

# Access to HE Diploma Assignment Brief (Form AP3)



<b>Provider name:</b>	Sunshine College
<b>Access Diploma title:</b>	Access to HE Diploma (Health)
<b>Unit title and code:</b>	Human Biology RH3/3/AA/07G
<b>Assignment title and number, e.g. 1 of 1 or 1 of 2 etc:</b>	Cells, tissues and the immune system. Assignment 1 of 3
<b>Assessor name:</b>	Jane Brown

## Assignment briefing and mapping to unit:

### Task 1 (Learning Outcome 1)

In the development of a fertilised egg cell (zygote) into an embryo explain how

- the organelle composition of the cells changes as the cells become specialised (AC 1.1) and
- the embryo benefits from the specialisation of cells into tissues (AC 1.2).

Guide word count – approximately 400 words

### Task 2 (Learning Outcome 5 )

- To what extent is growth and reproduction influenced by both internal and external factors? (AC 5.2)
- Explain the roles played by cell multiplication, differentiation, reorganisation and maturation in growth and reproduction. Explain how mitosis and meiosis also play a role. (AC 5.1, 5.3)

Guide word count – approximately 800 words

### Task 3 (AC 1.3, Learning Outcome 6)

- The body defences encompass several body systems. Considering both primary and secondary defence mechanisms, explain how these body systems and their organs play a role in protecting the body. (AC 1.3)
- Compare the primary and secondary defence mechanisms in how they protect the body. Identify similarities and differences in your comparison. (AC 6.1)
- In the form of a leaflet compare auto-immune diseases and allergies to better inform the general public. (AC 6.2)

Guide word count – approximately 1000 words

<b>Assignment hand out date:</b>	
<b>Assignment submission deadline date:</b>	
<b>Draft(s) permitted: Yes/No</b> <i>If yes, include deadline date(s) for draft(s)</i>	No

## Mapping to Unit

This assignment covers the following learning outcomes & assessment criteria.

LO1 Understand the significance of different levels of organisation in the human body.

AC1.1 Explain the roles of the main components and features of a cell in relation to the cell's function

AC1.2 Explain the benefits of cells combining together to form tissues with specific functions

AC1.3 Explain the roles of organs and the interrelationships between body systems

LO5 Understand the nature of growth and reproductive processes

AC5.1 Explain the role of mitosis and meiosis in growth and reproduction

AC5.2 Discuss the factors which influence growth and reproduction

AC5.3 Explain the roles played by cell multiplication, differentiation, reorganisation and maturation in growth and reproduction

LO6 Understand the role of the body defences

AC 6.1 Explain the role of primary and secondary defence mechanisms

AC6.2 Discuss auto-immune diseases and allergies

## Grading information for this assignment

<b>Grade descriptor:</b>	<b>1a: Understanding of the subject</b>
The student, student's work or performance:	
<b>For a pass:</b>	Meet the assessment criteria to achieve the learning outcomes for the unit
<b>For Merit:</b>	a. demonstrates a <b>very good</b> grasp of the relevant knowledge base.  Contextualisation:- a very good grasp is one in which you select mostly relevant information and correctly apply it to the tasks. There may be a few errors or misconceptions and only a little irrelevant information.
<b>For distinction:</b>	a. demonstrates an <b>excellent</b> grasp of the relevant knowledge base.  Contextualisation:- an excellent grasp is one in which you select only relevant information and correctly apply it to the tasks. There should be few, if any, errors or misconceptions and no irrelevant information.
<b>Additional Guidance notes</b>	The relevant knowledge base is that which is commonly accepted as the basic knowledge base at level 3. Most of this information is found in text books, which are used by A level or possibly first year university students. In this context "knowledge" includes facts and theories related to the topics.  It is important that you do not simply repeat facts and theories as read, but that you place them in your own words in the context of the tasks set to demonstrate your understanding. The ability to select the relevant information demonstrates your understanding of the topic and the tasks.

<b>Grade descriptor:</b>	<b>7a: Quality</b>
The student, student's work or performance:	
<b>For a pass:</b>	Meet the assessment criteria to achieve the learning outcomes for the unit
<b>For Merit:</b>	<p>a. is structured in such a way that is <b>generally</b> logical and fluent.</p> <p>Contextualisation:- the structure of your accounts must generally follow a set and clear sequence in which the content of any part (sentences or paragraphs) should be followed by ones which are appropriate. There may, however, be some inconsistencies or unevenness in the overall structure. For it to be fluent it must generally flow freely, without deviation from the answer to the question. The inclusion of irrelevant material will interrupt the flow and hence the fluency.</p>
<b>For distinction:</b>	<p>a. is structured in such a way that is <b>consistently</b> logical and fluent.</p> <p>Contextualisation:-the structure must be without inconsistencies to maintain a high level of evenness and consistency. Your accounts must follow a set and clear sequence in which the content of any part (sentences or paragraphs) must be followed by ones which are appropriate. There should be few, if any, inconsistencies or unevenness in the overall structure. For it to be fluent it must consistently flow freely, without deviation from the answer to the question. The inclusion of any irrelevant material will interrupt the flow and hence the fluency.</p>
<b>Additional Guidance notes</b>	

<b>Declaration:</b> I confirm that this assignment is my best attempt and all my own work and that it conforms to the course policy on plagiarism.		
Print name:	Student signature:	Date: