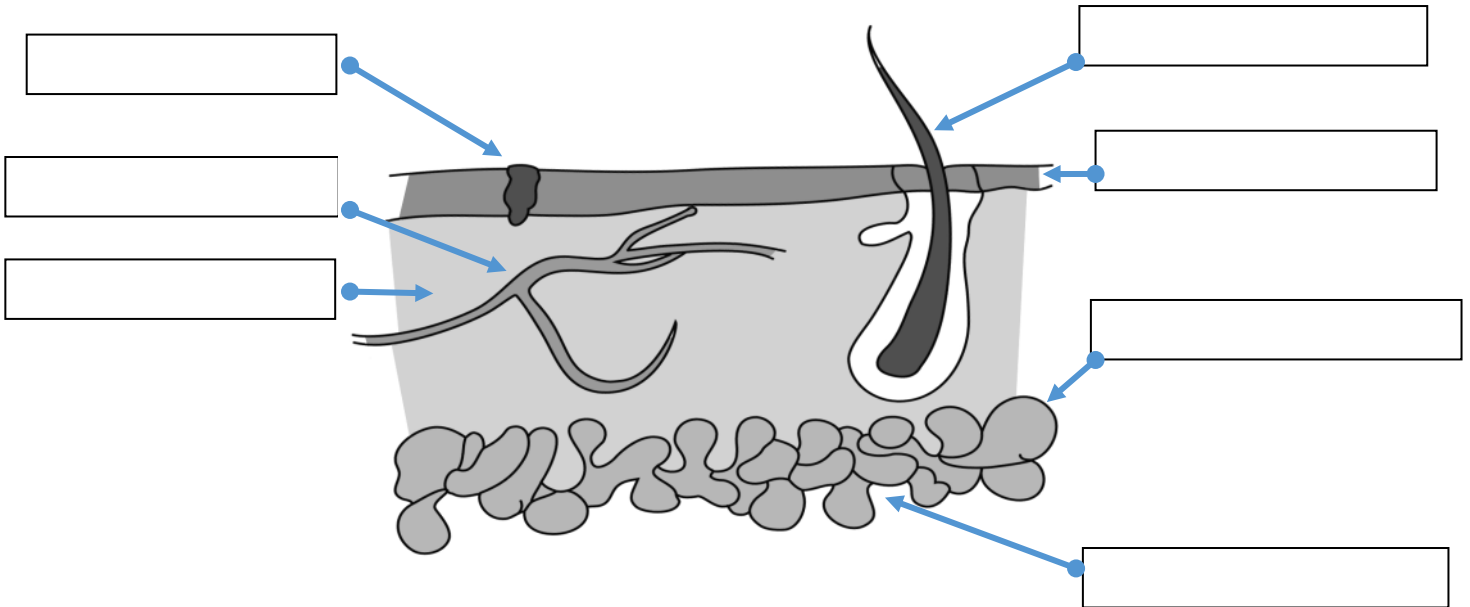
YES  NO

10e. How might support workers support the changes or problems older people have with the urinary system?

Assessor Use Only: Satisfactory response provided

YES  NO

11. The following diagram is of the integumentary system. Label the diagram where indicated.



Assessor Use Only: Satisfactory response provided

YES  NO

11b. What is the function of the different parts of the integumentary system?

Assessor Use Only: Satisfactory response provided

YES  NO

**11c. What might be the effects of ageing on the integumentary system?**

Assessor Use Only: Satisfactory response provided      YES    NO

**11d. How might support workers support the changes or problems older people have with the integumentary system?**

Assessor Use Only: Satisfactory response provided      YES    NO

**12. What parts make up the lymphatic system?**

Assessor Use Only: Satisfactory response provided      YES    NO

**12b. What is the main function of the lymphatic system?**

Assessor Use Only: Satisfactory response provided      YES    NO

**12c. What might be the effects of ageing on the lymphatic system?**

**Assessor Use Only:** Satisfactory response provided

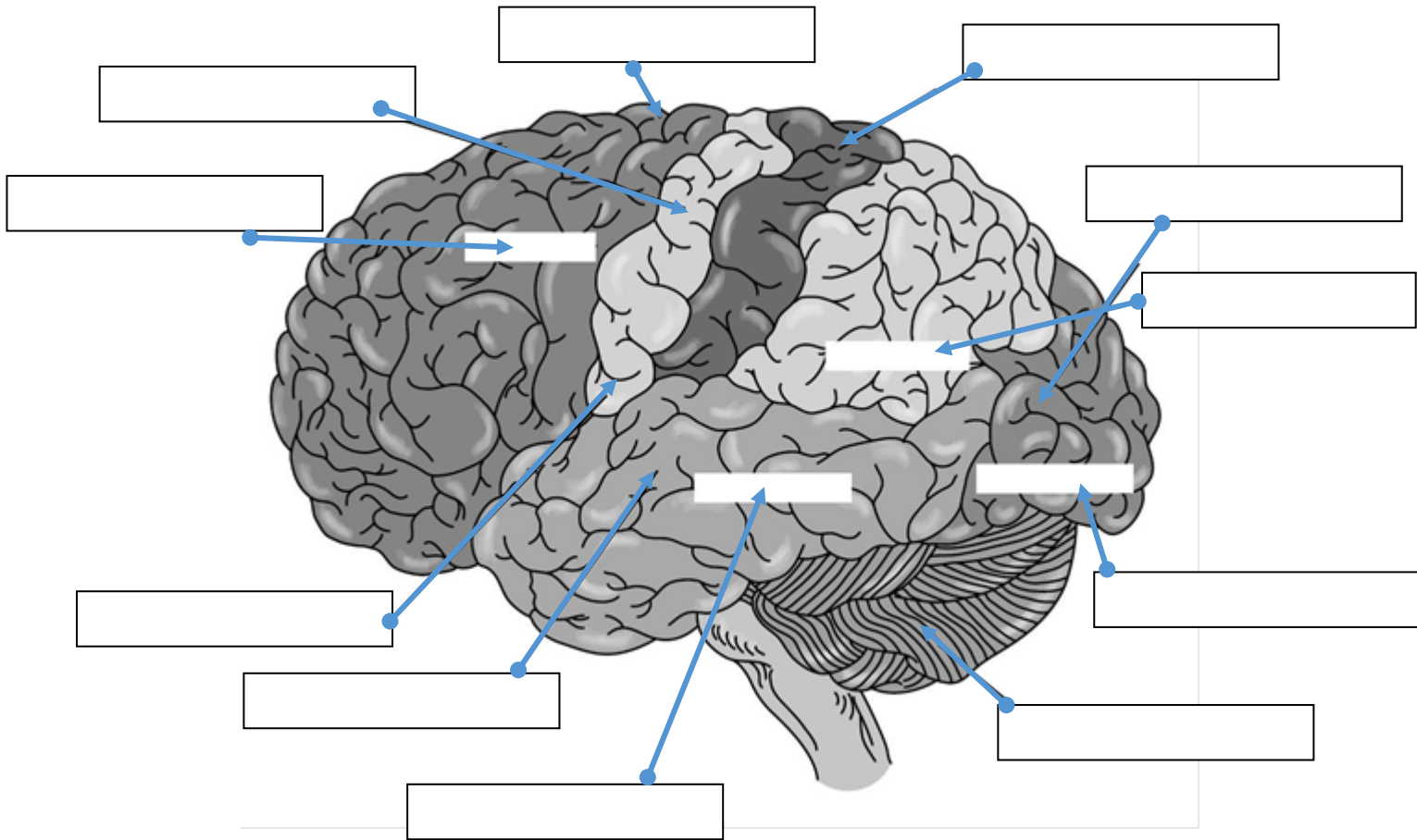
**YES**  **NO**

**12d. How might support workers support the changes or problems older people have with the lymphatic system?**

**Assessor Use Only:** Satisfactory response provided

**YES**  **NO**

13. The following diagram is of the nervous system. Label the diagram where indicated.



Assessor Use Only: Satisfactory response provided YES  NO

13b. What are the two major divisions in the nervous system?

Assessor Use Only: Satisfactory response provided YES  NO

13c. What are the main parts of the central nervous system and their function?

Assessor Use Only: Satisfactory response provided YES  NO

**13d. What are the main parts of the peripheral nervous system and their function?**

**Assessor Use Only:** Satisfactory response provided

**YES**  **NO**

**13e. What might be the effects of ageing on the nervous system?**

**Assessor Use Only:** Satisfactory response provided

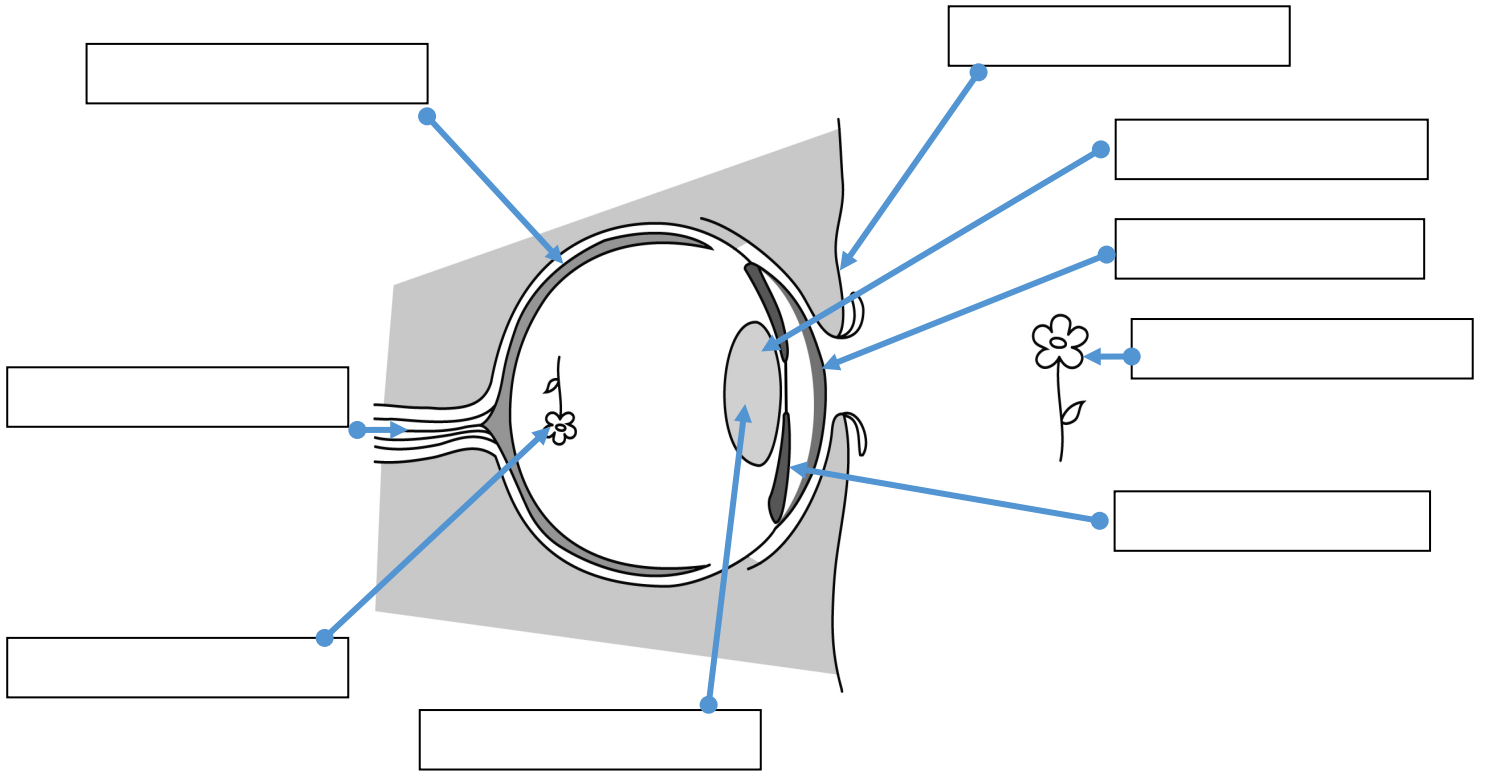
**YES**  **NO**

**13f. How might support workers support the changes or problems older people have with the nervous system?**

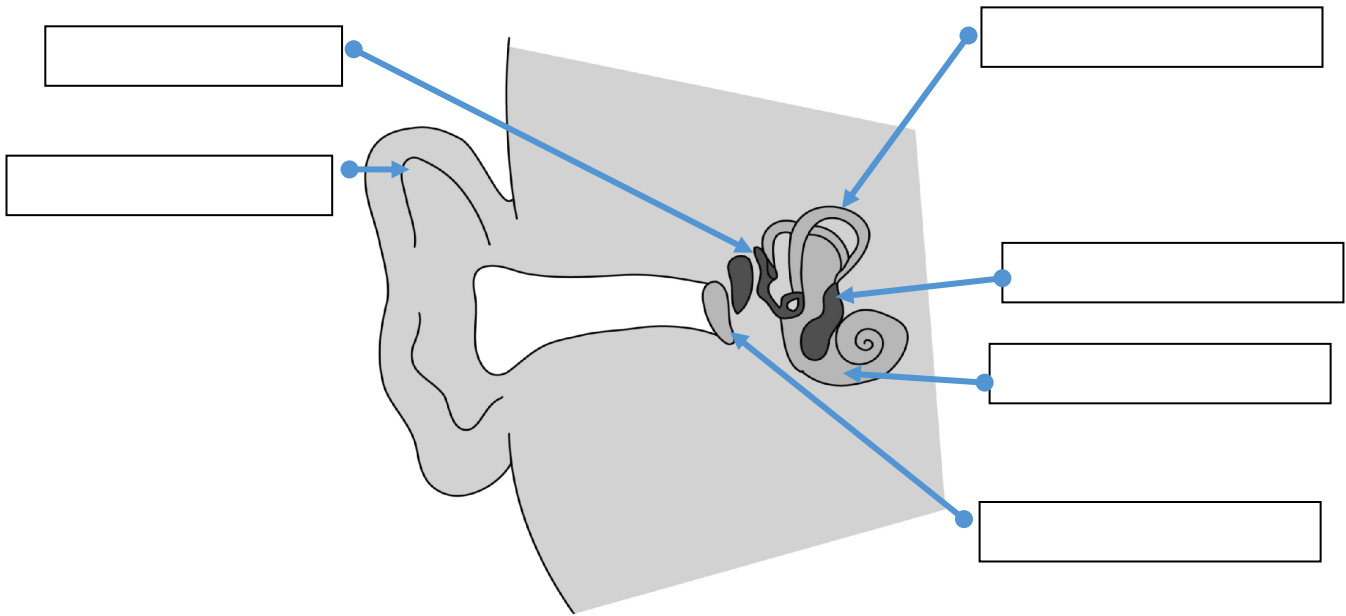
**Assessor Use Only:** Satisfactory response provided

**YES**  **NO**

14. The following diagram is of the special sense organs (eye and ear). Label the diagram.



Assessor Use Only: Satisfactory response provided      YES     NO



Assessor Use Only: Satisfactory response provided      YES     NO



**14b. What is included in the special sense organs?**

**Assessor Use Only:** Satisfactory response provided      **YES**     **NO**

**14c. What is the general purpose of the special sense organs?**

**Assessor Use Only:** Satisfactory response provided      **YES**     **NO**

**14d. What might be the effects of ageing on the special sense organs?**

**Assessor Use Only:** Satisfactory response provided      **YES**     **NO**

**14e. How might support workers support the changes or problems older people have with the special sense organs?**

Assessor Use Only: Satisfactory response provided

YES  NO

**15. Using appropriate health terminology, name the ten (10) main internal organs of the body.**

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Assessor Use Only: Satisfactory response provided

YES  NO

**16. Describe cells, tissues and organs and the links between the three (3).**

Assessor Use Only: Satisfactory response provided

YES  NO

**17. Name two ways you can help protect your clients from infection.**

1.

2.

**Assessor Use Only:** Satisfactory response provided      **YES**    **NO**

**18. Describe in your own words (in no less than 100 words), the immune system.**

**Include; how the body defends itself against infection, and what you can do to help individuals' immune system to stay healthy.**

**Assessor Use Only:** Satisfactory response provided      **YES**    **NO**

**19. Describe the differences between active and passive physical activity.**

**Assessor Use Only:** Satisfactory response provided      **YES**    **NO**

**20. What is the term used to describe the regulation of the body temperature?**

**Assessor Use Only:** Satisfactory response provided

**YES**  **NO**

**20b. How is body temperature controlled?**

**Assessor Use Only:** Satisfactory response provided

**YES**  **NO**

**20c. When at rest, what temperature does your body regulate around? Does this change during the day? Explain your answer.**

**Assessor Use Only:** Satisfactory response provided

**YES**  **NO**

20d. How can you support your client in avoiding high body temperature?

Assessor Use Only: Satisfactory response provided

YES  NO

21. Refer to your learner guide and fill in the gaps in the two sentences below.

Ions

Water

Fluids

Equals

- a. Electrolytes are \_\_\_\_\_ that form when salts dissolve in water or \_\_\_\_\_
- b. Water balance is achieved in the body by ensuring that the amount of \_\_\_\_\_ consumed in food and drink (and generated by metabolism) \_\_\_\_\_ the amount of water excreted.

21b. List five (5) ways electrolytes play a role in the body.

- 1.
- 2.
- 3.
- 4.
- 5.

Assessor Use Only: Satisfactory response provided

YES  NO

# Written Questions Assessment Record

**HLTAAP001**      **Recognise healthy body systems**

**Reasonable Adjustments made**

<b>Assessment activity</b> <b>Task 1 – Written Questions</b>	<b>Satisfactory</b>	<b>Not Satisfactory</b>	<b>Assessor Initials</b>
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Date: ___ / ___ / _____			
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### Assessment Guide

<b>Satisfactory</b>	The Assessor has reviewed the Assessment Workbook against the requirements of the Assessment Mode and is satisfied that all requirements have been met.
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<b>Not Satisfactory</b>	The Assessor has reviewed the Assessment Workbook against the requirements of the Assessment Mode and is not satisfied that all requirements have been met.
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### Re- Assessment

___ / ___ / _____			
___ / ___ / _____			
___ / ___ / _____			
___ / ___ / _____			

## Competency Record

<b>Unit Code &amp; Title:</b>	<b>HLTAAP001 - Recognise healthy body systems</b>
<b>Student Name:</b>	
<b>Assessment Strategies:</b>	<p style="text-align: center;">Tick the boxes where required to confirm assessment outcome status</p> <p style="text-align: right;">Satisfactory    Unsatisfactory</p> <p style="text-align: center;">Assessment Task 1 - Written Questions</p>
<b>Student Feedback:</b>	
<b>Assessment Result:</b>	<p style="text-align: center;">The participant is COMPETENT</p> <p style="text-align: center;">The participant is NOT YET COMPETENT</p>
<b>Assessor Declaration:</b>	<p>Evidence of Competency is:</p> <p style="text-align: center;">Valid    Authentic    Sufficient    Current</p> <p>All the above assessment modes have been met</p> <p>The assessment has been modified due to Reasonable Adjustment (see below)</p> <p>Gaps in performance were identified and reassessment completed (as per record of results)</p> <p>Feedback given to student:            Written (above)            Email (attached)</p>
<b>Assessor's Name:</b>	
<b>Assessor's Signature:</b>	Date: ___ / ___ / _____