



# Recognise Healthy Body Systems

## Assessment 3 of 3

Project

**Assessor Guide**



## Assessment Details

This section is for SUT VE Quality and Compliance review and feedback and must be deleted in the student version of the assessment.

SECTION 1		
UNIT OF COMPETENCY DETAILS		
Code	Title	
CHCCCS041	Recognise healthy body systems	
COURSE AND MODULE DETAILS		
<i>Assessments may be published in more than one course. Add lines for additional courses as needed.</i>		
Course Code (UPed)	Module Number (Order)	Module Code (UPed)
SOE3IS11A	4	M00272A
ASSESSMENT TYPE		
Assessment Method:	Project    Choose an item.    Choose an item.	
<i>Select all that apply.</i>		

SECTION 2
STUDENT INSTRUCTIONS
<i>The following instructions detail the requirements of the assessment and are captured in the LMS assessment page. This includes a description of the student instructions, associated files and submission instructions.</i>
Student instructions
This is assessment 1 of 3 assessments for CHCCCS041 Recognise Healthy Body Systems. To be assessed as competent, you must complete the task in the spaces required. You are required to download your assessment by clicking on the assessment document icon below (see Let's begin) and upload your completed assessment for submission.
Files for submission
<ul style="list-style-type: none"><li>Assessment document</li></ul>
Submission instructions

## PDF File Submissions

Please save all Word documents as PDF files before submitting.

**IMPORTANT:** Word documents will **not** be accepted.

Most modern web browsers can open and display a PDF file. If you have an older operating system, however, you may need a PDF reader installed on your device such as the Acrobat Reader, available from Adobe.

*Windows: Word 2013 and newer*

Choose **File > Export > Create PDF/XPS**.

*Windows: Word 2010*

1. Click the **File** tab
2. Click **Save As**
  - To see the Save As dialog box in Word 2013 and Word 2016, you have to choose a location and folder
3. In the **File Name** box, enter a name for the file, if you haven't already
4. In the **Save as** type list, click **PDF (\*.pdf)**.
  - If you want the file to open in the selected format after saving, select the Open file after publishing check box.
  - If the document requires high print quality, click Standard (publishing online and printing).
  - If the file size is more important than print quality, click Minimum size (publishing online).
5. Click **Options** to set the page to be printed, to choose whether markup should be printed, and to select output options. Click **OK** when finished.
6. Click **Save**.

*macOS: Office for Mac*

To save your file as a PDF in Office for Mac follow these easy steps:

1. Click the **File**
2. Click **Save As**
3. Click **File Format** towards the bottom of the window
4. Select **PDF** from the list of available file formats
5. Give your file a name, if it doesn't already have one, then click **Export**

For more detailed instructions refer to [Microsoft Support](#).

## SECTION 3

### ASSESSMENT TASK CRITERIA AND OUTCOME

This assessment will be graded as Satisfactory (S) or Unsatisfactory (US).

To achieve Satisfactory; valid, sufficient, authentic, and current evidence of meeting the criteria must be submitted.

Refer to the mapping spreadsheet for details for this unit.

## SECTION 4

### ASSESSMENT DETAILS

*Please refer to SECTION 2 to confirm how the assessment tools will be built and the methods that will be used to collect evidence i.e., Student's will type answers directly into LMS or will upload of files of completed assessment tasks.*

*The STUDENT INSTRUCTIONS above will be added directly into the LMS.*

*All associated files will be accessed via the LMS, as will any Assessor Guides, Matrix, Templates etc.*

*Students and Assessors have restricted permissions in the LMS. Assessor Guides, including model answers, will be available to Assessors ONLY.*

Student Name: [Click or tap here to enter text.](#)

Student Number: [Click or tap here to enter text.](#)

The following pages contain the draft assessment which will be built into the LMS once reviewed. This includes:

- Instructions to students
- Questions /tasks
- Templates /tables where applicable
- Links to supporting files /websites
- Instructions to assessors
- Sample answers /examples of benchmark answers

## SECTION 5

### STAKEHOLDERS AND SIGN OFF

List all that apply for each of the stakeholder roles below.

UPed Learning Designer/Author name	Eduworks Resources
SOE Quality and Compliance Manager name	
SUT VE Quality Compliance name	
Date approved	

## Assessment Instructions

### Task overview

This Project consists of **one (1)** task:

- Research information in relation to healthy body systems, specifically the normal structure, function and location of the major body systems
- Create two (2) A4 brochures that can be provided to clients that explain the structure, function and location of the major body systems.



## Assessment Information

### Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

### Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

## Task 1 – Body System Brochures

You are required to refer to the learning content on the LMS as well as conduct your own research on two (2) different major body systems. You must compile your research into two (2) simple to read brochures that can be provided to clients when discussing any health concerns. You may like to add pictures and diagrams to make it more engaging and interesting, and to help your target audience (clients) understand the information you are providing.

You can create your brochure by:

- using a computer program and printing out a copy of your completed brochure
- writing/drawing on paper.

To complete this task you can choose two (2) body systems from the following list:

- cardiovascular system
- respiratory system
- musculo-skeletal system
- endocrine system
- digestive system
- urinary system
- reproductive system
- integumentary system
- lymphatic system

Each brochure must include the following:

- A clear diagram that can be used to show the structure of the body system
- Information on where the body system is located in the body
- Information on the main function of the body system

**Assessor Instructions:** The student must provide two (2) A4 brochures on two different major body systems.

Each brochure must include:

- A clear diagram that can be used to show the structure of the body system
- Information on where the body system is located in the body
- Information on the main function of the body system

For example:

### **Cardiovascular system**

- **Structure**
  - Consists of the heart and a network of blood vessels that spread to all parts of the body
- **Function**
  - Pumps blood around the body to provide oxygen, hormones and nutrients to the cells
- **Location**
  - The heart is in our thoracic cavity, while the blood vessels and capillaries travel around the entire body

## **Nervous System**

- **Structure**
  - The nervous system is made up of the brain, the spinal cord and nerves
- **Function**
  - The nervous system is a complex network specialised to carry messages
- **Location**
  - The brain is located in the skull, inside the cranial cavity
  - The spinal cord runs through the vertebral column of the spine
  - The nerves travel to every part of our body

## **The Musculo-Skeletal System**

- **Structure**
  - Made up of bones and muscles connected by tendons and ligaments
  - These are connected by tendons, ligaments, cartilage and joints
- **Function**
  - Helps us to stay upright
  - Helps us to move
  - Helps organs to do their work
- **Location**
  - Every area of our body contains muscles and bones

## **Respiratory system**

- **Structure**
  - Includes air passages, the lungs and breathing muscles
  - Our lungs and bronchi look a bit like an upside-down tree
- **Function**
  - Allows us to breathe in air, providing oxygen to the body tissues
  - Removes waste such as carbon dioxide
- **Location**
  - The organs of the respiratory system are contained in our thoracic cavity.

### **Assessment checklist:**

Student Name: [Click or tap here to enter text.](#)

Student Number: [Click or tap here to enter text.](#)

Students must have completed all tasks within this assessment before submitting. This includes:

Task 1	
Submit two (2) A4 brochures on different major body systems	<input type="checkbox"/>



**Congratulations, you have reached the end of Assessment 3!**

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Student Name: [Click or tap here to enter text.](#)

Student Number: [Click or tap here to enter text.](#)