



**L-Università
ta' Malta**

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
EXAMINATIONS BOARD

**SECONDARY EDUCATION CERTIFICATE LEVEL
2021 SUPPLEMENTARY SESSION**

SUBJECT:	Health and Social Care
PAPER NUMBER:	Synoptic – Unit 1
DATE:	1 st November 2019
TIME:	10:00 a.m. to 12:05 p.m.

**THIS PAPER SHOULD BE RETURNED TO THE INVIGILATOR
AFTER THE EXAMINATION.**

General Scenario

- Mark is a health and social care student.
- He would like to work in the health and social care sector in the future.
- He needs to make some notes to study for his exam.

Section A**Question 1****(8 marks)**

Mark was looking at the list of organs he had to study and realised that he needed some help to describe the heart and the brain. To help Mark, write a brief description of each organ and describe its core functions.

Heart

Description of the heart organ:

(2)

Description of the heart's core function:

(2)

Brain

Description of the brain organ:

(2)

Description of the brain's core function:

(2)

Question 2**(6 marks)**

- a) Mark was looking at his notes and realised that he did not correctly match the main systems with the organs. Help him out by matching the systems with the correct group of organs. One has been done as an example.

System		Organs	
A	Nervous system		heart; blood; blood vessels
B	Musculoskeletal system		nose; trachea; bronchi; lungs; alveoli; diaphragm
C	Respiratory system	A	brain; spinal cord; nerves
D	Digestive system		pituitary; thyroid; adrenal; pancreas; hormones
E	Renal system		mouth; oesophagus; stomach; small & large intestines
F	Cardiovascular system		kidneys; ureters; bladder; urethra
G	Endocrine system		bones; joints; ligaments; muscles

(3)

- b) Mark also needs to prepare an outline on some of the systems. Choose **TWO** from the above systems and outline their main functions.

i. System: _____

Outline: _____

_____ (1.5)

ii. System: _____

Outline: _____

_____ (1.5)

Please turn the page.

Question 3

(8 marks)

Organ systems interact with each other. Choose **TWO** sets of systems, from the ones listed in question 2, and discuss how these interact with one another.

a) Set 1: _____ and _____

Discussion: _____

(4)

b) Set 2: _____ and _____

Discussion: _____

(4)

Question 4

(2 marks)

During his studies, Mark learnt about pulse, breathing rate and temperature measurements. He learnt that these are not always within an acceptable range. List **FOUR** common signs and symptoms indicating that pulse, breathing rate, blood pressure and/or temperature measurements are out of range.

Sign of low blood pressure: _____

(0.5)

Sign of high temperature: _____

(0.5)

Sign of very low breathing rate: _____

(0.5)

Sign of high pulse: _____

(0.5)

Question 5

(8 marks)

Explain common reasons why pulse, breathing rate, temperature and blood pressure might be outside the acceptable range.

Pulse:

(2)

Breathing rate:

(2)

Temperature:

(2)

Blood pressure:

(2)

Please turn the page.

Question 6

(9 marks)

Whilst studying about human development, Mark realised that he needs to study more on the elderly. Explain **THREE** ways how an elderly develops physically, emotionally and socially. You can include examples to support your explanation. Figure 1 below can help.



Figure 1: Elderly Development

Taken from <https://carwad.net/wallpaper-603791>

Physical Development: _____

_____ (3)

Emotional Development: _____

_____ (3)

Social Development: _____

_____ (3)

Question 7

(6 marks)

Identify **TWO** Physical, Intellectual, Emotional and Social needs that elderly have:

Physical needs

Need 1: _____ (0.75)

Need 2: _____ (0.75)

Intellectual needs

Need 1: _____ (0.75)

Need 2: _____ (0.75)

Emotional needs

Need 1: _____ (0.75)

Need 2: _____ (0.75)

Social needs

Need 1: _____ (0.75)

Need 2: _____ (0.75)

Question 8

(11 marks)

Mark also learnt that some elderly might need to be fed by staff or relatives. Demonstrate (by writing **SIX** steps/procedures) how this need can be met. (2 marks will be awarded to steps written in the correct order)

(11)

Please turn the page.

Question 9

(3 marks)

The elderly may have passed through various life events. Identify **THREE** life events that some of the elderly might have experienced.

Life Event 1: _____ (1)

Life Event 2: _____ (1)

Life Event 3: _____ (1)

Question 10

(10 marks)

Life factors can have an impact on elderly life. Choose **TWO** life factors and explain how these factors might influence the everyday needs of an elderly, either positively or negatively.

Life Factors: Socio-Economic Factors, Physical Factors, Life Style Factors, Health Factors

Life Factor 1: _____

Influences on elderly needs: _____

(5)

Section B

During his exam, Mark had to assess the needs of, and form a plan for an elderly person. The case presented was the following:

- An old person was admitted to hospital for depression.
- Depression was caused as a result of loneliness and boredom at home.
- The old person is spending too much time lying in bed. As a result the old person is having difficulties staying on his/her legs and walking.
- After a routine check up, the doctor found no problems with his/her legs.
- The old person is not cooking on most days of the week. As a result s/he eats ham and cheese sandwiches.

Question 12

(14 marks)

a) Looking at the above scenario, assess what the needs of the elderly person are. It is important to write the assessment under the appropriate heading, and give reasons for your answer.

Physical: _____

_____ (2)

Intellectual: _____

_____ (2)

Emotional: _____

_____ (2)

Social: _____

_____ (2)

b) After the assessment, choose **TWO** of the needs mentioned above and develop a simple care plan below:

Need	Goal (What are you trying to achieve?)	Steps to reach goal. Please write FOUR sub-steps for each goal mentioned. (Steps need to be SMART. Marks will be reduced if steps are not considered SMART)
i.		
ii.		

(6)

Please turn the page.

Question 13

(6 marks)

Looking at the plan you developed in Question 12, describe how your plan is:

Specific:

(2)

Measurable:

(2)

Realistic:

(2)