**Marker Guide 11**

**CERTIFICATE III IN HEALTH SERVICES ASSISTANCE**

Recognise Healthy Body Systems

HLTAAP001



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SHORT RESPONSE QUESTIONS

SECTION 1

THE HUMAN BODY

Cells, Tissues, and Organs

1.1 The basic building block of a living organism is a cell. Complete the table below by correctly defining each component that makes up the structure of a cell. (Each response should be approximately 30 words).

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| **Communication component** | **Description** |
| 1. Mitochondria | They perform some of the reactions of respiration, releasing energy that the cell can use. |
| 1. Nucleus | The nucleus controls the activities of the cell. It contains chromosomes (46 in human cells) which carry the genetic material or genes. |
| 1. Enzymes | Enzymes control chemical reactions that take place in the cytoplasm. |
| 1. Cell Membrane | This is a thin layer like a ‘skin’ on the surface of the cell. It forms a boundary between the cytoplasm of the cell and the outside. |

Respiratory system

1.2 In the diagram below of the respiratory system. Correctly identify and place the following missing components:

1. Diaphragm
2. Bronchioles
3. Trachea
4. Larynx
5. Pharynx
6. Oesophagus

Diagram

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| Pharynx |

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| Larynx |

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| Oesophagus |

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| Trachea |

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| Bronchioles |

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| Diaphragm |

1.3 Cells get their energy by oxidising foods such as glucose through respiration. Briefly describe the function of the following components that make up the Respiratory System. (Your response should be approximately 15 words each).

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| **Component** | **Function** |
| a) The pharynx | It is a funnel shapes passageway where food and air can cross |
| b) Nasal cavity | They filter the air and trap small particles(dust, mold spores, pollen, etc.) so that they don’t enter air passages |
| c) The lungs | Contains alveoli (air sacs) that carries out gas exchange |
| d) Trachea | It is also known as the windpipe and it the passage of air to bronchi |

Musculo-skeletal system

1.4 When humans move, their bones work together in order to produce movement. Identify specific joints in the body that are classified under the following movement groups.

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| **Description** | **Joints** |
| a) These joints are only able to partially move | Vertebrae |
| b) These joints are freely movable and allows for movement in three places | Hip Joint |
| c) These joints are fixed and immovable | Skull |

1.5 The human skeleton has many functions. Correctly identify the missing parts and briefly explain the function of each. (Each response should be approximately 15 words).

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| b) Cranium or Skull  It protects the brain, eyes, and ears. |

Diagram

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| 1. The Vertebrae   It protects the spinal cord |

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| c) Rib Cage  It protects the heart and lungs |

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| Student’s response must demonstrate an accurate understanding of the function of the parts of the Musculo-Skeletal System. |

Endocrine system

1.6 The Endocrine System has glands that are responsible for hormone production. Correctly identify the gland and hormone specific to the following hormone descriptions. (Each response should be approximately 15 words)

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| **Description of the Hormone** | **Production Gland & Hormone** |
| 1. Prepares the body for physical activity | Adrenals & Adrenaline |
| 1. Stimulates egg release (ovulation) | Pituitary & Luteinising |
| 1. Lowers blood glucose | Pancreas & Insulin |
| Student’s response must be able to identify and match the gland and hormone to the appropriate definition. | |

1.7 Below is an image of one part that makes up the Endocrine system.

a) Briefly identify the missing organs

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| 1. Thyroid glands |

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| ii) Parathyroid glands |

1. Briefly explain the interrelationships between the identified organs. (Your response should be approximately 60 words)

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| Student’s response must be able to identify that these are the thyroid and parathyroid glands, through the clues given (trachea and larynx have been labelled) and demonstrate an understanding of how the two are anatomically linked.  Responses may include, but are not limited to, reference to:  b) The thyroid gland is situated just below the larynx at the front of the trachea, and the two lobes of the thyroid gland wrap part of the way around the trachea. The thyroid and parathyroid glands are also functionally linked; both help to regulate calcium balance. In addition, the thyroid has a separate and important role in controlling metabolism. The two main hormones produced by the thyroid gland are thyroxine and calcitonin. The parathyroid glands produce parathyroid hormone (PTH). |

The nervous system & sensory system

1.8 Our nervous system is made up of neurons that are specialised cells in communication. Briefly describe the following types of neurons. (Each response should be approximately 20 words)

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| **Type of Neuron** | **Description** |
| 1. Motor Neurons | carries the nervous system’s output to all the tissues and organs of the body. |
| 1. Interneurons | these neurons receive input from a sensory neuron, integrate this information and influence the functioning of other neurons. |
| 1. Sensory Neurons | responds to certain stimulus such as light or pressure |
| Student’s response must demonstrate the understanding of the different neurons in our bodies and their purpose. | |

1.9 The cerebrum has specific regions that support our functioning such as motor and sensory areas. Briefly describe functioning of these areas and the outcomes. (Your response should be approximately 50 words).

(a) Motor Areas

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| Student’s response must demonstrate an understanding of the responsibilities of each area in the brain, it is not mandatory to identify all of the motor areas within a body.  Responses may include, but are not limited to, reference to:  Motor signals originating in the brain pass down descending tracts to the spinal cord and out to our muscles by way of motor fibers. Through this the outcome is skilled movements with our legs and arms, feet, abdomen, and hands. |

(b) Sensory Areas

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| Student’s response must demonstrate an understanding of the responsibilities of each area in the brain.  Responses may include, but are not limited to, reference to:  Sensory receptors generate nerve signals that pass through sensory fibers to the spinal cord and up ascending tracts to the brain. The outcome of this would be us being able to hear, smell, taste, and see. |

Diagram

Description automatically generated1.10 Our bodies will create a response when there is a change in our external environment. Below is an image of our eye, which is also responsible for our sense of vision. Identify and briefly describe the missing parts of the eye. (Each response should be approximately 15 words).

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| (a) |

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| (b) |

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| Student’s response must demonstrate an understanding of the parts of an eye and their role in creating vision or sight.  Responses must identify the correct part of the eye and include, but not limited to, reference to:   1. Cornea – a transparent window at the front of the eye and is responsible for letting light in. 2. Retina - This is the light sensitive layer, the place where light energy is converted into the electrical energy of nerve impulses. The retina contains cells called rods and cones. 3. Optic nerve – the impulses created by the sensory neurons are passed to the brain via the optic nerve |

The special senses

1.11 The five special senses originate from receptors that are restricted to specific areas of the body. Briefly explain these five (5) senses and identify the receptors that they originate from. (Your response should be approximately 200 words).

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| Student’s response must demonstrate an understanding of the five senses and the receptors they originate from – for example hearing originates at the ear.  Responses may include, but are not limited to, reference to:  1. Smell originates from the nasal passage or the nose. Gaseous and airborne odorants enter the nasal passages, become dissolved in the mucus, bind to chemoreceptors located on the olfactory hairs, and causes the olfactory receptor cells to generate impulses – which is smell (good or bad).  2. Taste originates from the tongue. The exposed tip of a taste cells has hairs that project into the mouth. The hairs contain chemoreceptors that are specific for certain chemicals called *tastants*. Most of the taste receptors are located around the edges, front and back of the tongue.  3. Hearing originates from the ear. When waves of sound strike the ear, they cause vibration-sensitive mechanoreceptors deep within the ear to vibrate. The vibration causes the production of impulses that travel to the brain for interpretation.  4. Vision originates in the eye. The cornea, which lets light into the eye. Behind the cornea is the colored ring of tissue called the iris. In the middle of the iris is a hole called the pupil, which lets the light through. It is black because there is no light escaping from the inside of the eye.  5. Equilibrium originates from the semicircular canals, saccule, and utricle. Through its communication with the brain, the vestibular nerve helps us achieve balance. There are two pathways of balance – rotational and gravitational. |

Digestive system

1.12 Digestion is the breaking down of food particles into smaller molecules so it can be absorbed into the body. Using your own words briefly explain the process of digestion. (Your response should be approximately 150 words).

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| Student’s response must demonstrate an understanding of the process of breaking down food into smaller molecules and how this has been conducted by the digestive system.  Responses may include, but are not limited to, reference to:  Digestion begins in the mouth. Saliva helps moisten the food and contains the enzyme amylase, which starts the breakdown of starch. The chewed lump of food, mixed with saliva, then passes along the esophagus (gullet) to the stomach. The food is held in the stomach for several hours, while initial digestion of protein takes place. The stomach wall secretes hydrochloric acid, so the stomach contents are strongly acidic. This has a very important function. It kills bacteria that are taken into the gut along with the food, helping to protect us from food poisoning.  Digestion continues in the last part of the small intestine (the ileum), and it is here that the digested food is absorbed. The last part of the gut, the large intestine, is mainly concerned with absorbing water out of the remains and storing the waste products (faeces) before they are removed from the body. |

1.13 Now that you have explained the process of digestion it is quite clear that there are other organs that control and assist this process.

Look at the image below and identify the missing parts and briefly explain the function of each in the role of digestion. (Your response should be approximately 60 words).

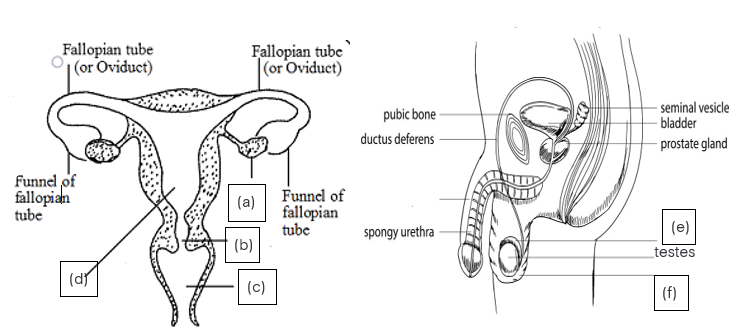
Diagram

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| **Name of missing organ** | **Function** |
| a) The liver | The major metabolic organ. It processes and stores all of the nutrients while also producing bile for the emulsification of fats |
| b) The oesophagus | The passageway where the peristalsis pushes food to the stomach. |
| c) The stomach | It secretes acid and digestive enzymes for proteins. It churns, mixing food with secretions and sends chyme to the small intestine. |
| d) The pancreas | It produces pancreatic juices and also contains digestive enzymes. The pancreas also produces insulin and secretes it into the blood after eating. |
| e) The rectum | It stores and regulates the elimination of faeces |
| f) The anus | It controls the release of waste from the digestive tract |
| Student’s response must be able to identify each missing part of the digestive system accurately and then briefly explain their role in the process of digestion.  Responses may include, but are not limited to, reference to the above. | |

The reproductive systems

1.14 The male and female reproductive systems have various functions.

Look at the image below of the stages of the reproductive systems and identify each of the missing parts. You must also briefly explain the function of each part. (Each response should be approximately 15 words).

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| **Name of the missing organ** | **Function** |
| a) Ovary | Produces eggs and the female sex hormones |
| b) Cervix | It contains the opening to the uterus |
| c) Vagina | It receives the penis during intercourse and also serves as a birth canal and an exit for menstrual flow. |
| d) Uterus | Gives a home to protect the developing fetus |
| e) Epididymis | This is where the produced sperm matures in this coiled duct lying outside each testes. |
| f) Scrotum | Helps regulate the temperature of the testes by holding them closer to or farther away from the body. |
| Student’s response must demonstrate the understanding of the different neurons in our bodies and their purpose. | |

Interrelationships between major body systems

1.15 Our bodies cannot operate or survive without our major body systems working together to support the healthy functioning of it.

Read the following examples. Identify and explain the interrelationships between the body systems.

(a) A heart attack being able to affect the brain (50 words).

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| Student’s must identify that the two interrelated systems are CVS and the nervous system (brain) and thereafter explaining their connection in maintaining a healthy body.  Example response:  The heart is a component of the cardiovascular system (CVS). The CVS is having blood vessels that carry blood towards the heart and away from other organs. To work properly, your heart needs a continuous supply of oxygen-rich blood. It normally receives this blood from the blood vessels called the arteries. When an artery gets blocked, oxygen cannot get to your heart muscle, which means the rest of the body will also not receive oxygen, resulting in a heart attack and a blockage in the nervous system. If the nervous system which also includes the brain does not get enough blood and oxygen it can result in a stroke. |

(b) Feeling cold causing hair to rise (50 words).

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| Student’s response must demonstrate an understanding of of the interrelationship and dependency between the integumentary system and nervous system  Example response:  The integumentary system consists of skin and associated structures such as hairs, sweat glands, oil and nails for the maintenance of body temperature. The dermis later contains many sensory receptors which are sensitive to hot and cold senses. The hair follicles are part of the dermis and would stand up straight when we feel cold to trap heat. The interrelationship is with the nervous system because the integumentary system has free nerve endings, which are susceptible to pain, heat and cold. When we feel cold the nerve endings transmit a message to our brain, which then sends signals down our spinal cord to the rest of our body – in this case it is the hairs on our skin. This hair will then stand up as mentioned to trap heat. |

SECTION 2

Recognising A Healthy Body

Maintenance of body temperature – the integumentary system

2.1 The integumentary system consists of the skin and associated structures such as hairs, sweat glands, oil and nails, for the maintenance of body temperature.

(a) Briefly outline the role of the integumentary system in the maintenance of the body’s temperature. (Your response should be approximately 100 words)

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| Student’s response must demonstrate the key objectives of the skin also known as the integumentary system in maintaining the body’s temperature.  Example response:  The skin is made up of three layers. Each of them has a specific function that helps in maintaining the body’s temperature. The epidermis - consists of dead cells that stop water loss and protect the body against invasion by microorganisms such as bacteria. The hypodermis - contains fatty tissue, which insulates the body against heat loss and is a store of energy. The dermis - contains many sensory receptors. It is also the location of sweat glands and many small blood vessels, as well as hair follicles, which stand on end to trap heat. |

(b) List four (4) functions of the human skin. (Your response should be approximately 50 words)

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| Student’s response must demonstrate the key functions of the human skin.  Example response:   * forming a tough outer layer able to resist mechanical damage * acting as a barrier to the entry of disease-causing microorganisms * forming an impermeable surface, preventing loss of water * acting as a sense organ for touch and temperature changes * controlling the loss of heat through the body surface |

Maintenance of body pressure – The cardiovascular system (CVS)

2.2 There are two parts to a double circulatory system.

(a) Briefly explain the process of the pulmonary and systemic circulation in the Cardiovascular System (CVS) and how they are responsible in transporting blood in and out of the heart to the rest of the body. (Your response should be approximately 70 words).

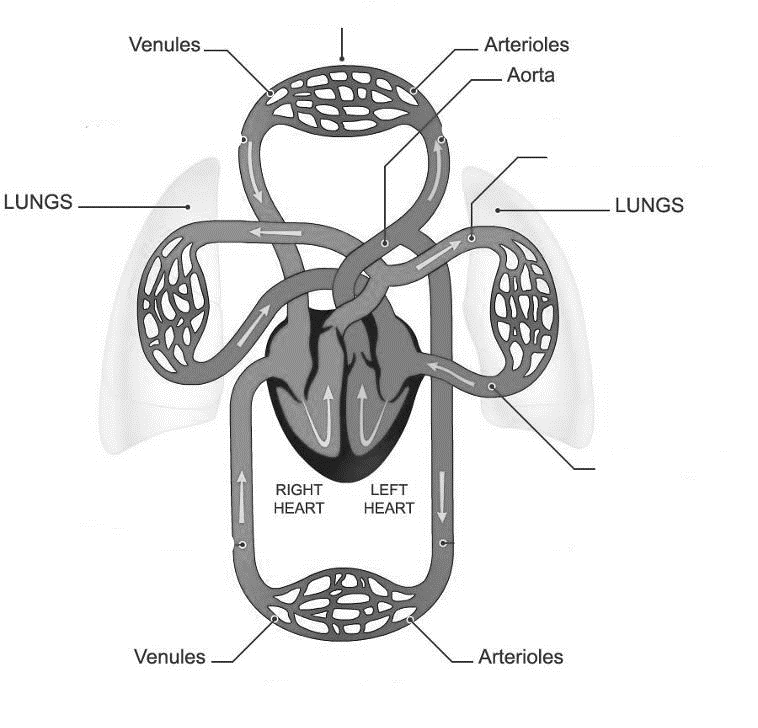
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| Student’s response must demonstrate an understanding of the pulmonary and systemic circulation and about oxygenated and deoxygenated blood.  Responses may include, but are not limited to, reference to the following:  The pulmonary circulation: Deoxygenated blood leaves the heart through the pulmonary arteries. It is circulated through the lungs, where it becomes oxygenated. The oxygenated blood returns to the heart through the pulmonary veins.  The systemic circulation: Oxygenated blood leaves the heart through the aorta and is circulated through all other parts of the body, where it unloads its oxygen. The deoxygenated blood returns to the heart through the vena cava. |

(b) List three (3) ways that a person can maintain their blood pressure. (Your response should be approximately 30 words).

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| Student’s response must demonstrate an understanding of the methods that an individual can abide to maintain optimum blood pressure.  Responses may include, but are not limited to, reference to the following:   * Regular monitoring on your blood pressure at home or a clinic. * Healthy eating - enjoy a variety of foods especially plant-based foods including fresh fruit and vegetables * Get active - try to engage in at least 30 minutes of moderate physical activity on most days of the week. * Drop the salt. * Avoid alcohol * Quit smoking |

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| (c) |

2.3 Identify the missing parts of the CVS and briefly explain their function in the process of transporting blood around the body. (Your response should be approximately 100 words).



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| (a) |

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| (b) |

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| **Components of the lymphatic system** | **Functions** |
| a) Arteries | They carry blood from the heart to the organs of the body. This arterial blood is pumped out under high pressure by the ventricles of the heart. When blood leaves the heart through the aorta, valves in the aorta prevent the blood from returning to the heart |
| b) Veins | They carry blood from organs back to the heart. Blood pressure decreases as it flows through the capillaries, so the blood in veins (venous blood) is at a very low pressure – much lower than in the arteries. |
| c) Capillaries | They carry blood through organs, bringing the blood close to every cell in the organ. Substances are transferred between the blood in the capillary and the cells. To do this, capillaries must be small enough to ‘fit’ between cells and allow materials to pass through their walls easily. |
| Student’s response must demonstrate an understanding of the cardiovascular system and include explanations on the arteries, capillaries, and veins.  Responses may include but are not limited to the above. | |

2.4 You are working as a health assistant at a retirement village. There have been some new retirees that have joined the facility and you have been asked to explain what they need to do in order to maintain a healthy body.

Briefly describe what you will include in your explanation on factors that contribute to the maintenance of a healthy body. (Your response should be approximately 150 words).

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| Student’s response must demonstrate an understanding of healthy ways to strengthen their immune system, give their age and also considering their diets.  Given their age they need to have and maintain a strong immune system. Therefore, they would need to have a balanced diet high in fruits and fibers, try and minimising or completely cutting off sugars and food that are high in fat content. Making sure they also get adequate sleep maximum of 7-8 hours. They need to also make sure they watch their hands frequently to avoid infection.  Regularly exercising for at least 30 minutes is also highly recommended. Simple exercises which are not too strenuous such as gardening, walking around the community, or walking to the shops. Doing some stretching activities or even washing the car are simple yet helpful when it comes to keeping their bodies fit and healthy. A healthy body does not necessarily mean food and exercise, we should also consider the wellbeing of their mental health. This can be done through group activities such as chess, puzzles and crosswords. We can also incorporate new skills or activities into clubs so everyone can get together to learn a skill such as cross stitching or meditation to boost their mental wellbeing. |

Fluid and electrolyte balance – the urinary system

2.5 The urinary system is not just responsible for the removal of waste and any excess fluids. Briefly describe the urinary system’s role in:

(a) Regulating fluid (Your response should be approximately 80 words).

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| Student’s response must demonstrate an understanding on how the urinary system regulates the fluid coming into the body.  Responses may include, but are not limited to, reference to the following:  Urinary system prevents waste and toxins from building up in the blood. In addition, helps regulate your blood pressure, maintains your body's water balance as well as controls the levels of chemicals and salts in the blood. The urinary or renal system removes waste from blood in the form of urine. It also helps regulate blood volume and pressure and controls the level of chemicals and salts (electrolytes) in body's cells and blood. |

(b) Electrolyte balance in the body (Your response should be approximately 80 words).

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| Student’s response must demonstrate an understanding on how the urinary system regulates the electrolyte balance in the body.  Responses may include, but are not limited to, reference to the following:  The kidneys help maintain electrolyte concentrations by filtering electrolytes and water from blood, returning some to the blood, and excreting any excess into the urine. Thus, the kidneys help maintain a balance between daily consumption and excretion of electrolytes and water. Ensuring blood pH remains within normal range: as by breakdown of proteins produces nitrogen wastes, they form toxic ammonia, which increases the pH of the body fluids. Blood urea nitrogen is filtered and reabsorbed in the kidneys and maintains normal range of pH. |

(c) Elimination of wastes (Your response should be approximately 100 words).

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| Student’s response must demonstrate an understanding on how the urinary system eliminates toxic waste such as urine from the body.  Responses may include, but are not limited to, reference to the following:  A human has two kidneys, each of which is supplied with blood through a short renal artery. The urine passes out of the kidneys through two tubes, the ureters, and is stored in a muscular bag called the bladder. The bladder has a tube leading out of the body, called the urethra. The wall of the urethra contains two ring-shaped muscles, called sphincter muscles. They can contract to close the urethra and hold back the urine. The lower sphincter muscle is voluntary (under conscious control), while the upper sphincter muscle is involuntary – it automatically relaxes when the bladder is full. |

The lymphatic system

2.6 The lymphatic system has many responsibilities in fighting and preventing infections entering into our bodies.

Briefly describe the functions of each main component that makes up the lymphatic system. (Your response should be approximately 100 words).

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| **Components of the lymphatic system** | **Functions** |
| 1. Lymph nodes | They remove microorganisms, cellular debris, and abnormal cells from the lymph before returning it to the cardiovascular system. |
| 1. Spleen | Removes damaged blood cells and microorganisms from the blood |
| 1. Tonsils | It protects the throat by gathering and filtering out any microorganisms entering the throat in food or air |
| d) Thymus | It stores immature lymphocytes until they mature to specialised cells (T cells) that destroy infected or cancerous cells. The thymus is only active in childhood. At puberty it becomes inactive and is replaced by fatty tissue. |
| Student’s response must demonstrate an understanding on the different components of the lymphatic system – the lymph nodes, spleen, tonsils, and thymus.  Responses may include but are not limited to the above. | |

2.7 The immune system has many responsibilities in fighting and preventing infections entering into our bodies.

(a) Briefly describe the main components that make up the immune system. (Your response should be approximately 100 words).

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| **Components of the immune system** | **Functions** |
| i) Blood | It is a complex tissue composed of several types of cells suspended in a liquid called plasma. Plasma transports hormones and waste products such as urea. |
| ii) Red blood cells | Transports oxygen to the lungs and unloads it in other regions of the body via hemoglobin. |
| iii) White blood cells (lymphocytes) | Produces antibodies to destroy any microorganisms – some lymphocytes remain in our blood after infection and give us immunity to specific diseases. |
| iv) White blood cells (phagocytes) | Digests and destroy bacteria and other microorganisms that have infected our body. |
| v) Platelets | Releases chemicals to make blood clot when we cut ourselves. |
| Student’s response must demonstrate an understanding on the different components of the immune system – the plasma, the red blood cells, white blood cells (phagocytes, lymphocytes) and platelets.  Responses may include but are not limited to the above. | |

b) List four (4) ways to enhance one’s immune system. (Your response should be approximately 40 words).

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| Student’s response must demonstrate an understanding on promoting ways in which one can enhance their immunity.  Responses may include, but are not limited to, reference to the following:   * Don't smoke. * Eat a diet high in fruits and vegetables. * Exercise regularly. * Maintain a healthy weight. * If you drink alcohol, drink only in moderation. * Get adequate sleep. * Take steps to avoid infection, such as washing your hands frequently and cooking meats thoroughly. * Try to minimize stress. * Keep current with all recommended vaccines. Vaccines prime your immune system to fight off infections before they take hold in your body. |

SECTION 3

Promoting And Supporting Healthy Body Functioning

3.1 You have been asked to visit a secondary school and speak to families about healthy eating and balanced diets for children. Briefly explain what you would include in your presentation.

Hint: Refer to the Australian Dietary Guidelines. (Your response should be 200 words)

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| Student’s response must demonstrate an understanding on what makes up a balanced diet, its nutrients, and proportions.  Responses may include, but are not limited to, reference to the following:  I would try and brief the families on the foundation of any healthy living is nutrition or the food we feed to our bodies. A balanced diet helps prevent disease and keep our bodies healthy. No matter what you like to eat, if your body is to work properly and stay healthy, a child’s diet must include carbohydrates, lipids, protein, minerals, and vitamins, as well as dietary fibres and water. The five core food groups:   * Vegetables and legumes – should be the biggest portion of your child’s diet. Try including steamed vegetables every day in your child’s lunch box. * Fruit – ask your child to pick which fruits they like to take into school when you are out on your weekly food shop. * Grain (cereal) foods such as oats, cereal, or quinoa, which are usually the healthy carbohydrates. * Lean meats and poultry, fish, eggs, tofu, nuts and seeds, and legumes/beans * Milk, yoghurt, cheese and/or their alternatives   You must also encourage your child to drink at least 2 liters of water daily.  A child between the ages of 12-14 need to try and consume a minimum of 9000-11000 kilojoules per day, in order for them to be more active during the day. |

3.2 Identify and explain two body systems that are interrelated to support the healthy functioning of individuals. (Your response should be 100 words)

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| Student’s response must be able to identify two systems of their choice that are appropriately related.  The below response is an example of two interrelated systems, however, are not limited to, reference to the following:  Two systems interrelated would be the Musculo-skeletal system and the immune system. Physical exercise will help you to strengthen your muscles in various parts of the body. It is also known to increase the number of blood cells in the body thus helping boost your immune system to fight off sickness and diseases. |

Physical activity – active and passive

3.3 Briefly outline four (4) different activities for the following:

a) Physical activity (Your response should be approximately 50 words)

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| Student’s response must demonstrate an understanding on physical exercises  Responses may include, but are not limited to, reference to the following:   * Cycling to work or school * Walking to take the public transport * Doing a run around the park * Taking the stair at work instead of the lifts or elevators * Going to a gym and doing weight lifts or walking on the treadmill |

b) Passive activity (Your response should be approximately 50 words)

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| Student’s response must demonstrate an understanding on passive exercises  Responses may include, but are not limited to, reference to the following:   * Walking the dog around the park * Raking leaves or mowing the lawn * Dancing around to your favourite music * Doing some planting * Kicking a ball * Taking the children to the park |

3.4 Read the following case studies and briefly identify factors that these people are doing to contribute to the maintenance of a healthy body.

a) Taylor is a 30-year-old administrator working at a law firm. She says no matter how busy work can get she makes time to eat her meals on time. Likewise, she is getting the right amount of sleep, roughly around 7-8 hours daily and takes brisk walks when she get home. (Your response should be 150 words)

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| Student’s response must demonstrate an understanding on healthy diets and exercise.  Responses may include, but are not limited to, reference to the following:  When it comes to Taylor, she is doing a good job at having her meals on time at work. Assuming it’s a balance diet and eating on time will provide Taylor with the energy she requires to get through the day. Likewise, she is also getting adequate sleep at night meaning she is less tired during the day and is very much energised during her time at work. Taylor is also physically fit as she takes regular walks when she gets home, which means her CVS would be functioning adequately, her muscles will be fit and support her in her daily lifestyle through the provision on blood and oxygen. |

b) Elizabeth has just graduated from high school. She is looking to pursuing a major in nursing. She is thinking about her next steps, university and gaining work experience and earning money to look after her family. She enjoys reading books and attending meditation classes to make sure her mind is at peace. She also enjoys brain stimulating games and running on the beach with her friends. (Your response should be 150 words).

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| Student’s response must demonstrate an understanding on mental health activities and how it supports the healthy functioning of the body.  Responses may include, but are not limited to, reference to the following:  Elizabeth seems to have an active lifestyle. She is organised and knows what she needs in life. Her active meditation schedules are good at keeping her mind at ease and peaceful. She also reads books and plays brain stimulating games probably like chess this means she is always mentally active. Likewise she does a frequent run on the beach keep her physical self also active. In conclusion, she is well balance in her mental and physical self. |